

# CABRA

DOMINICAN COLLEGE LTD.



## Cabra Dominican College

### 2018 Annual Report

This report provides an overview of the various aspects of school performance in 2018. The report has five distinct sections: School context, Principal Report, Student Outcomes, Financial Statement, Parent and Student Satisfaction Survey.

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## 1. School Context

Cabra Dominican College continues to be a vibrant school that seeks innovative and contemporary approaches to education, which ultimately enhance student outcomes. Cabra's enrolments in 2018 were again strong at 1225 students, with almost exactly equal numbers of boys and girls. Students came from a wide variety of parish primary schools, DECD schools and independent schools. 2018 marked the final year of Year 6s attending Cabra, as we transitioned to a 7-12 college in line with other Catholic schools in 2019. Cabra has an SES of 108 and an ICSEA value of 1051.

### a. Student numbers

#### 2018

Total Students	1225
Aboriginal & Torres Straight Islander students	2

#### Enrolment Summary (*PHOTOS: from Principal's Tour flier 2018*)

Throughout 2018, Cabra continued to experience strong demand for enrolments through to 2021. Principal's Tours continued to be very popular, with upwards of 100 people attending each one throughout the year. The introduction of a twilight tour in March was particularly successful.

The following tables are from August of each year, showing the breakdown over the last two years.

#### 2017 Student Numbers

Year Level	Male	Female	Total
Year 6	55	56	111
Year 7	72	66	138
Year 8	106	94	200
Year 9	101	108	209
Year 10	99	98	197
Year 11	87	94	181
Year 12	84	93	177
TOTAL ENROLMENTS	604	609	1213

#### 2018 Student Numbers

Year Level	Male	Female	Total
Year 6	46	69	115
Year 7	69	61	130
Year 8	120	103	223
Year 9	108	90	198
Year 10	95	104	199
Year 11	94	90	184
Year 12	81	91	172
TOTAL ENROLMENTS	613	608	1221

## b. Workforce composition

Total Teachers	93 (82.5 FTE)
Total Support Staff	57 (42.0 FTE)
Male	30%
Female	70%

## c. Staff Standards and Qualifications

89% of staff (133 teachers and Education Support Officers) recently completed a survey regarding their qualifications, from which we were able to ascertain the following information:

Qualification	Number completed:	Number of staff currently undertaking:
Bachelor degree	117	4
Masters degree	26	9
Doctorate	2	1
Certificate III or IV	59	6
Graduate Diploma	20	
Graduate Certificate	18	5
Advanced Diploma	3	3

Cabra staff are members of the following professional bodies:

Name	Number of staff
Curriculum Associations	39
SACE Board	2
Professional Committees/Networks	15
Leadership programs	11

## 2. Principal Report

### a) Catholic Dominican Identity

We continued to consciously and conscientiously evaluate, refine and express our Catholic identity and Dominican story. Specifically, we sought to strengthen Catholic and Dominican connections, review RE curriculum and increase the quality, accessibility and opportunity for staff and student formation.

Initiatives and work included:

- **Strengthening Catholic and Dominican connections**
  - Students and 3 staff travelled to South Africa (Kopanang) in December for our first immersion experience.
  - Hosting a study tour for Dominican Sisters from the Solomon Islands.
  - Workshops led by Dominican sisters from the Holy Cross Congregation
  - Offering leadership camps
  - Leading awareness-raising and fundraising initiatives within the college; Project Compassion, Winter Sleepout, St Vinnie's Christmas Appeal, RU OK day, Wellbeing week
  
- **Reviewing the scope and sequence of our RE curriculum**
  - In the second half of 2018, the REC Curriculum and Director of Learning and Teaching reviewed the scope and sequence of our RE curriculum from Year 7-12, including our retreat program and reflection days. As part of the review they mapped the current curriculum against the CESA Crossways curriculum and the Australian Curriculum.
  
- **Increasing the quality, accessibility and opportunity for Staff and Student Formation**
  - Actively promoting the Accreditation to Teach in a Catholic School CESA course.
  - Supporting staff to attend the Dominican Education Conference in Melbourne.
  - Supporting 3 staff members to participate in "The Lands of Dominic" pilgrimage tour, following in the steps of St Dominic.
  - Continuing to offer the sacramental program to staff and students.
  - Reviewing and offering a comprehensive reflection and retreat program from Year 6 – 12.

### b) Learning and Teaching

#### a. Learning and Teaching Programs and Initiatives

Over the course of 2018, the Learning and Teaching team, worked with staff to ultimately improve student outcomes. Initiatives included:

- **Improved use of student feedback to improve teaching and learning**
  - In 2018 Cabra continued into the second year of a 3-year engagement with the Effective School Improvement survey CCQ (Class Climate Questionnaire). Working with colleagues, staff had time allocated to observe others, share good practice and be guided through self-reflection, ultimately to enhance students experience, engagement and learning outcomes.
  
- **Maintenance of 100% SACE Completion at Year 12 and Implementation of the Systems & Long-Term habits of success**
  - The Learning and Teaching team have set up a few processes to support Year 12 students complete and submit their best work, these include:
    - monitoring student work completion – drafts and final copies
    - teacher collaboration opportunities
    - promoting staff access to SACE plato forums and training
    - offering all students access to old scholar tutors four afternoons a week
    - engaging an external specialist to work with our high-performing students. Hugh Kearns is an international public speaker, education and researcher, and

currently lectures and researches at Flinders. His latest research is in psychology and high performance.

- Sending weekly emails of encouragement/ study tips/ strategies/ growth mindset/ positive psychology/ where to access help.
- Through the 'pastoral care program', offering guest speakers and targeted workshops for students, focus on key topics for Year 12s and life beyond school.

- **Other Initiatives**

- The Learning and Teaching team initiated and implemented "Wonder Week" and "PLP week" for Year 8 and 9 students at the end of 2018. Students were involved in learning opportunities that focused on STEAM, critical thinking, entrepreneurship, collaboration, citizenship and global competencies
- Past scholar tutoring continued with great success, with several Year 12 students from 2017 available to assist with tutoring of various subjects after school in the library.
- The Learning and Teaching team continued to improve the college's use of SEQTA, our online learning management tool. Tasks and assessment results were available online for parents and students at least two weeks before the due date and results were available within two weeks of completion. *Parents no longer have to wait for reports to be up-to-date with their child's progress.* In addition, Parent / Teacher / Student review meetings continued to be well attended, with evenings held in Term 1 and Term 3.
- In 2018 the Personalised Learning Coordinator joined the coordinators of the St Mary's Unit and the Learning Centre to form the Diverse Learning Team. Cabra leads the way in delivering personalised programs for diverse learners. Our inclusive educational approach continued to offer additional support, enrichment and extension across the entire curriculum and year levels, and into many extra-curricular activities.

#### b. Learning Opportunities beyond the classroom

Aside from rich and broad curriculum offerings, students chose from an extensive array of extra-curricular and co-curricular programs:

- In 2018 Cabra again fielded over a hundred sporting teams throughout summer and winter competitions.
- Our music co-curricular program remained strong, with upwards of 150 students participating in ensembles and or/instrumental tuition in 2018. Our large range of ensembles and bands performed regularly at college events such as liturgies, assemblies and Principal's Tours, as well as at local fetes and events including the Adelaide 500 and the SANFL Grand Final at Adelaide Oval.
- The Gifted and Talented program provided extension activities such as Mock Trials, Debating, World Scholar's Cup and Tournament of Minds.
- Community Living Week (CLW) again provided Year 6 -10 students the opportunity to attend a variety of camps and activities, allowing time to build and strengthen relationships with other students, staff and the wider community. Year 11 students participated in a Conference Week on campus and Year 12s attended retreats.
- Additional trips in 2018:
  - Our annual winter ski trip was again very popular, with approximately 50 students and accompanying staff. Skiers and boarders of all levels enjoyed the time with friends in the snowfields of Victoria during a week of the mid-year school holidays.
  - Students and 3 staff travelled to South Africa (Kopanang) in December for our first immersion experience.
  - The Open Boys basketball team travelled with staff members to the National Basketball Championships in Melbourne

### c. Staff Professional Learning and Development

Coupled with a number of college-led initiatives and programs, staff continued to seek professional learning opportunities. Professional learning initiatives and programs included:

- a) The refinement of the Annual Teacher Review form and process, aiming to provide greater opportunity for staff to set professional goals and reflect on their practice utilising student and staff feedback. The new process is also underpinned by a staffing structure that aligns staff with a key person for the duration of 3 years. The longevity of this alignment, aims to provide more authentic, meaningful reviews, based on observation and ongoing relationship.
- b) Professional learning opportunities being proactively promoted in the Staff Weekly Memo and through various committees. A particular focus was on promoting professional development to middle leaders, enhancing the skills and expertise of ESOs and encouraging excellence in teaching practice.

### c) Student Wellbeing

Under the leadership of Deputy Principal: Student Wellbeing and Leadership, the House Leaders and Director of Students continued to work on enhancing student connection and sense of belonging. The following initiatives have been introduced in 2018:

- Rotation of Home Class teachers every two years, across year level
- Pastoral Care lessons that encourage and enable students to establish connections within their house and across year levels
- Establishing a core group of Home Class teachers for each House
- House Mass, liturgies and prayer services
- Social Justice initiatives are driven and led within a House

We continued to explore ways to enable students to grow into confident, capable, just individuals who have the necessary skills and self-belief to create a better world for themselves and others. Through a variety of ways, students were encouraged to participate in, shape and lead. Aside from the formal leadership structure and opportunities, over the last year students were invited to give feedback and input on various matters:

- Quality of Learning Experience. A number of students have been involved in the CCQ project, providing their pre and post responses on eight dimensions of the quality of their learning experience.
- Quality of Education - Graduate review. Each year all Year 12 graduates are invited to share their insights on their experience at Cabra, specifically focusing on the quality of teaching, learning, community. Over half of 2018 graduates choose to offer feedback. This feedback is reviewed each year by the Executive Leadership (in conjunction with other feedback) and other relevant staff and helps refine our approaches and inform our Annual Development Plan.

2018 saw the introduction of The Rite Journey program offered to all Year 9 students. The program is delivered to eight single sex classes (four boys and four girls) across the College. The program is designed to allow students:

- to learn more about the rites of passage that has them move from childhood into adulthood
- to develop strong relationships with peers and adults
- to encourage them to discover their own skills, talents and capabilities
- to be challenged, to learn how they deal with challenges and then to explore how they respond to success or failure

### d) Administration and Stewardship

#### a. Communication

We continued to provide clarity to staff, student and parent community through the refinement and publication of policies, processes and handbooks. Specifically in 2018 we:

- the Executive Leadership Team reviewed, updated and ratified 30 school policies. The policies relevant to families were then made available on the newly designed Cabra website.
- conducted an extensive review of both the Student Handbook and the Staff Handbook.

2018 saw the planning, creation and publication of:

- a new responsive college website
- a new prospectus booklet
- the first edition of a new biannual magazine, "The Good, the Beautiful and the True."
- a Cabra Facebook page

These initiatives all provided means by which our wider community could see some of the many activities, programs and events that happen every day at Cabra. All initiatives were well-received and have served to increase two-way communication between families and the school. In addition, the creation of the part-time (1/2 day per week) role of Old Scholars Administrator saw the communication with our many old scholars formalised. Old scholars on our database now receive a regular email regarding upcoming reunions and other news, and have a consistent contact person for all related matters.

#### b. Continual Update of Resources and Facilities

We continued to act on our commitment to ongoing improvement and providing beautiful, functional facilities for our students both now and in the future.

Specifically the following work was undertaken:

- 2018 saw the building of the new Music performance space, the Thérèse Sweeney Music Centre.
- Planning for the new gymnasium took place and culminated with the demolition of the old gym in late December.
- Front Reception and some administration offices were refurbished.
- Outsourcing of canteen management to Rory's
- Replacement of a server

We further enhanced our facilities and grounds in 2018 by completing the replacement of:

- classroom furniture
- old switchboards on a planned basis
- IT equipment including projectors and servers
- fascias and gutters on one building

### 3. Student Outcomes

#### a) South Australian Certificate of Education (SACE) – 2018 Results Summary

Some key highlights of our 2018 SACE results include:

- 100% SACE completion (fourth year in a row)
- 155 students applied for an ATAR
- Dux: Luke Bruno (99.4 and 1 Merit) (PHOTO: Luke DUX)
- Dux Proxime: Michael Lazaros (98.25)
- Students achieved 7 Merits (Psychology, Religion Studies, Italian, Physical Education, Workplace Practices). The number of Merits at Cabra continues to occur in different subjects and the A+ grades have remained at 1.66% (our current goal: 2.1%).
- The 2018 results show a pleasing improvement in the B grade and above compared to the five-year average (2012-2017). 80% of all grades in the B grade or higher.
- We ended up with 14 C- and 2 D+ grades. 1.9% of grades overall. This is half the number of C-grades than the last two years.

	2015		2016		2017		2018	
	Cabra	State	Cabra	State	Cabra	State	Cabra	State
Merits	8		5		11		7	
A+ Grades	2.05%	2.31%	1.75%	2.68%	2.04%	2.97%	1.66%	3.44%
ATAR above 90	13.2%		17.5%		18.7%		14.19%	
B grade or higher	74.8%	66.7%	76.14%	68.56%	79.84%	69.57%	80%	70.1%
C grade or higher	99.2%	96.02%	99.65%	96.68%	99.76%	97.32%	99.76%	97.59%
SACE completion	100%	96.18%	100%	96.2%	100%	97.57%	100%	97.42%

Other points to note:

- In 2018, students received their results in 42 different Stage 2 subjects, Vocational Education Training and University courses.
- We continue to be very proud of the fact that all of our students in St Mary's Unit achieve their SACE. In 2018 two students completed Modified SACE.
- Both students who identify as Indigenous students, received their SACE.
- We have had an increase of students in the last two years, who are choosing to access one or two University subjects as part of their Year 12 studies. All of these students achieved either a Distinction or High Distinction for each subject they studied.
- We had a significant number of students who applied for Special Provisions (physical, emotional, mental health reasons). All obtained their SACE, whilst some achieved outstanding results.
- The majority of Year 11s completed the Year 12 Research Project (RP).

#### b) Vocational Education and Training

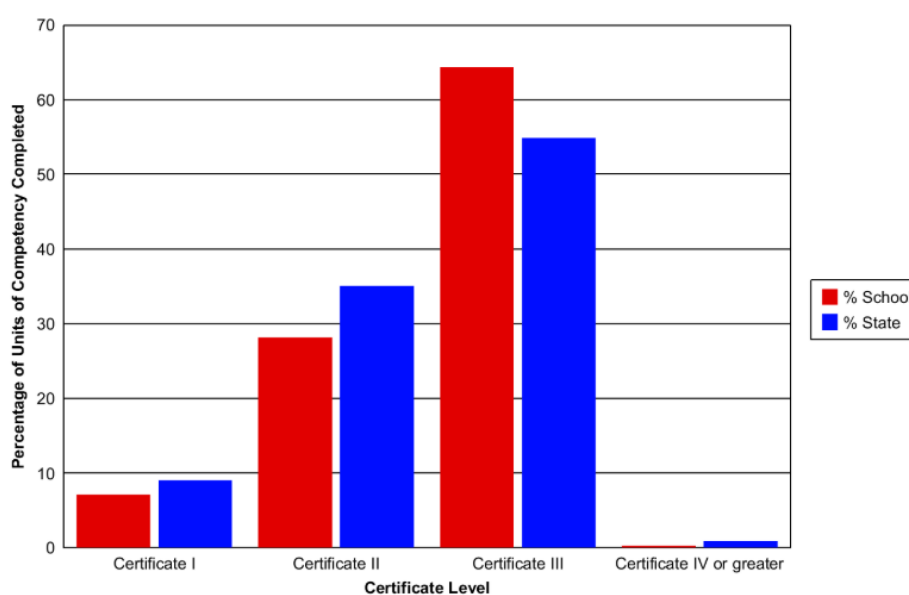
46 Cabra students, 27% of the Year 12 cohort, enrolled in the following courses in 2018:

- Certificate II in Animal Studies
- Certificate III in Animal Studies
- Certificate III in Business
- Certificate III in Early Childhood Education and Care
- Certificate III in Individual Support
- Certificate II in Creative Industries
- Certificate III in Screen and Media
- Certificate IV in Photo Imaging
- Certificate II in Information, Digital Media and Technology
- Certificate III in Information, Digital Media and Technology
- Certificate II in Retail Cosmetics
- Certificate III in Make-Up

- Certificate II in Retail Services
- Certificate III in Retail
- Certificate III in Fitness
- Certificate III in Sport Career Oriented Participation
- Certificate II in Kitchen Operations
- Certificate III in Tourism
- Certificate III in Hospitality
- Certificate II in Electrotechnology (Career Start)

### Vocational Education and Training (VET) Units of Competency Completed – by Certificate Level

This report provides information on the number of students who completed one or more VET units of competency, by certificate level, and the total number of units completed. Percentages are calculated out of the total number of units of competency completed, for the school and the state.



Certificate Level	Total Number of Students with Completed Units of Competency	Total Number of Units of Competency	% School	% State
Certificate I	10	66	7.14%	9.05%
Certificate II	28	260	28.14%	35.13%
Certificate III	87	595	64.39%	54.90%
Certificate IV or greater	1	3	0.32%	0.92%
<b>Total</b>	<b>126</b>	<b>924</b>	<b>100.00%</b>	<b>100.00%</b>

### c) Post school pathways

The majority of 2018 Cabra graduates have made a successful transition to tertiary studies in local universities with the range of courses undertaken reflecting their diverse talents and interests. Many students have continued various forms of part-time employment while some have found permanent employment and traineeships. Similarly, a smaller group have continued their studies in a range of vocational courses.

#### d) NAPLAN 2018 Results Summary

The following information along with other comparisons is also available on the My School website.

##### Year 7 2018

Component	Participation Rate	Proportion of students who achieved the National Minimum Standards (NMS)
Reading	94%	95%
Writing	90%	92%
Spelling	90%	95%
Grammar and Punctuation	90%	97%
Numeracy	93%	98%

##### Year 9 2018

Component	Participation Rate	Proportion of students who achieved the National Minimum Standards (NMS)
Reading	92%	93%
Writing	88%	82%
Spelling	93%	92%
Grammar and Punctuation	93%	95%
Numeracy	90%	93%

#### e) Student Attendance

Student attendance was monitored daily with parents receiving an SMS message if their child was absent from the college. Our staff members continued to work closely with parents to ensure that all students maintained a high level of attendance.

Student Attendance Rate	Percentage
Semester 1	92%
Term 3	90%

## 4. Financial Statement

The following breakdown of income for Cabra Dominican College is derived from the 2017 My School website.

	2016	2017
Education Fees	\$ 8,671,144	\$ 9,227,794
Other fees, charges and income	\$ 284,105	\$ 336,868
Government grants	\$11,395,310	\$12,355,380
Total	\$20,350,559	\$21,920,042

## 5. School Culture – Student and Parent Satisfaction

### a) Parents and Community

The Cabra Community Consultative Forum (CCCF) consists of student leaders, parents and staff. The purpose of the CCCF is to discuss and make recommendations to the Board on matters affecting the community. The CCCF also provides a natural mechanism for the Board and staff to engage with representatives of the community on broader issues affecting the college. The CCCF met four times in 2018.

The parents of the Year 12 class of 2018 were surveyed by phone in early 2019. A high percentage of respondents reported to be “satisfied” or even “highly satisfied” and “extremely satisfied” generally with their experience at Cabra.

### b) Student Satisfaction

In 2018, 1033 students from year 6-12 completed a survey that measured:

- school climate dimensions (teacher support, peer connectedness, school connectedness, affirming diversity, rule clarity, reporting and seeking help, safety, support for learning and expectations for success)
- a range of risk (bullying, disruptive behaviour and delinquent behaviour) and protective factors (moral identity, self-anchoring, resilience, wellbeing and life satisfaction).

Utilising the student feedback, the data from the surveys identified current areas of strengths and areas where we could focus our interventions and support.

<b>Dimension</b>	<b>Strengths</b>	<b>Focus Areas</b>
School climate	Peer connectedness	Support for learning
	Feeling Safe	Rule Clarity
		Reporting and Seeking Help
Protective factors	Self-Anchoring/ Identity	Wellbeing
	Moral Identity	Life Satisfaction
Risk factors	Risky Behaviours	Disruptive Behaviours
		Bullying