

CABRA
DOMINICAN COLLEGE



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2019 PERFORMANCE REPORT

This report provides an overview of the various aspects of school performance in 2019.





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Contextual Information

Cabra Dominican College is a co-educational Year 7 to 12 Catholic school which offers an education in the Dominican tradition. Established in 1886, Cabra draws from a rich heritage and tradition, which continues to inspire and inform our educational offerings. We seek to nurture the unique gifts of each individual; challenging each young person to be their best, and to contribute to a more just and hope-filled world. Cabra continues to be a vibrant school that seeks innovative and contemporary approaches to education, which ultimately enhance student outcomes.

A total of 1175 students. Students came from a wide variety of parish primary, Department of Education and independent schools. 2019 marked the first year of Cabra as a co-educational 7-12 college, in line with other secondary Catholic schools. Cabra has an SES of 108 and an ICSEA value of 1057.

Enrolments

2019

Total Students	1175
Aboriginal & Torres Strait Islander students	0

Enrolment Summary

As Cabra moved to become a college for students from Year 7 to Year 12, our Year 6s remained in primary schools. This was the first year in Cabra's existence without Year 6s. Our Principal's Tours continued to be well-attended and enrolment enquiries for future years remained very strong.

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



The following table shows the breakdown over the last two years.

2019 Student Numbers

Year Level	2018 Male	2018 Female	2018 Total	2019 Male	2019 Female	2019 Total
Year 6	46	69	115			
Year 7	69	61	130	92	122	214
Year 8	120	103	223	97	90	187
Year 9	108	90	198	120	101	221
Year 10	95	104	199	99	84	183
Year 11	94	90	184	92	102	194
Year 12	81	91	172	87	89	176
TOTAL	613	608	1221	587	588	1175

Workforce composition

Our staff in 2019 consisted of 92 teachers and 58 Education Support Officers, with 68% female and 32% male. The full-time equivalent for teaching staff was 80.1 FTE and the full-time equivalent for support staff was 35.4 FTE.

Staff Standards and Qualifications

Cabra staff hold qualifications as shown in the table below:

Qualification	Number completed:	currently undertaking:
Bachelor degree	130	4
Masters degree	23	9
Doctorate	4	1
Certificate III or IV	36	9
Graduate Diploma	27	
Graduate Certificate	22	5
Advanced Diploma	6	3







Principal Report

Catholic Dominican Identity

For the first time, Cabra chose a theme for the year, which was used for all masses and celebrations. Inspired by the words of Pope Francis, the theme, “Dare to Speak” asked us to speak up when we see injustice.

The theme underpinned our whole school Eucharist celebrations, the Welcoming Liturgy and the St Dominic’s Day mass. It is through these whole school gatherings that our community is able to translate the charism of St Dominic and the Dominican Sisters into the daily dynamic of College life.

Towards the end of 2019 and after extensive reviewing, planning and recruiting, the role of Director of Mission and Identity was filled for 2020. This role will give our Dominican charism a specific voice within the Executive Leadership Team and more broadly across the school community. The role of Mission and Identity Support Coordinator was also created and appointed.

We have continued to seek ways to strengthen staff’s understanding and knowledge of our Dominican tradition. In 2019 our Staff Retreat Day involved a workshop by the Dominican Education Australia Chair and past St Mary’s College Principal Eileen Young.

Four staff members attended the Dominican Education Network conference in New Zealand.

The practical expression of our Catholic and Dominican tradition was seen in many ways throughout 2019. Specifically;

- Hosting staff and students from four schools in Indonesia
- Workshops led by Dominican sisters from the Holy Cross Congregation for staff and students
- Students attending a Dominican student leadership camp for all Year 11 and 12 student leaders in South Australian Dominican schools
- Leading awareness-raising and fundraising initiatives within the college; Project Compassion, Winter Sleepout, St Vinnie’s Christmas Appeal, RU OK day, Wellbeing week
- Continuing to offer the sacramental program to staff and students.
- Reviewing and offering a comprehensive reflection and retreat program from Year 7 – 12.

Learning and Teaching

Learning and Teaching Programs and Initiatives

Review curriculum scope and sequence and timetable structure for Year 7-12

In 2019, the Deputy Principal: Learning and Teaching implemented a new strategic planning group to explore the current inhibitors of our timetable and the main underpinning goals for any future timetable structures

- a) ensure that the history and background of our timetable is known and understood
- b) guarantee opportunity for the viewpoints of parents or carers, teachers and students to be expressed
- c) allow for careful consideration of the practicality of the timetable design, meet SACE, ACARA and Crossways outcomes, meet budget and EA requirements
- d) creating greater cross curriculum mapping and units to enable greater development of the 'work ready' skills and ACARA capabilities of critical and creative thinking

Currently a committee is reviewing the data and findings, and designing a 2020 timetable which aims to:

- a) provide students with the skills, dispositions and capabilities to be successful in a global world
- b) Meet the goals of the Melbourne Declaration
 - Goal 1: Australian schooling promotes equity and excellence
 - Goal 2: All young Australians become:
 - successful learners
 - confident and creative individuals
 - active and informed citizens
- c) consider cross curriculum and problem-based inquiry learning
- d) consider the restraints of a Year 7-12, 1200 student context

Blitz Week

In 2019 the Learning and Teaching team introduced a "Blitz Week" of in-depth studies for all Year 12s where they work with key teachers and tutors to enhance rich, deep learning opportunities.

Implementation of Learning and Innovation Coordinator role

This role is specifically designed to allow teachers to work collaboratively with a Coordinator who assumes the responsibility of using 21st century pedagogical approach in conjunction with research and technologies to drive pedagogical change. In 2019 projects included virtual reality creation and application in classrooms, designing sustainable garden spaces, using Minecraft to investigate and create liveable spaces for our futures, creating and coding weather stations to monitor changes in weather patterns, and using 3D printing to create prototypes.

Learning Opportunities beyond the classroom

Aside from rich and broad curriculum offerings, students were able to choose from an extensive array of co-curricular opportunities:

- The sporting calendar was again very full and exciting, with some 94 teams competing across weekend and knockout sport.
- Our co-curricular music program remained strong, with upwards of 150 students participating in ensembles and/or instrumental tuition in 2019. 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 Fringe and the SANFL Grand Final at Adelaide Oval.
- Academic Challenge and Enrichment (ACE), formerly the Gifted and Talented program, provided a varied platform of co-curricular opportunities for any students with innate curiosity for the world around them. In 2019 students participated in a number of events and competitions including the Tournament of Minds, the Aurecon Bridge Building Competition, the Senior and Junior Academy Conferences, the Da Vinci Decathlon, the World Scholars Cup and OzClo, the Australian Computational and Linguistics Olympiad.
- Community Living Week (CLW) again provided Year 7 -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, which aimed to equip them with tools for life including money management, vehicle maintenance and self-defense forums. Year 12s attended retreats.



2019 special in-school events

- Indonesian Education Immersion Program
- Biennial musical – Fame Jr

2019 trips

- Generations in Jazz festival in Mount Gambier
- Ski trip to Mt Buller
- Gold Coast Netball trip
- Study Tour to Italy
- Study Tour to Japan
- World Challenge trip to Cambodia and Vietnam
- World Scholars' Cup trip to Sydney
- National Basketball Championships, Melbourne – one girls' and two boys' teams

Staff Professional Learning and Development

2019 saw the completion of a three-year cycle of the Effective School Improvement rounds. Utilising a class climate survey, all teaching staff have sought feedback from some of their students, gaining important insights into their perceptions on eight different aspects of their learning environment. These rounds have facilitated reflective practice, collaboration and observation, contributing to the ultimate goal of continual improvement. Overall, it has been a valuable intervention that has enhanced the learning environment for students.

In 2019 we implemented a formal annual review process for all teachers and education support officers. The new process is underpinned by a staffing structure that aligns staff with a key person for the duration of three years, allowing for more authentic, meaningful reviews, based on observation and ongoing relationship. We encourage staff members to set their own individual goals, aligned with the broader college mission, and to reflect on their progress in achieving those goals. In addition, we continued our ongoing commitment to supporting all members of our community to pursue relevant professional learning opportunities.

Student Wellbeing

Our focus throughout the year was to support each student to feel that they have a place, and that they belong.

2019 was the first year of full integration of the House system for home classes at every year level, allowing each House to occupy a distinct location on campus. Murphy moved into the St Dominic's courtyard, Moore into Aquinas, Kavanagh in St Catherine's and Boylan into O'Mara and St Brigid's. This geographical proximity, coupled with the third year of House Leaders and Home Class Teachers building key relationships with students, has allowed us to work towards achieving the sense of belonging which we desire.

Our Pastoral Care program continues to evolve and be modified to equip students with the appropriate skills to safeguard their wellbeing and facilitate positive interactions in their world. Accordingly, it was timely to begin a process of reviewing our Pastoral Care program, which runs within home classes. Across the year we reviewed the scope and sequence of these social and emotional personal learning programs, and ensured their alignment with the Child Protection Curriculum. In addition, Years 7 to 9 students undertook specific Protective Practices classes as part of their regular timetable.

Other initiatives were:

- The instigation of Wellbeing Meetings attended by the Deputy Principal of Student Wellbeing and Leadership, the Director of Students, the counselling team and House Leaders, plus Diverse Learning coordinators when required. Each House had a meeting twice a term, focused on the specific social and emotional support needed by their students at that time.
- Streamlined online booking system for students to make an appointment to see a counsellor, accessible from the SEQTA splash page.
- Fostering community and connectedness through House-based activities such as House picnics, Wellbeing Week and RUOK? Day.
- The addition to the Student Leadership team of St Mary's Unit Captains. These captains participated in many events and occasions including leading groups on Principal's Tours, helping to give prospective families further insight into Cabra daily life.
- Hosting events to which parents were invited, with guest speakers on topics such as drug and alcohol awareness, digital wellness and The Rite Journey program.





Administration and Stewardship

College Events

The new gym building project took place across 2019, which led to staff utilising a variety of spaces around the campus for our many events.

- Our Dominican Sisters, music students, parents and special guests joined us for a celebration of the opening of the Therese Sweeney Music Centre.
- We were blessed with wonderful weather which allowed us to hold the Welcoming Eucharist on the large College oval, with over 1400 people nestled in the corner of our beautiful oval area.
- In Term 3 we uplifted the entire community and transported students and staff to Priceline Stadium for our St Dominic's Day Eucharist and Celebrations. The College Administrative Team devoted a number of weeks towards planning for the day and communicating the logistics of this significant whole school event. Finally, our Cabra Celebrates event returned to being one night for the whole school community, with the first event held in the new Caleruega Hall in early December

Communication

At the start of the school year we launched a fortnightly email newsletter showcasing "good news stories" and designed to provide insight into the daily dynamic of college life. This has been consistently well-received by families, with receipt data showing that consistently more than half of recipients opened and read the newsletter.

Other communications initiatives included:

- Regular email from the College Administration office, outlining important dates and upcoming events
- Consistent social media posts, also sharing "good news" stories and enhancing the connectedness of the wider college community
- Creation, publication and distribution to current families and old scholars, of two more editions of "The Good, the Beautiful and the True"

Uniform Review

For the first time in approximately 20 years, Cabra undertook a comprehensive review of the summer and winter formal and the physical education uniforms. Every item of the uniform was examined. Extensive consultation took place including a survey of all families, students and staff to which we received nearly 1000 responses.

The new uniform has achieved our aims to:

- uphold and reflect our proud history and identity, retaining the traditional Cabra colours of rust, gold, black and white
- remain close to the current price point
- utilise the latest advancements in fabrics and design
- be manufactured by our current uniform suppliers who engage with ethical and sustainable production practices
- comply with anti-discrimination legislation, by providing a shorts/pants option for girls
- provide a well-designed uniform that continues to instil pride.

Old Scholars

- Consistent communication with old scholars, implemented in 2018, continued in 2019. The Old Scholars Administrator hosted and assisted with the planning of reunions for the classes of 1969, 1979, 1989, 1999, and 2009. Two more types of reunions were also implemented; a “Welcome Back to Campus” reunion for the most recent school-leavers, the class of 2018, and a St Mary’s Unit Community reunion for past students, staff and friends of the St Mary’s Unit. All the reunions included staff-hosted tours of the college and were well-attended and well-received.
- With the retirement of the previous Archives Volunteer, new volunteers were sought and found, and a program was formulated for them to visit the college on a regular basis. These two Old Scholar volunteers contributed to the moving of the Archives rooms and to a comprehensive review of the Archives, Museum and Historical Collection. Plans were also put in place for ongoing volunteering and for regular renewal of the Museum.
- Recent old scholars participated in the tutoring program, visiting the library after school to provide study support for Year 12s.
- Our extensive Co-Curricular Sport program could not succeed without the many old scholars who coach teams.



Continual Update of Resources and Facilities

We continued to act on our commitment to ongoing improvement and providing beautiful, functional facilities that meet the current and future needs of our dynamic and vibrant learning community.

Specifically the following work was undertaken:

New Caleruega Hall build took place throughout the year and was completed in December, in time for end of year celebrations

Installation of a new fence along the length of the large oval where it meets the road through the school

Renovation of the outdoor show courts

Planning and staff consultation for the next Strategic Plan

Moving of historical archives from the Music area to updated rooms opposite the Museum

Renovation of the inner staircases in the heritage-listed convent



Student Outcomes

South Australian Certificate of Education (SACE) – 2019 Results Summary

2019 SACE Results

The SACE Board confirmed that 100% of all students eligible for 2019 SACE completion successfully attained their SACE certificate. Particularly noteworthy achievements were:

- Stephanie Lam, who is our Dux with an ATAR of 99.85.
- Patrick Moriarty, who is our Proxime Accessit achieved an ATAR of 99.7
- 26 students received A+ grades (Stephanie Lam - 3 Merits) and 18 students received an ATAR above 90. 78.4% of all grades were a 'B grade or higher' compared to the SACE average of 71.22%. 99.77% of all grades were a C grade or higher.
- All of our students in St Mary's Unit have achieved their SACE.
- 6 students completed University courses and achieved Distinctions or High Distinctions in their courses, as part of their SACE

- ▷ Seven students earned a total of ten A+ merits
- ▷ 13 students, including four Year 11s, received a total of 16 A+ scores

Our students have received these results in 53 different Stage 2 subjects, Vocational Education Training and University courses. 57 students completed a VET course as part of their studies. These results are the culmination of students working with dedication and commitment over several years in combination with careful subject selection and counselling. Our staff expertise and extensive resources support our students to achieve these results. We work in close consultation with students and families to choose subjects that allow each individual to work to their strengths in the wide and varied subject selections available at Cabra Dominican College.



Vocational Education and Training

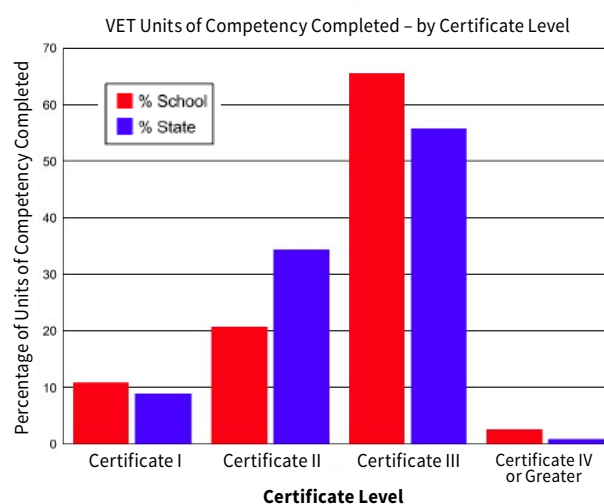
39 of 175 Year 12 students

76 students, including 39 Year 12s (22.29% of the Year 12 cohort) enrolled in the following courses in 2019:

- Certificate I in Access to Vocational Pathways
- Certificate I in Construction
- Certificate II in Animal Studies
- Certificate II in Automotive Vocational Preparation
- Certificate II in Creative Industries
- Certificate II in Dance
- Certificate II in Electronics
- Certificate II in Electrotechnology (Career Start)
- Certificate II in Retail Cosmetics
- Certificate II in Retail Services
- Certificate II in Salon Assistant
- Certificate II in Warehousing Operations
- Certificate III in Business
- Certificate III in Dance
- Certificate III in Design Fundamentals
- Certificate III in Early Childhood Education and Care
- Certificate III in Electrotechnology Electrician
- Certificate III in Fitness
- Certificate III in Hairdressing
- Certificate III in Hospitality
- Certificate III in Individual Support
- Certificate III in Information, Digital Media and Technology
- Certificate III in Live Production and Services
- Certificate III in Plumbing
- Certificate III in Public Safety (Aquatic Search and Rescue)
- Certificate III in Retail
- Certificate III in Roof Plumbing
- Certificate III in Rural Operations
- Certificate III in Screen and Media
- Certificate III in Sport Career Oriented Participation
- Certificate III in Tourism
- Certificate III in Visual Arts
- Certificate IV in Business
- Certificate IV in Photography and Photo Imaging

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 Students with Completed Units of Competency	Total Units of Competency	% School	% State
Certificate I	10	92	10.98%	8.97%
Certificate II	22	174	20.76%	34.37%
Certificate III	45	550	65.63%	55.77%
Certificate IV or greater	4	22	2.63%	0.90%
Total	81	838	100%	100%

Post school pathways

2019 graduates had a wide range of plans upon finishing school. Unfortunately many of their plans were derailed by the closures and restrictions put in place to combat the Covid-19 pandemic. Students who had entered university found themselves studying online for an extended period. Those who planned to travel could not. Still more who had employment in hospitality or other affected industries found themselves without work. At the time of preparing this report, the current state of flux means that we cannot gather meaningful data. Therefore we plan to follow up with this group at a later date.

NAPLAN 2019 Results Summary

In 2019 Cabra had a 95% participation rate in the NAPLAN. Our students' NAPLAN results were either close to or above the results for all Australian students. It is noted that the NAPLAN was run online at Cabra for the first time and some disruptions were experienced due to NAPLAN system overload. The following information, and comparisons for previous years, are available on the MySchool website.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	557	518	556	557	557
Year 9	585	566	580	572	589

Year 7 2019

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

Year 9 2019

Component	Proportion of students who achieved the National Minimum Standards (NMS)
Reading	92%
Writing	86%
Spelling	94%
Grammar and Punctuation	94%
Numeracy	97%

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%

Financial Statement

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

	2016	2017	2018
Education Fees	\$8,671,144	\$9,227,794	\$9,649,084
Other fees, charges and income	\$284,105	\$336,868	\$264,031
Government grants	\$11,395,310	\$12,355,380	\$13,269,949
Total	\$20,350,559	\$21,920,042	\$23,183,064







School Culture

Parents and Community

CCCF

Moving into its third year, the Cabra Community Consultative Forum (CCCF) consisting of student leaders, parents and staff met four times in 2019. The CCCF reports directly to the College Board and plays a pivotal role in providing feedback and advice in relation to College policies and procedures, events and communication, as well as issues associated with students' wellbeing. The feedback and advice from the CCCF is collated and reviewed by the College Board and used to inform decisions associated with providing a nurturing and caring learning environment.

In addition and specifically in 2019, the CCCF:

- Reviewed proposed new uniform items, informing final decision-making
- Requested and provided planning feedback for a parent information night with a guest speaker Jocelyn Brewer who focused on the latest research associated with Digital Wellness and adolescents

New Parents

In Term 2, members of the Executive Leadership Team invited a small group of Year 7 parents into the College for an afternoon tea with the view to providing them with the opportunity to reflect on their experiences as new members of our community and to provide feedback. The gathering proved to be very successful and provided Cabra with a broad range of positive feedback along with an insight into areas of growth and further development for the future.

Graduating class

Class of 2019

The Year 12s of 2019 were surveyed upon completion of their schooling regarding their willingness to participate in tutoring, coaching and old scholar reunions. They were also asked to rate their experience at Cabra. The majority of respondents rated both the level of teaching instruction and the pastoral care they had received at Cabra as a 4 or 5 out of 5.

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