

CABRA  
DOMINICAN COLLEGE



2022 STUDENT HANDBOOK



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# 1 Welcome to Cabra Dominican College



Welcome to Cabra Dominican College and the 2022 school year.

I am delighted to welcome you and your family to the Cabra community. You are now a part of our rich history. As you find your way around, meet people and begin your classes, remember that thousands have walked this path before you, and that these first days are the beginning of what can be a life-long association with Cabra and the Dominican tradition.

Through the collaboration of students, families and staff members this handbook reflects what our community believes to be important for supporting the learning and care of our students. I know that you will have many questions, and my hope is that you will find some of the answers in these pages.

I wish you all the best for 2022.

Dr Helen Riekie, Principal



*Farrad McCabe*

Deputy Principal: People, Culture and Operations



*Sally Ivens*

Deputy Principal: Learning and Teaching



*Jason Thur*

Deputy Principal: Student Wellbeing and Leadership

## 2 Our Identity

### 2.1 Vision

Cabra Dominican College, as a Christian community in the Catholic tradition, strives to nurture and develop the unique gifts of individuals, to liberate them in the search for truth, and to empower them to create a better world.

### 2.2 Mission

Our mission is to be a place of excellence in teaching and learning in the Catholic tradition. We have a strong commitment to outreach and social justice and encourage critical thinking and self-confidence. We work to provide a stimulating learning environment, which is holistic, and encourages and aims to support each young person to be their best selves.

As a Dominican education ministry, we are defined and characterised by:

- love for the Creator and respect and care for all works of creation;
- a strong Catholic identity and practice of Christian values in the spirit of the Gospel;
- a search for truth and the pursuit of personal excellence in learning;
- a philosophy of education that respects the uniqueness of each individual and understands the role of teacher as an enabler of students' learning;
- a commitment to responding to issues of peace and justice through critical reflection and action;
- a commitment to marginalised and vulnerable students, especially to those with a range of different needs.

### 2.3 Dominican Charism

The traditions, values and ethos that comprise the Dominican charism emanated from 'the graced life of Dominic'. At its heart, the Dominican charism is characterised by the energetic, purposeful and dynamic search for truth (veritas), which emerges from thoughtful contemplation. The Dominican motto, 'to contemplate and share with others the fruits of contemplation' underlines the fact that the Dominican charism is a living tradition, alive and continuing to evolve.

As Dominicans, we recognise that the search for truth leads us to a personal graced encounter with the God who is our centre. Dominican educators strive to inspire students to wakefulness, a wakefulness to wonder and awe, to beauty and joy. Learners are challenged to discover the Holy One in our world, and to recognise the innate dignity and creativity of each person. Such qualities are intrinsic to the Dominican tradition and encourage an eagerness to pursue the search for truth. Dominican educators are weavers of the thread of the tapestry that creates the ongoing Dominican story.

### 2.4 College Crest

Our College crest or shield is divided into 8 gyrons, meeting at the centre. It is black and white, the armourial colours of the Guzman family. Guzman was the family name of St Dominic. Added to this shield is the white and black cross, worn by the Knights of Calatrava. St Dominic's mother was of this family. The 'flowering of the Cross' represents the lily, symbolic of purity. Above the shield there is a star, placed in memory of the brilliant star seen shining on St Dominic's forehead at his Baptism. The complete shield signifies that the Dominican Order has been founded for the defence of the Church. The motto is 'Veritas' because a Dominican's greatest work is to preach the Truth of God.



### 2.5 Our History

#### 2.5.1 St Dominic's Story



Our story truly began in 1206 when St Dominic established a convent for women in Prouille. From that foundation stem the many Dominican establishments – schools, Colleges, universities – that, all over the world today, are centres of learning for youth.

Born in Caleruega, Spain in 1170, Dominic was the youngest of four children. He was born into an impoverished noble family. His father, Felix, was part of the knighted class and his mother, Jane, a noble woman. Education and prayer were highly valued by the Guzman family. Dominic's mother was a woman of great faith and prayed regularly at a nearby monastery. As was the practice amongst nobility, the Guzmans had dedicated Dominic to the church – he was to be a priest.

Opportunity for schooling was a rarity in the 12th century but Dominic was afforded this privilege and began his education with his uncle priest at age seven. When he turned 14 years he travelled further afield to Palencia where he was to spend another 10 years studying. Departures from familiarity into the unknown, a family commitment to the growth of the church and a drive to seek knowledge and understandings are three crucial forces at play in Dominic's early formation.

In 1193 at age 23, Dominic was ordained a priest. Dominic worked at the Cathedral at Osma in Spain under the Bishop of Osma who had embraced canon reformation including the rules of community life under Saint Augustine. It was these notions of community life which attracted Dominic and formed the basis of what he considered should be the community life for his own order.

There are many stories about St Dominic that have been passed on throughout the centuries. One of the most

significant in understanding him happened when he was a young man. While studying humanities and theology in Palencia a severe famine struck the region with devastating impact on the local people. Dominic was so moved with compassion for the ordinary people who were left with nothing to eat as a result that he sold all his precious books and furniture to raise funds for those in such great need. His declaration that, 'I do not want to study dead skins, while people are dying of hunger' reveals much about the values on which he based his choices. It is said that numbers of other students at the university followed his example of compassion. Indeed, it was compassion that was at the core of Dominic's response to all people – both companions and strangers.

### 2.5.2 Cabra's History

In 1868, at the invitation of the Bishop of Adelaide, seven Dominican Sisters came to South Australia and opened a school for both boarders and day students in Franklin Street, Adelaide.

In 1886, the boarders moved to a new school, the present Cabra Dominican College. The new site, now a busy suburban area, was then regarded as 'country' being a large area of bare, unoccupied land. Because the Sisters had come from Cabra, one of the leading educational establishments in Ireland, they called the convent and school, Cabra.

In February 1886, the school opened with nine Sisters, caring for 37 boarders and 3 day girls in the High School and 71 boys and girls in the Intermediate School. By the 1940s these numbers had grown to 93 boarders and 232 day pupils.

1999 marked the official closure of the Boarding House, bringing to an end a rich tradition benefitting generations of young women. Cabra Dominican College is a co-educational school from Years 7 to 12. Enrolments are at capacity with around 1200 students.

## 2.6 Our Identity

The integration of Christian values and the search for truth, in an atmosphere of cooperative involvement, are basic qualities of an education at Cabra.

There is a real sense of support and encouragement for the process of personal growth at Cabra Dominican College. Reflection days, retreats and regular liturgies complement the formal Religious Education program, which offers a developmental study of our Catholic heritage and the opportunity for open discussion of faith issues.

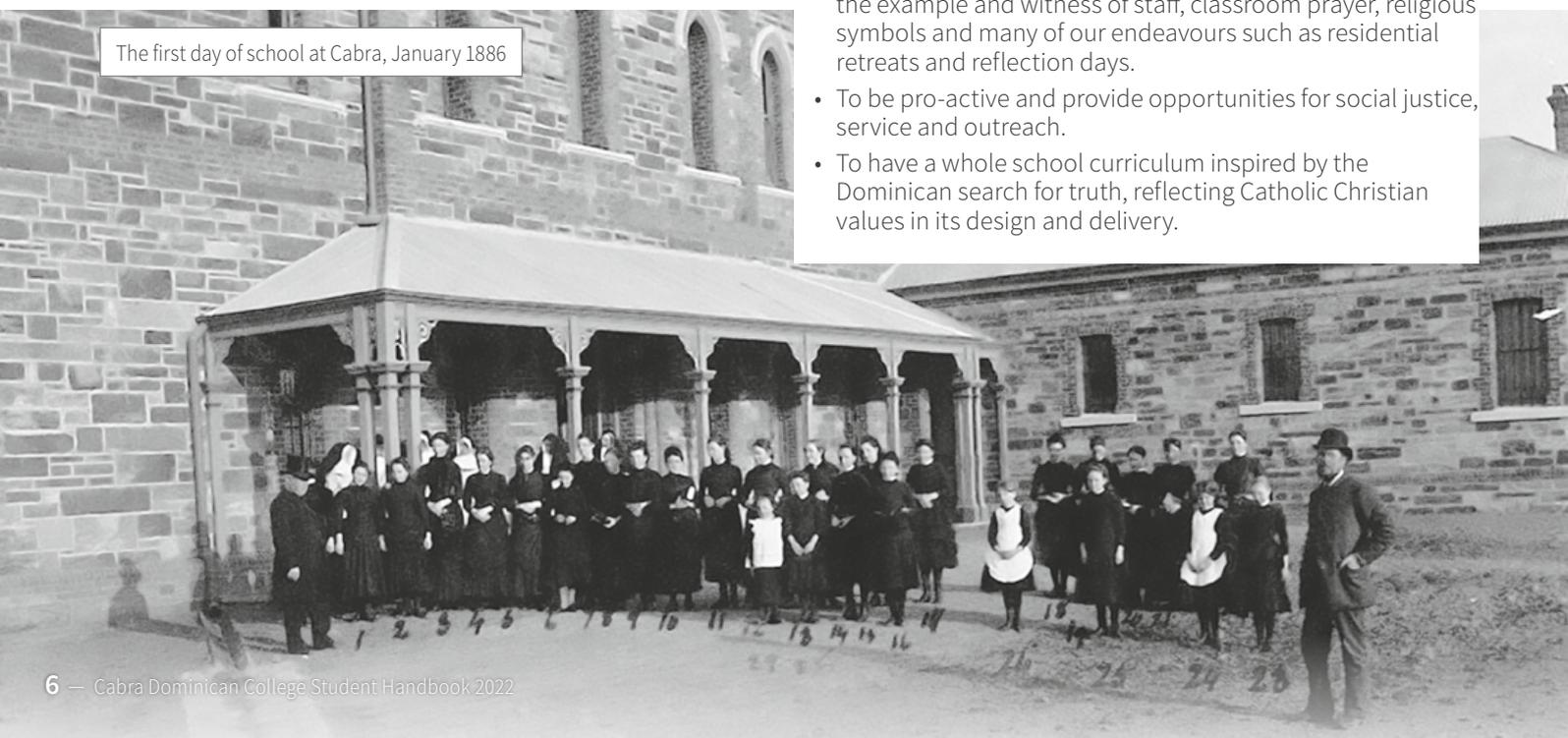
In addition, the religious life of the College is expressed through class prayer, works of charity, voluntary social action student groups and the availability of various spaces for contemplation and prayer, such as the College Chapel, the Dominican Peace Garden and a dedicated Religious Education Centre and meditation room.

The Religious Education faculty places a strong emphasis on its teachers having ongoing professional development and qualifications in Religious Education. This together with the commitment that teachers bring to their vocation, ensures the continuation of the tradition of excellent religious education provided by past Dominican Sisters.

Overall, the aims of the religious life at Cabra in its Dominican Ethos include:

- To be a welcoming Christian community through life-giving relationships within the College.
- To support students in discovering contemporary means of expressing their faith and spirituality, mindful that not all are from Catholic backgrounds and that many have a limited experience of local church.
- To be in partnership with the local church in supporting parents in their primary role as faith educators of their children.
- To offer Masses, liturgies and prayer services which foster a celebration of life and faith through student involvement, integration with the arts, students and staff collaborative planning and inclusive language.
- To welcome the exploration and naming of faith through the example and witness of staff, classroom prayer, religious symbols and many of our endeavours such as residential retreats and reflection days.
- To be pro-active and provide opportunities for social justice, service and outreach.
- To have a whole school curriculum inspired by the Dominican search for truth, reflecting Catholic Christian values in its design and delivery.

The first day of school at Cabra, January 1886



### 2.6.1 Holy Cross Congregation of Dominican Sisters

After opening Cabra, the Holy Cross Congregation of Dominican Sisters opened a further 18 schools in South Australia and Victoria including schools and services for children with special needs. Some of the sisters served in the Solomon Islands from 1956 to 1988. Many worked in ministries beyond the schools, both locally and overseas. In 1991 they established Sophia, an ecumenical feminist spirituality centre which continues to

flourish. In 2018, the Sisters celebrated 150 years of ministry in South Australia, during which time a total of 256 sisters have joined the congregation. We continue to be blessed by the current Dominican Sisters' presence and wisdom, and pledge to continue their work and to celebrate their legacy for many more years.

In 2018 the Holy Cross Congregation of Dominican Sisters celebrated 150 years of ministry in South Australia. We thank the Dominican Sisters, and pledge to continue their work and to celebrate their legacy for many more years.



Above: The Holy Cross Dominican Sisters in 2019.

Right: An early photo of Cabra's Dominican Sisters, including Columba Boylan and Catherine Kavanagh.

### 2.6.2 Dominican Education Australia



Dominican Education Australia was established by the Catholic Church in 2015 at the request of the

Dominican Sisters of North Adelaide, the Dominican Sisters of Eastern Australia and the Holy Cross Congregation of Dominican Sisters. Dominican Education Australia has oversight of the six educational ministries that were previously the responsibility of the three congregations. The entities are: Siena College, (Melbourne), Santa Sabina College, St Lucy's School (Sydney) and Cabra Dominican College, St Mary's College and St Dominic's Priory College, (Adelaide).



## 2.7 House Names

Our Houses are the core foundation for student welfare and pastoral care. It consists of four Houses that are named after four extraordinary Cabra leaders, who were instrumental in establishing our College and the Cabra story:



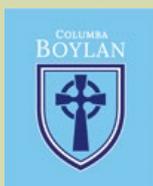
#### Moore House:

**Mother Mary Teresa Moore** OP led the group of founding sisters from Ireland in 1868. She was the first Prioress of St Mary's Franklin Street and built a small boarding school for young ladies.



#### Murphy House:

**Mother Mary Catherine Murphy** OP arrived in South Australia at a young age during the very difficult early years. She was the sub Prioress under Mother Mary Teresa Moore. She, along with the other sisters, overcame great upheaval especially at the time of Mary MacKillop's excommunication in 1871.



#### Boylan House:

**Mother Mary Columba Boylan** OP was sent to South Australia in 1875 to help ease the sisters' hardship after the death of Teresa Moore. She soon took charge and planned and built Cabra Dominican College in 1886. She was the first Prioress of Cabra and organised the opening of Kapunda, Semaphore and Glenelg convents. Mother Mary Columba Boylan loved reading and was often found supervising the libraries for communities and students.



#### Kavanagh House:

**Mother Mary Catherine Kavanagh** OP came to South Australia with the second band of Dominican Sisters in 1874. She was the second Prioress of Cabra and was known as a capable administrator and a keen business woman with a heart of gold. During her term of office, the chapel and St Brigid's wing was built. Mother Mary Catherine Kavanagh was a faithful religious and true Dominican.

## 2.8 Buildings and Grounds

Recognising the historical importance of the names of people and places linked to our story, our main buildings and areas are named as follows:

**Aquinas** remembers Saint Thomas Aquinas, Dominican saint, who was born Aquino, Italy, in 1225. Thomas Aquinas means Thomas of Aquino. Thomas was a Dominican priest, a theologian and a philosopher. The Aquinas building is named after him.

**Caleruega** is named for the birth place of Saint Dominic Guzman, born in 1170, founder of the Dominican Order, patron saint of astronomers. Caleruega is a small village in the north of Spain near the French border. Caleruega Hall is our new gymnasium facility.

**Notre Dame** honours Mary, the mother of Jesus, and the words are French for “Our Lady”. The Notre Dame classroom building is just south of Aquinas. There

are also a number of statues of Our Lady around Cabra including one high above the front door of the Convent.

**Siena** remembers the town where Saint Catherine of Siena, Dominican saint, was born in 1347. The town of Siena is north of Rome in the direction of Bologna, in the centre of Italy. The Siena building houses Student Services, the Learning Support Centre and the St Mary’s Unit.

**Monica Farrelly** Atrium, our library, office and IT area, is named after our generous benefactor Monica Farrelly who was a Cabra student and boarder in the 1940s.

**O’Mara** is a classroom building next to the Monica Farrelly Atrium and is named for the O’Mara family, who were also old scholars and generous benefactors.

**St Brigid’s** Square, behind the convent building, honours St Brigid and also an old scholar benefactor, Brigid Culleney.

**St Catherine’s** wing, the western classrooms of the convent building again honours St Catherine of Siena.

The **Fra Angelico** Centre is our Arts, Technology and Design area and is named for the Early Renaissance artist and Dominican friar, Fra Angelico.

We honour our patron **St Dominic** de Guzman with the St Dominic’s building, housing Murphy classrooms and our gathering and performance space, St Dominic’s Hall.

Our Music Centre is named as a salute to Sr M **Thérèse Sweeney**, a Dominican Sister who taught at Cabra for many years and was a most admired educator.

## 2.9 The Convent

Opened and blessed in 1886, the Convent was the home of the Dominican Sisters and boarding students for more than 100 years. The Convent was the first building at Cabra and remains the historic heart of our school. Before the Chapel and the eastern wing were added later, the first two wings held classrooms, boarding house, accommodations for the Sisters, several music rehearsal rooms and a small chapel. Over the years, the use of each room has changed, often many times over, but the iconic front view has remained the same.

## 2.10 Cabra Chapel

On April 30 1917, our Dominican sisters gathered for the first time, with friends and students to celebrate the first Eucharist in the Cabra Chapel. Built in war time, this Chapel was, and still is, a beautiful, welcoming liturgical space that offers a place for contemplation, prayer, connection and refuge. Its outstanding feature is the High Altar carved in Italy, of fine white Carrara marble, relieved with inlaid panels of rose and yellow and donated by the O’Mara family.

The main body of the Chapel is lit by a set of ten striking windows from the famous maker of stained glass, C E Kempe of London. The three windows over Our Lady’s Altar in the Sanctuary are also from the same firm. The collection of windows has been pronounced one of the worlds finest because all are from the same source.



## 2.11 Hymn to Saint Dominic

### Sound the Mighty Dominic's Praises

#### Verse 1:

Sound the mighty Dominic's praises,  
Raise the song for him who came.  
Charged to tell the Gospel tidings,  
Charg'd to spread the Gospel flame.  
Lordly errand, Lordly errand,  
Suiting well his Lordly name.

#### Verse 2:

Sing we to the Triune Godhead,  
Honour, glory, pow'r and praise.  
May God at our Father's pleading,  
Deign His children's souls to raise.  
Cleansed and perfect,  
Cleansed and perfect,  
To God's reign of endless days.

## 2.12 Our School Song

### 'The Good, the Beautiful and the True'

— (by Katia Labozzetta and Sarah Croser, Year 12, 2000)

#### Chorus

**On a journey together we search for truth  
Valuing our difference embracing our youth  
Celebrating freedom in all that we do  
To find the good, the beautiful and the true.**

*On Kurna land Cabra now stands  
With open hearts and open hands  
Proud of its history and the Dominican way  
Sharing dreams and hopes for today.*

#### Chorus

*A rich heritage of courage and strength  
Celtic sisters came with intent  
Inspiring us to never give up  
Living the Gospel of love*

#### Chorus

*People of God using our gifts  
Our mission's strong to work for justice  
Including all and welcoming too  
Forgiving each other is what we learn to do.*

#### Chorus

#### Bridge:

*Learn to learn, learn to live, learn to fly...*

#### Chorus

#### Coda:

*To find the good, the beautiful and the true.*



## 2.13 Prayers

### 1. THE SIGN OF THE CROSS

In the name of the Father and of the Son and of the Holy Spirit.  
Amen. *OR*

In the name of the Creator and of the Redeemer and of the Sanctifier.

**Amen.**

### 2. THE LORD'S PRAYER

Our Father,  
who art in heaven,  
hallowed be thy name;  
thy kingdom come,  
thy will be done on earth as it is in heaven.  
Give us this day our daily bread;  
and forgive us our trespasses  
As we forgive those who trespass against us;  
and lead us not into temptation,  
but deliver us from evil.

**Amen.**

### 3. THE HAIL MARY

Hail Mary,  
full of grace,  
the Lord is with you.  
Blessed are you among women,  
And blessed is the fruit of your womb,  
Jesus.  
Holy Mary,  
Mother of God,  
pray for us sinners,  
now and at the hour of our death.

**Amen.**

### 4. UNITY OF CREATION – Dominican Understandings

'All human beings are connected by their humanity,  
All people are dependent on each other and the planet for their  
survival and their development.'  
We pray for our world and planet ...

### 5. PRAYER TO ST DOMINIC

We pray to our patron,  
St Dominic.  
Remembering his love for God and for the people he served,  
may we come to follow his example.  
Like Dominic,  
may we see the goodness,  
truth and beauty which is in each person in our world.

### 6. PRAYER OF ST DOMINIC

May God the Father who made us bless us.  
May God the Son send his healing among us.  
May God the Holy Spirit move within us  
and give us eyes to see with,  
ears to hear with,  
and hands that your work might be done.  
May we walk and preach the word of God to all.  
May the angel of peace watch over us  
and lead us at last by God's grace to the Kingdom.

**Amen.**

### 7. ST CATHERINE OF SIENA PRAYER

Loving God,  
You called Catherine to follow You in truth and to work and  
restore peace within her world.  
Fill us with the same Spirit that we may grow in love for all  
people and especially those in need.

### 8. A BLESSING – from a Celtic Benediction

Deep peace of the running water be yours.  
Deep peace of the flowing air be yours.  
Deep peace of the quiet earth be yours.  
Deep peace of the shining stars be yours.  
The deep peace of the Son of peace be yours.

### 9. PEACE PRAYER

Lord,  
make me an instrument of Your peace;  
where there is hatred, let me sow love;  
where there is injury, pardon;  
where there is doubt, faith;  
where there is despair, hope;  
where there is darkness, light;  
and where there is sadness, joy.  
O Divine Master,  
grant that I may not seek so much to be consoled as to console,  
To be understood as to understand;  
to be loved as to love.  
For it is in giving that we receive,  
it is in pardoning that we are pardoned,  
and it is in dying that we are born to eternal life.

**St Francis of Assisi (12th century)**

### 10. LIFE

Life is an opportunity, benefit from it.  
Life is beauty, admire it.  
Life is bliss, taste it.  
Life is a dream, realise it.  
Life is a challenge, meet it.  
Life is a duty, complete it.  
Life is a game, play it.  
Life is costly, care for it.  
Life is wealth, keep it.  
Life is love, enjoy it.  
Life is a mystery, know it.  
Life is a promise, fulfil it.  
Life is sorrow, overcome it.  
Life is a song, sing it.  
Life is a struggle, accept it.  
Life is a tragedy, confront it.  
Life is an adventure, dare it.  
Life is luck, make it.  
Life is too precious, do not destroy it.  
Life is life, fight for it.

**Mother Teresa**

### 11. A PEACE FOR WHOLENESS

Merciful God, grant that I may ardently desire,  
carefully search out, and truthfully acknowledge and  
perfectly fulfil all things that are pleasing to You.  
Grant O Lord, that I may not fail You in times of joy or sadness.  
May I be neither proud in my success nor discouraged by my  
failure.  
Let me rejoice only in what leads to You  
and sorrow over only that which takes me away from You.

**St Thomas Aquinas, (13th Century)**

### 12. DOMINICAN BLESSING

May the power and the mystery of  
the call to walk with Dominic  
go before us to show us the way,  
shine above us to lighten our world,  
lie beneath us to bear us up,  
walk with us and give us companionship  
and glow and flow within us  
to bring us joy

**Amen**

### 3 General Information

#### 3.1 Obtaining Learning Resources

To order school supplies and books on our book list, Cabra utilises Lighthouse Books. All orders and payments can be made through Lighthouse Books via phone, or email or fax on;

**Lighthouse Books**

Website: [www.lighthousebooks.com.au](http://www.lighthousebooks.com.au)  
 Telephone: (08) 8340 2356  
 Email: [booklist@lighthousebooks.com.au](mailto:booklist@lighthousebooks.com.au)

Once orders are placed, stock will be delivered to the nominated postal address.

Please note: Regular school supplies can be purchased at local shops.

#### 3.2 Ordering and Payments



Qkr! is an app which allows you to order and pay for items such as College events, uniforms and your child’s lunch using your smartphone,

tablet or computer.

What can be ordered and paid for via Qkr! at Cabra?

- School Fees – if not on a payment plan
- Additional Invoices – e.g. sport fees, Community Living Week activities and overseas trips
- Canteen Orders – Place your order by 8am for the same day lunch or recess orders
- Event Tickets – e.g. Year 12 Formal

Instructions for setting up and using Qkr! are available on the Cabra Website at:

<https://www.cabra.catholic.edu.au/enrolment/fees/>



### 3.3 Pickup/Drop Off Zones

**College Car Park:** Please obey the 5kph speed limit for the whole time you are on the College premises. Please be aware that some students will be crossing the roadway and take care.

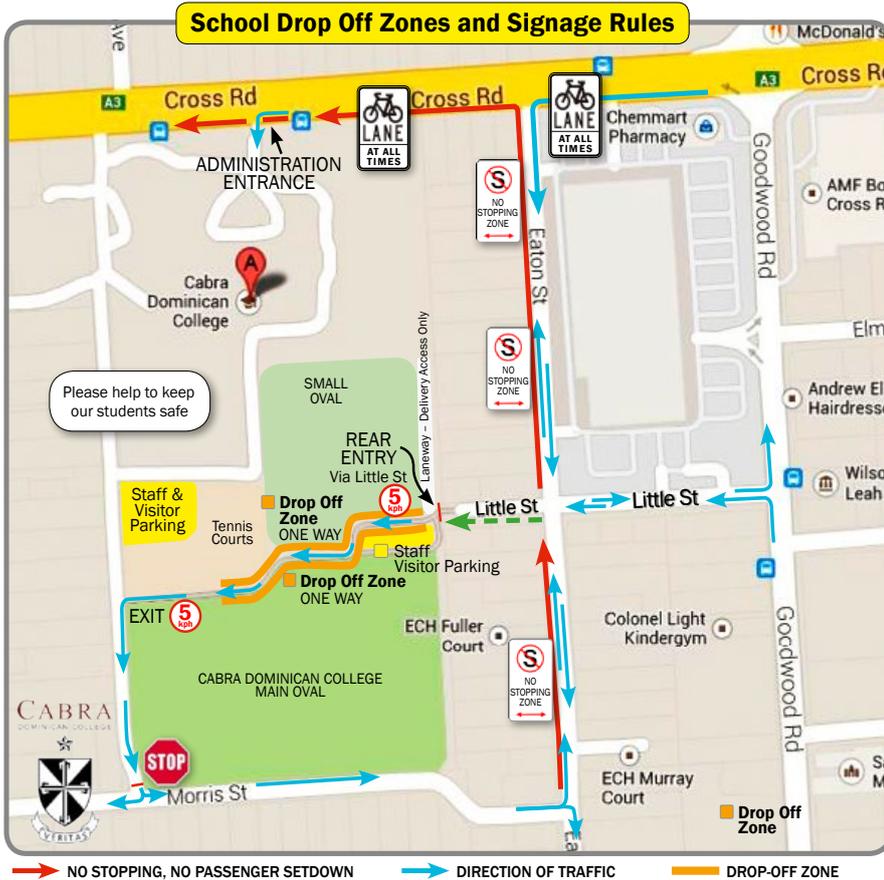
**Main Entrance:** There is no student pick up or drop off from the main Cross

Road entrance unless using the disabled parking.

**Neighbouring Streets:** If picking up and dropping off in streets neighbouring the College, please respect the residents of these streets and in particular the

neighbours by not parking across driveways or blocking roads in any way.

The council regularly monitors these streets during the year and will issue fines for people parking illegally which includes blocking driveways and no stopping (standing) zones.



**Bike Lane (Cross Road)**

Stopping to set down or pick up a passenger is not permitted on Cross Road.

If there are no times indicated on the sign, the Bike Lane is in operation 24 hours.

This is considered a serious offence and a severe penalty applies.



**No Parking**

You may stop in a No Parking zone to drop off or pick up passengers or goods.

You must not leave the car unattended and not take longer than two minutes.

A driver leaves a vehicle **unattended** if the driver is over 3 metres from the closest point of the vehicle.

A driver displaying a Disability Parking Permit may take up to 30 minutes.



**Bus Zone**

Stopping to set down or pick up a passenger is not permitted.

Only public buses are permitted in Bus Zones. Bus drivers need unrestricted access to these areas to safely pick up and set down passengers. Unauthorised vehicles create severe inconvenience for bus drivers, particularly during peak periods.



**No Stopping (Standing) & Continuous Yellow Edge Line**

Stopping to set down or pick up a passenger is not permitted.

You are not permitted to stop or park in these zones at any time, regardless of the reason. Even if you are only stopping to let someone out of the car, and regardless of whether you leave the engine running and stay in the car.

### 3.4 Daily Timetable

TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50	Movement					
9:00-9:45	1	Line4	Line2	Line6	Line3	Line1
9:45-10:30	2	Line4	Line2	Line6	Line3	Line1
10:30-10:50	Recess					
10:50-10:55	Movement					
10:55-11:10	H M,T,Th	ADMIN	ADMIN	ADMIN/PC	ADMIN	ADMIN/PC
10:55-11:40	H W,F	Line5	Line6		Line1	
11:10-12:10	3 M,T,Th			45 min		45 min
11:40-12:25	3 W,F			Line4		Line5
12:10-1:10	4 M,T,TH	Line2	Line3	Line4	Line4	Line5
12:25-1:10	4 W,F			90 min		
1:10-1:50	Lunch					
1:50-1:55	Movement					
1:55-2:40	5	Line3	Line1	Line5	Line2	Line6
2:40-3:25	6	Line3	Line1	Line5	Line2	Line6

### 3.5 Uniform Shop

JS Sports Uniform Shop is located at 3/378 Goodwood Road, Cumberland Park. Please note entry is via Little Street and there is a rear car park. Shopping is currently by appointment only. To make an appointment or for online purchases, click here:

[ONLINE UNIFORM SHOP](#)

Families are notified when the order is available for collection from Student Services.

SHOP OPENING HOURS	
Monday, Wednesday, Friday	8:00am – 4:30pm
Thursday	1:00pm – 6:00pm
Saturday	8:30am – 11:30am
Closed between 12:30 - 1:00pm on Monday, Wednesday & Friday	

**ALL ENQUIRIES:**

[cumberlandpark@belgrviasports.com.au](mailto:cumberlandpark@belgrviasports.com.au)



### 3.6 Canteen

The Cabra canteen is run by Rory’s School Lunches, who provide healthy, fun, affordable food, that follows the Eat Well SA Healthy Eating Guidelines recommended by the State Government of South Australia.

Rory’s School Lunches provides a pre-order menu as well as a cafeteria-style recess and lunch time service.

Lunch can be pre ordered at the canteen or by using the Qkr! app by 8:30am.

**From Rory’s Food –**

*“All of our meals are made with love by our in-house chefs. Because our food is delivered daily to your school canteen we do not need to use harmful preservatives to extend its shelf life. We cook the traditional way, taking advantage of fresh herbs and spices, so there is no need for additives to boost the flavour of our food. We use only breast chicken and 95% fat-free beef mince. Our Napolitana sauce is packed full of veggies, it’s just you wouldn’t know it. Our baguettes, wraps and sandwiches are made fresh when you order them. We sell the Balfour’s Better Bite Range, which are reduced in sodium and fat.”*

A wide range of dishes will be available on a rotating basis each day including:

Pasta, stir-fry, noodle dishes, curries, rice dishes, oven bakes, wraps & yiros, toasted subs, burgers & hot dogs, breakfast wraps and muffins, freshly made baguettes, wraps and sandwiches, speciality salads, drinks, ice creams and snack items.

EFTPOS facilities are available in the canteen.

[www.cabra.catholic.edu.au/parent-info/canteen/](http://www.cabra.catholic.edu.au/parent-info/canteen/)

View Rory’s Cabra menu online (PDF Download available): [www.rorys.com.au/menus/cabra-dominican-College](http://www.rorys.com.au/menus/cabra-dominican-College)

## 4 Communications

Cabra’s communication is extensive, offering a number of ways for parents/caregivers and students to engage and connect:

### 4.1 Face to Face

There are opportunities throughout the year for parents/caregivers to meet teachers and staff at Information Nights and Learning Review Meetings. In addition, meetings can be arranged by parents and caregivers with staff by calling the College or by emailing the individual staff member.

### 4.2 Website

You are encouraged to visit our website to gain a deeper understanding of what is on offer for each student at Cabra: [www.cabra.catholic.edu.au](http://www.cabra.catholic.edu.au)

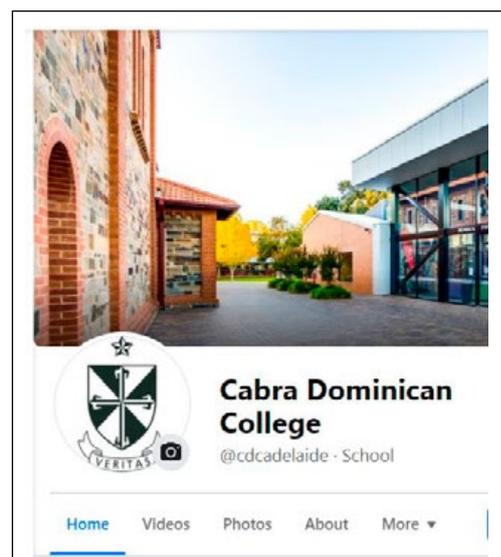
### 4.3 Publications

Cabra provides families with a fortnightly email newsletter, two editions per year of “The Good, the Beautiful and the True” magazine and a Veritas, which has for more than 100 years been our annual College yearbook.

### 4.4 Social Media

We encourage all members of our community to “Like” our College Facebook page and follow us on Instagram.

Our social media aims to showcase some of the many activities, programs and events around learning, teaching, curriculum and wellbeing that happen on a daily basis at Cabra.



To speak or meet with a staff member, please use the methods and table on the following page as a guide:

**EMAIL:** [staffname@cabra.catholic.edu.au](mailto:staffname@cabra.catholic.edu.au)

Replace ‘**staffname**’ with the staff person’s **first name initial** and **surname**. *Example:* To email **John Smith** the email will be [jsmith@cabra.catholic.edu.au](mailto:jsmith@cabra.catholic.edu.au)

**TELEPHONE** (08) 81792400

Student Services will then contact the appropriate staff member.



## 4.5 Email and Phone

Each fortnight parents/caregivers will receive an email updating them on College information and events.

### Front Reception/Student Services Hours and Contact Details

Front Reception Hours	
Monday to Friday	8:15am – 4:15pm
Email	<a href="mailto:cabra@cabra.catholic.edu.au">cabra@cabra.catholic.edu.au</a>
Telephone	8179 2400
Website	<a href="http://www.cabra.catholic.edu.au">www.cabra.catholic.edu.au</a>
SEQTA (Engage)	<a href="http://parent.cabra.catholic.edu.au">parent.cabra.catholic.edu.au</a>
SEQTA (Learn)	<a href="http://student.cabra.catholic.edu.au">student.cabra.catholic.edu.au</a>

Student Services Hours	
Monday to Friday	8:30am-3:45pm
Telephone	8179 2455, 8179 2400
Absentee Line	8179 2477 (Please respond to the pre-recorded message)
Email	<a href="mailto:studentservices@cabra.catholic.edu.au">studentservices@cabra.catholic.edu.au</a>



REASON / FOCUS OF YOUR ENQUIRY	WHO TO CONTACT
General	Front Reception/Student Services
Student wellbeing	<ul style="list-style-type: none"> <li>• <b>Home Class Teacher</b></li> <li>• House Leader</li> <li>• Director of Student Wellbeing</li> </ul>
Specific subject or learning	<ul style="list-style-type: none"> <li>• <b>Subject Teacher</b></li> <li>• Leader of Learning</li> <li>• Director of Learning and Teaching</li> </ul>
For students who access additional support through SMU or Learning Centre	Learning Support Teacher (Case Manager)
Events /Operational	Deputy Principal: People, Culture and Operations
Fees	Family Finance Officer
Music	Music Administrator
Sport	Sport Administrator

## 4.6 Learning and Management System: SEQTA – Engage and Learn

SEQTA is Cabra’s teaching and learning ecosystem that connects all members of the College allowing staff, students, parents and caregivers to interact and collaborate in a supportive online learning community. SEQTA is used in nearly 500 schools across Australia and is used by the College to:

- Record and track daily student attendance
- Record student pastoral care information
- Record student achievement
- Record student academic progress
- Display students’ timetables
- Deliver curriculum
- Manage teaching and learning resources
- Communicate with parents, caregivers and students
- Provide a library of documents which parents and caregivers need to access

There are three SEQTA portals:

-  **Learn** For students  
<https://student.cabra.catholic.edu.au>
-  **Engage** For parents and caregivers  
<https://parent.cabra.catholic.edu.au>
-  **Teach** For teachers



Students, parents and caregivers have their own secure logins for their SEQTA portals.

The login details and passwords are provided by the College. The College encourages students to update their passwords on a regular basis in order to keep their SEQTA access secure.

## 4.7 Excursion and Student Health Portal – Consent2Go

Consent2Go streamlines the excursion approval process for parents and caregivers and provides the College with the most up-to-date version of your child’s medical information.

The benefits of Consent2Go include:

- ease of updating your child’s medical and care information at any time.
- electronic authorisation for any type of event or excursion and full history of previous activities.
- timely reminders of your child’s excursions and sports activities as they occur.
- Consent2Go can be accessed from any digital device, i.e. phone, tablet, laptop or desktop.
- Consent2Go automatically displays location maps for events and excursions in case you need them.

Medical information can be updated on **Consent2Go** at any time.

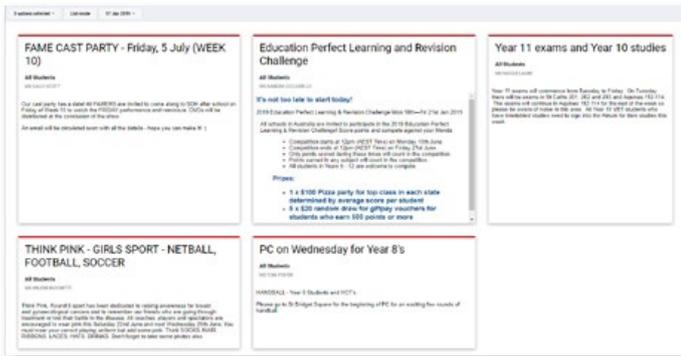


## 5 Accessing Learning Information on SEQTA

### 5.1 Student Access to Information

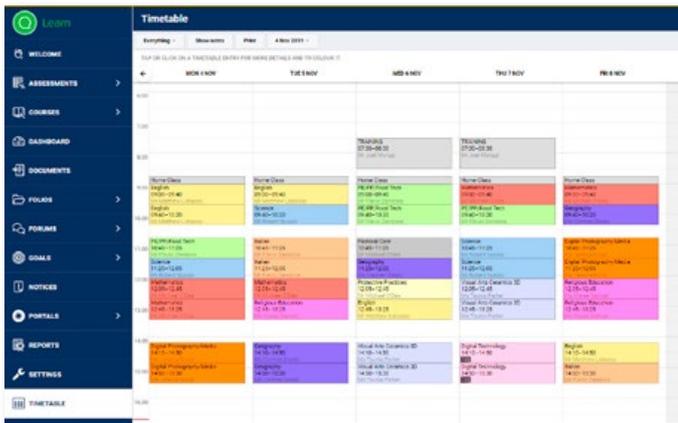
#### 5.1.1 Daily Notices

When the **'Notices'** tab is selected the College notices for the designated day will appear.



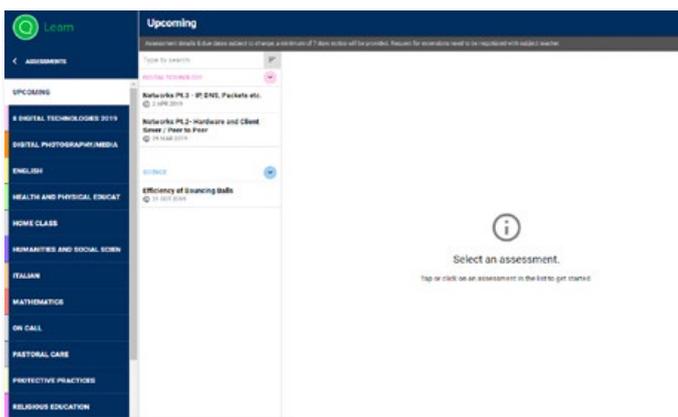
#### 5.1.2 Access to a Student Timetable

When the **'Timetable'** tab is selected the student's personal subject timetable for the week will appear.



#### 5.1.3 Assignment Due Dates and Submitting Work

When the **'Upcoming'** tab is selected an overview of the upcoming assessment tasks will appear. Students have the ability to upload their completed assessment tasks in this area. These are called 'e-submissions'.



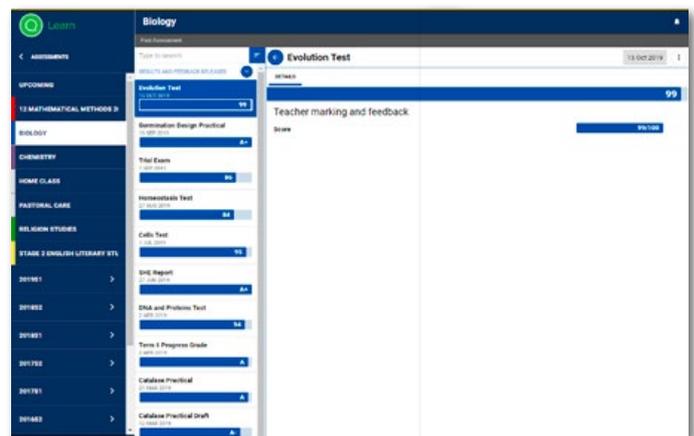
#### 5.1.4 Subject and Assessment Outlines

When the **'Courses'** tab is selected an overview of the selected subject will appear. This provides students with a summary of the key objectives of the course along with a breakdown of the individual assessment tasks.



#### 5.1.5 Access to Academic Results and Progress Updates

When the **'Assessments'** tab is selected an overview of the assessment tasks will appear. Students are also provided with a summary of their progress to date in relation to completed assessment tasks.



#### 5.1.6 How to Log Out of SEQTA

At the conclusion of your SEQTA session you need to ensure that you log out **using the logout feature**. The logout icon is located in the bottom left hand side of the main splash screen.

It is important to be in the habit of formally logging out of your SEQTA session in order to ensure that it is not left open for others to potentially access.

## 5.2 Parent Access to College Information via SEQTA

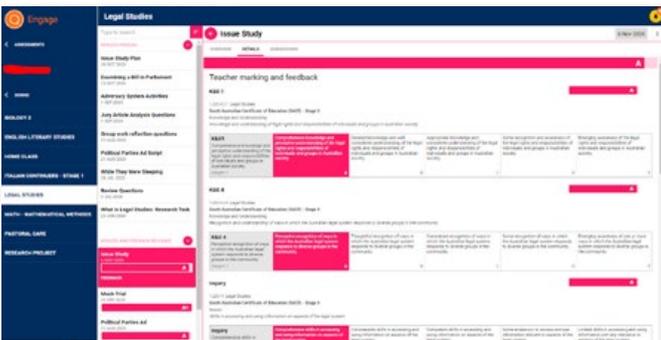
### 5.2.1 General College Information

The SEQTA Engage splash page contains a master menu on the left along with a series of tiles which provide links to specific resources.



### 5.2.2 Student's Academic Progress

SEQTA Engage provides parents and caregivers with the ability to track student's academic progress. It also provides parents and caregivers with a summary of assessment tasks which the students are working on.



### 5.2.3 Student's Academic Reports

Parents and caregivers are able to access students' academic reports via the SEQTA Engage portal at the end of each semester. An email is sent to parents and caregivers notifying them of the date which the academic reports are released to the digital portals.



### 5.2.4 Student's Timetable and Attendance

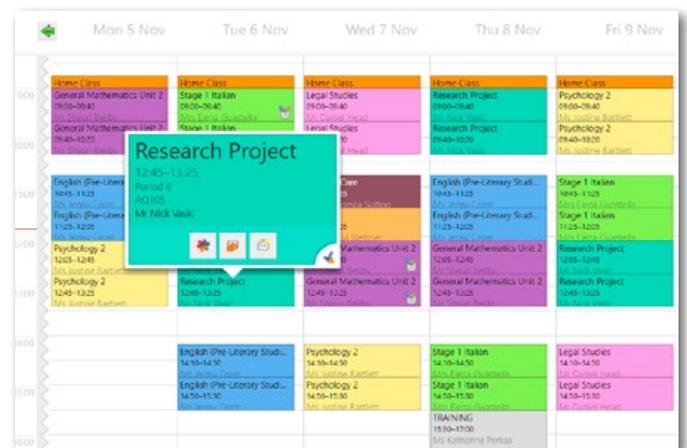
Parents and caregivers are also able to access a live view of their child's **Timetable** in order to monitor attendance. When a lesson is selected it will provide a view of the attendance record for that lesson in the form of a tick if the student is present in the lesson, a cross if the student is absent and a tick with the letter 'L' next to it if the student arrived late to the lesson.



A student is present in the lesson

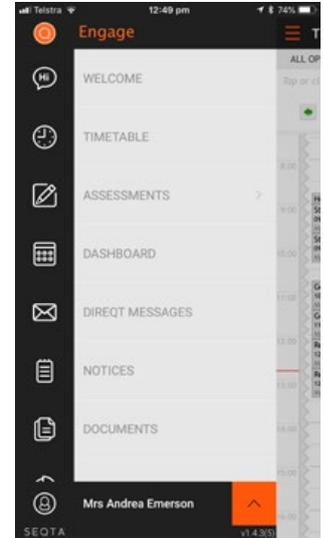
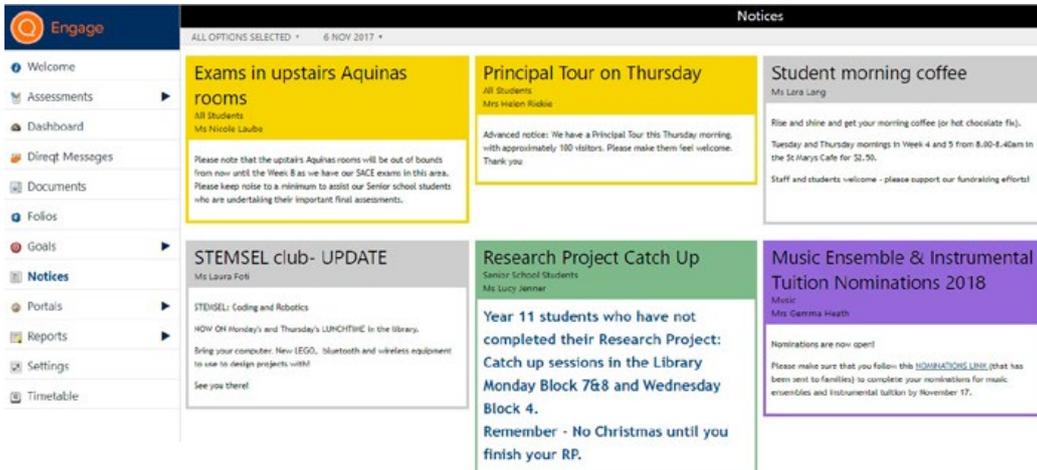
A student is absent from the lesson

A student was late to the lesson



### 5.2.5 Daily Notices

Parents and caregivers can access the daily notices which appear in SEQTA for the College community by selecting the **Notices** tab. The SEQTA Engage App provides parents and caregivers with the ability to easily access the full range of features of the digital learning management platform from your own mobile device.



## 5.3 Student Learning Feedback

The majority of our communication is via emails, rather than by post. Please note that we use the email addresses which were provided to us via your enrolment form. Please advise the College Administration Office of any changes to your contact details.

### 5.3.1 SEQTA Alerts

SEQTA Alerts are generated via SEQTA and delivered as an email to inform parents and caregivers of a concern or affirmation regarding a student's academic progress or wellbeing.

### 5.3.2 Parent/Teacher/Student Review Meetings

Parent/teacher/student reviews are held twice a year. These provide an opportunity for parents, students and teachers to review progress, explore areas for growth and set new goals. We strongly encourage students to participate in these. These reviews provide an opportunity to clarify information that has already been provided in regular SEQTA feedback or via reports.

### 5.3.3 Parent Information Evenings

These information evenings are held at varying times throughout the year and for a number of purposes.

We encourage parents to attend these evenings as the best means of gaining comprehensive information relevant to their child. During Term 3, there are Subject Information Evenings for students entering Years 9, 10, 11 and 12 for the following year.

### 5.3.4 Reporting

Formal reports are available to parents/caregivers as follows:

**Term 1:** Ongoing assessment progress and feedback is available via SEQTA. Both parents and students are encouraged to frequently log in to SEQTA and review results and feedback throughout the semester. This information is also useful to guide P/T/S reviews held at the end of Term 1

**Term 2:** Semester report and home class teacher comment accessible via SEQTA Learn and Engage.

**Term 3:** Assessment results and feedback are available via SEQTA Assessments and P/T/S reviews are held in Weeks 7/8. (Please note: Year 12s receive a formal report at the end of Term 3)

**Term 4:** Final end of Year report for Years 7-Stage 1 students and home class teacher comment. Stage 2 students receive a school leaver statement and final SACE results in December.

#### We report on student achievement in the following ways:

- 1. Academic Achievement:** A-E grades form assessment decisions made using Standards Referenced Assessment against the Schools Assistance Act. Exam results for Year 10s and Year 11s are included where applicable.
- 2. Academic Endeavour:** behaviours in learning (four-point grade scale)
- 3. Personal Responsibility:** behaviours in wellbeing (four-point grade scale)

**Please note:** The formal academic report reflects the delivery of curriculum, as per the guiding frameworks; the Australian Curriculum for Years 7- 10, or the SACE for Years 11 and 12. As such, when a student has a learning or disability diagnosis and can not achieve the curriculum delivered at the appropriate age or cognitive level and needs to access learning which meets different standards or content, then a teacher will indicate this as an \*adjusted on the student's report. This documentation is reflected in the student's IEP, with support and consultation from the student's Learning Support staff as well as subject teacher, in collaboration with the student and their family.



## 6 Staff Members 2022 (as at 18/01/2022)

Staff can be contacted by phone/email, during school terms between 8.30am – 4pm.

Executive Leadership Team	
Principal	Helen Riekie
Business Manager	Karl Barber
Deputy Principal: People, Culture and Operations	Jarrad McCabe
Deputy Principal: Student Wellbeing and Leadership	Jason Thur
Deputy Principal: Learning and Teaching	Sally Ivens
Director of Learning and Teaching	David Nolan
Director of Mission and Identity	Valeska Laity
Director of Student Wellbeing	Beth Caldwell

House Leaders	
Boylan House 7, 9, 11	Edmund O'Brien
Boylan House 8, 10, 12	Laura Foti
Kavanagh House 7, 9, 11	Henry Whiting
Kavanagh House 8, 10, 12	Matthew LoBasso
Moore House 7, 9, 11	Narelle Sandercock
Moore House 8, 10, 12	Liam Parker
Murphy House 7, 9, 11	Chris De Silva
Murphy House 8, 10, 12	Ben Heath

Leaders	
Culture and Operations	Liam Carr
Diverse Learning	Ruth Evans

Leaders of Learning	
Visual Art and Digital/Design Technology	Antonine Stagg
English/Research Project	Tracey Dorian
Humanities	Greg Way
Health/Physical Education	Shaun Ossitt
LOTE	Elena Guastella
Mathematics	Isabel Heath
Performing Arts	Gemma Heath
Science	Catherine O'Halloran

Coordinators	
Academic Challenge and Enrichment	Kate Rowberry
Daily Coordinator and Timetabler	Karen Wilmot
Diverse Learning	Kara Hargreaves
Future Pathways	Marie Ellul
Mission and Identity	Georgia Steller
Music Co-Curricular	Jackie Wilde
Sport Co-Curricular	Joel Morizzi
Sports CEA Support Assistant	Deanna Riley
Student Leadership	Lucy Jenner
Staff Support and Development	Paula Hensing
SACE Support and Special Projects	Maria Zuni

Teaching Staff (Not already listed)		
Ella Bates	Celeste Becker	Shaun Beilby
Michael Boslooper	Sharon Cibich	Emily Crosbie
Jennifer Cross	Max Dance	Catherine Davies
Justine De Corso	Nathan Fleetwood	Jessica Gale
Sian Giorgio	Jessica Griffiths	Anna Hennessy
Brayden Heyward-Ferors	Brennan Howie	Rob Jarrad
Kim Jones	Phil Lamb	Ed Lang
Carmel Larkin	Sally Lawrey	Nicole Matthews
Mairi McIntosh	David McManus	Gordon Middleton

Teaching Staff (Not already listed)		
Bradley Muldoon	Carey Murray	Robert Nussio
Tess O'Callaghan	Michael O'Dea	Steven Olds
Taunia Parker	Ros Patterson	Andy Patupas
Erin Pittendreigh	Julianne Price	Jessica Rossi
Ellie Rossi	Wendy Rutten	Maree Samuel
Jessica Sanderson-Brewster	Jill Selby	Sally Scott
Tanya Sharkey	Kara Smallman	Carol Smith
Carmen Stasic	John Stevens	David Talins
Natalia Veljkovic	Paul von der Borch	Mike Whinnen
Tara Yeates	Flavio Zandona	Krystyna Zarrinkalam

Diverse Learning Support Officers
Sophie Aifandis, Jodi Aristidou, Tina Bonalini, Amy Bottroff, Edward Daw, Angela Dawodu, Sarah Dixon, Amalie Fiebiger, Sarah Giles, Bradley McCarthy, Melissa Munn, Michelle Neilson, Katie O'Reilly, Helen Philippou, Tracey Pole, Barb Thompson, Imogen Young

Diverse Learning Teachers
Sasha Barlow, Maria Burford, Sharee Johnson, Natalin Mrgan, Amanda Murfitt, Sarah Russell

Counsellors
Tania Davison-Bennett, Sarah Giles, Michelle Roberts, Ashley Telford

Administration	
Art/Design Technology Assistant	David Thorn
College Administration	Irena Oleszczyk
Diverse Learning Admin Support	Natasha Young
Finance – Cashier	Vibeke Jackson
Finance – Family Accounts	Aly Thornton
Finance Officer	Georgina Byrt/Nikki Collins
Finance Manager	Ali Martin
Front Reception and Admin Support	Shannen Hiern
Human Resources Manager	Tracey Kermond
Food Technology Assistant	Yvonne Goudie
I.C.T. Manager	Domenico Alluigi
I.C.T.	Damien Dreimanis, Barry Hallsworth
Learning and Teaching PA	Anastasia Harvey
Library	Joyce Crawford, Gerri Mills, Renae Porter-Westphalen
Property Manager	Rob Perryman
Grounds and Maintenance Officers	Chris Davies, Andrew Rowe
Marketing and Communications	Anna Garcia
Music Administrator	Julia Koefer
Principal's PA	Belinda Matthews
Purchasing Manager	Ray Byrne
Registrar	Lee-Anne Fosdike
Science Laboratory Manager	Lauren Hooper
Sport Administrator	Helene Ricchetti
Sport Apprentice	Jess Simons
Student Services Officers	Kim Terrell, Andrea Emerson, Toulia Xydias, Kerry Hellaby
Student Wellbeing PA	Jo Healy
WHS & Risk Coordinator	Lucy Barker

## 7 Student Wellbeing

Pastoral care of students at Cabra seeks to nurture the whole person and is thus, reflected in every aspect of school life. Cabra offers a number of formal structures, staff, programs and services to enhance the care and support offered to our students, throughout their adolescent years.

### 7.1 Our Houses

Our House Structure is the core foundation for student welfare and care. All relationships and procedures within the House reflect the College's belief in the centrality of care, student wellbeing and restorative processes. The House Structure offers a smaller community to enhance connectedness and a caring environment where student's overall welfare, uniqueness and development is nurtured. Additionally, our House Structure aims to enhance relationships, providing greater opportunities for connection, leadership and support. Essentially from the first day of a students' life at Cabra, to their graduation ceremony in Year 12, they will be part of a smaller community - their House.

### 7.2 Pastoral Care Approach

The pastoral care approach is led and supported by the House Leader and Home Class Teachers. House Leaders work closely with students, staff and families throughout the year, whilst ensuring the pastoral care program meets the needs of the students in their care. Home Class Teacher offers significant pastoral care support and is responsible for the overall development and care of students in their care.

Each year level has a pastoral care programme which includes but is not limited to information/instruction on aspects of personal development, such as habits of mind, positive psychology, gratitude, resilience, identity, study skills, road education and building community and connectedness.

## 7.3 Support Services

### 7.3.1 College Counsellors

Cabra has a team of three highly experienced wellbeing professionals: two social workers and one counsellor. We also have social work students on placement throughout the year, who provide counselling support to students under the direct supervision of the counsellors. Our wellbeing team embraces a therapeutic approach which is goal orientated, seeking to:

- provide an early and active response to requests for counselling and assistance, addressing the needs of students
- provide students with opportunities to discuss a broad range of social, emotional and mental health concerns in an atmosphere of trust, support and confidentiality
- with parental and student permission, liaise with a number of external providers to strengthen support strategies and networks for students
- create and review Wellbeing Individual Education Plans (when needed), that are used to support students in the classroom and provide strategies and insights for their teachers
- enhance support networks through the strengthening of family, peer and teacher relationships
- actively promote wellbeing through programs and student gatherings.

Students can access counselling by completing the **“Confidential Counselling Appointment Request”** form via the **SEQTA splash page: Counsellor button**



COUNSELLOR

As a general rule, we offer up to six appointments to students within a semester. If students require more intensive or long term support, our team is able to recommend a number of high quality external services available to best meet their needs.



## 7.3.2 Wellbeing Space

Students can also access the Wellbeing Space located on the top floor of the Convent. This area is to be used as a 'short-term' (30 minutes) breakout space for students who are not able to engage with their learning and need space to help them re-engage back into the classroom.

It is important to note that if students are not able to return to the classroom within an hour, parents/caregivers will be called to collect their child.

If students access this space regularly, parents will be informed, in an attempt to support the students to engage in their learning.

## 7.3.3 Health Centre

Cabra offers a Health Centre located within the Student Services Building.



Students can access the Health Centre for first aid assistance during school hours – 8.30am to 3.30pm Monday to Friday. Student Services Administration Staff members are credentialed as Senior First Aid Officers.

## 7.3.4 After School Study

To further support students with their learning, we offer some additional opportunities for students to utilise our facilities and work with staff.

### These opportunities include:

- Monica Farrelly Atrium being open after school each night Monday to Thursday until 5pm, Friday until 4:30pm
- Maths Help sessions one lunchtime a week
- Year 12 teachers at times offer extra holiday sessions
- Old Scholars peer tutoring available Mon–Thurs afternoons in the Monica Farrelly Atrium.

## 7.3.5 Promoting Student Wellbeing

In addition to the programs, services and structures we offer, we encourage students to live a balanced life and to get involved in our community to enhance genuine connections with others. It is through these relationships that students develop a strong sense of self and others and enjoy their time at Cabra. Aside from the regular teams, ensembles and clubs on offer (see Section 15: How to get involved) we promote student wellbeing and connection through a variety of clubs, sessions and special events held at different times throughout the year. Two examples of this are:

**Screen-free lunchtimes:** Each week our students enjoy one 'screen free' lunchtime in the library. Board games, reading and conversations are encouraged.

**Wellbeing Week:** Each year we celebrate and promote Wellbeing Week. The activities during the week aim to promote positive mental health and wellbeing and build connections as well as incorporating the national RUOK day.

Cabra also encourages students to access the following websites:

[kidshelpline.com.au](http://kidshelpline.com.au) [headspace.org.au](http://headspace.org.au) [reachout.com](http://reachout.com) [calmkidcentral.com](http://calmkidcentral.com)



## 8 Dimensions of Learning

### 8.1 Education within a Dominican Context

It is through learning that we gain insight into the beauty of creation, our place in the world and the infinite love of God. One of the four objectives of Cabra Dominican College Limited is to

...provide at the college a Catholic education based on the Dominican tradition of love of learning, search of truth, appreciation of culture, respect for the uniqueness of each person and directed towards the growth of the students in their full human potential and their commitment to service of the Church and to society.

In this context:

- Learning is the process by which we nurture the unique gifts of students thus empowering them in their own search for truth.
- Learning occurs in all contexts and situations. Therefore, Cabra staff members look for the teachable moment in which to influence the development of each student entrusted to their care.
- Learning occurs differently for each individual person. Therefore, learning experiences at Cabra are varied.

### 8.2 Curriculum Frameworks

Learning and teaching at Cabra is evidence based, student centred, inclusive and complies with the Australian Curriculum, the South Australian Certificate of Education, Crossways and the South Australian Child Protection Curriculum.

The learning environment at Cabra including the approach taken by all of its teachers focuses on creating a supportive space in which to learn where enquiry and the “appreciation of beauty” are fostered. Particular attention is provided to nurturing scholarship and a love of learning. Cabra is a place where taking risks and facing challenges are understood as a vital part of the learning process.

The following links provide specific details regarding the curriculum:

#### Australian Curriculum

[www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/)

#### SACE

[www.sace.sa.edu.au/](http://www.sace.sa.edu.au/)



### 8.3 Assessment of Learning

Our assessment design and practices are designed to ensure fairness and justice for all students at Cabra Dominican College. We adopt many of the guidelines and procedures outlined in the Learning at Cabra policy, ACARA and SACE.

In order for a student's assessment to be an accurate representation of a student's knowledge, understanding and skill, it is essential that students:

- Seek to learn and commit to meeting the requirements of each subject
- Make good use of the opportunities to demonstrate what they know and understand
- Maintain a good record of attendance, punctuality, conduct and progress
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests and other concerns pertaining to assessment

### 8.4 Work Completion Procedure

Cabra Dominican College aims to develop learners who can learn both independently and collaboratively, who are open-minded, creative, and critical thinkers, with the ability to transfer knowledge and apply their skills to real world situations and solve problems.

At Cabra, we acknowledge that every student is unique, and learns differently, and it is our core value that each student is given the opportunity to demonstrate their learning success. We also believe that each student develops a love of learning and scholarship, in the charism of Dominic, and graduates with dispositions and employability skills which allow them to navigate the contemporary world we live in, whilst being active and engaged citizens, on a continual search for Truth.

Teachers at Cabra are too, life-long learners with a passion for scholarship; dedicated practitioners who utilise innovative, challenging and differentiated pedagogies and methodologies to allow students to achieve their best.

The Cabra Dominican College work completion procedure supports the holistic development of every student, nurturing their uniqueness. This procedure aims to provide justice and equity for all students, and is informed by the ACARA and SACE Board guidelines. This policy is applicable to all summative assessment tasks.

#### 8.4.1 Guiding Principles

- The Cabra Work Completion Policy will inform a discussion between teachers and students in the classroom, outlining how the policy will be implemented in that learning environment, setting clear expectations and standards
- Students are provided with all information regarding the procedure for the submission of work, whether that be via SEQTA or other mechanism (i.e performance, practical, etc)
- Students will be given the opportunity for an assessment review, if they have a grievance
- Assessment and feedback will be carried out on a regular and timely basis through SEQTA to inform parents and students of academic growth and progress.
  - Teachers must advise of a deadline for a Folio, Investigation or Project at least two weeks before the date is set
  - Teachers must advise of the date for administering a Test at least one week before the date is set
  - A task sheet needs to be attached to the SEQTA Assessment outlining the details of the assessment
  - Assessment criteria needs to be available either as a rubric attached to the SEQTA Assessment, or via the Marksbook
  - Feedback for assessment will be released via SEQTA and accessible to students and parents
- Students can apply for an extension, only by doing so in writing. In doing so, students need to show their current level of progress. Parents can not apply for an extension on behalf of their child unless the circumstances are extenuating.
- The application for extension needs to be at least 48 hours before the final submission deadline for the task
- Students who are adversely affected by illness, injury or misadventure will be eligible to access fair and reasonable assessment in negotiation with the teacher/ Learning and Teaching team
- Evidence of such illness, injury or misadventure needs to be supplied by way of Health Practitioner's certificate or similar documentation

#### 8.4.2 Key Responsibilities:

The College will:

- Inform all stakeholders of the policies and procedures relating to Work Completion
- Have relevant policies and forms accessible via SEQTA for access by all stakeholders
- Support all stakeholders in the accurate implementation of the policy and procedures

#### Students will:

- Understand the process and policy, and support this by completing all required tasks to the best of their ability
- Understand that the CABRA principles of working together mean that students submit their best evidence of learning, on time
- Have access to and understand the process by which to request and extension
- Have the ability to request an assessment review if they have a grievance
- Understand that their completion of work and overall academic performance has an impact on their ability to select a subject in the future
- Provide evidence of their learning to their teacher by the due date, even if the work is incomplete

- Attend a Learning Review Session, if required to do so on a Thursday afternoon, from 3:30-4:30 in OM001

#### Teachers will:

- Set a due date for each summative assessment task via SEQTA, with at least two weeks visibility for a Folio, Investigation or Project. And, at least one week, for a test.
- Communicate academic concerns with families and students, via SEQTA
- Actively support students to complete assessments by the due date. Including supporting students with strategies such as scaffolding and clarity of assessable criteria
- Negotiate extensions with students as per the procedure
- When an assessment task is to be completed over an extended period of time, there is an expectation that the teacher will monitor this process, and communicate any concerns regarding student progress to the family in the lead up to final submission

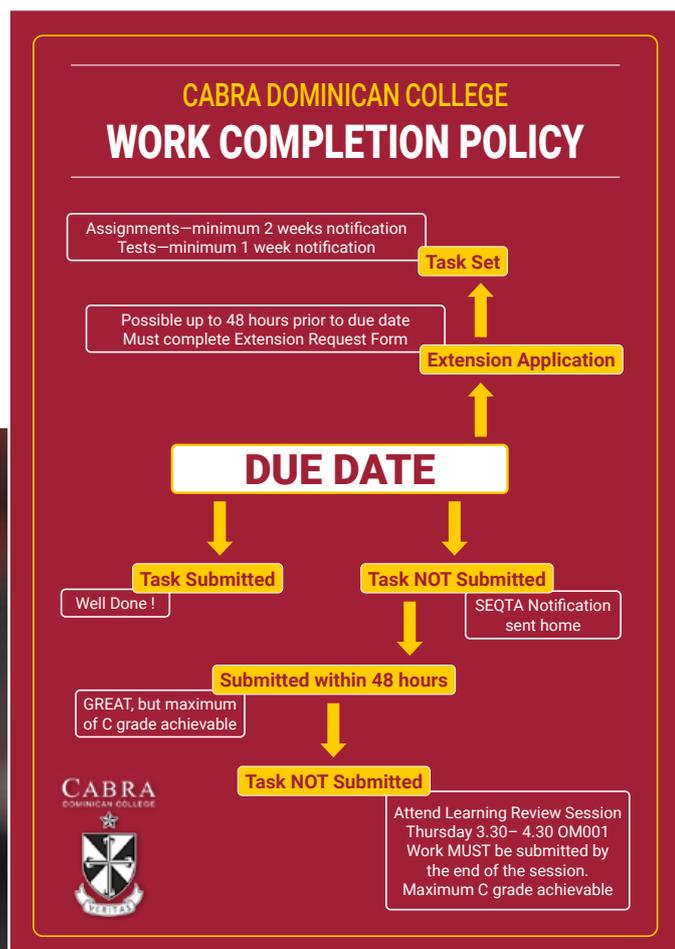
Students are able to access all documentation pertaining to the Work Completion Policy via the tile on the SEQTA Learn Splash Page.

#### 8.4.3 Missing or Insufficient Evidence of Learning

- When a student does not provide any evidence for an assessment type, then “I” is recorded for insufficient evidence.
- If a student does not provide evidence for one of the assessment tasks, the teacher must take into account the absence of evidence when combining grades for individual assessment tasks to determine the overall grade for the assessment type. The student’s grade for the assessment type must reflect the Performance or Assessment Standards particular to that curriculum documentation. The teacher can consider the extent to which other assessment types provide evidence against the relevant standards.

#### 8.4.4 Examinations

- Parents and caregivers are requested to ensure that students are available to sit all examinations during the scheduled examination period that is advertised in Term 1 of each year.
- The College advises that families should avoid family holidays during term time because of the impact on learning but understand that from time to time, this will be the case. Families need to advise the College if students are not attending school due to family holidays during term time. Students who miss examinations due to taking holidays, will not be permitted to sit examinations before or after the scheduled examination period. A mark may be derived for the examination based on the student’s previous assessment performance prior to the missed examination. This will be reviewed with the Learning and Teaching team.
- Stage 2 exam dates are set by the SACE Board and advertised at the start of the year. Predicted marks will not be available for any Stage 2 exams that are missed due to students going on family holidays.



## 8.5 Learning at Home: Homework Guidelines

Homework is an aspect of learning and offers a number of benefits.

### Homework time can provide an opportunity for students to:

- Practise skills learnt in class
- Work on an ongoing project/assignment
- Develop time management and organisation skills
- Refine and polish work to ensure best effort is reflected
- Work on extension activities

Please note, that the quantity of homework can vary depending on subjects and periods in the reporting and assessment cycle, however it should not be unmanageable. As such, teachers aim to scaffold large assignments and provide adequate time for students to complete them over a period of time.

We recognise the important role that parents and caregivers have in supporting and monitoring their child’s homework. Parents/caregivers are encouraged to make contact with the subject teacher if they have any concerns regarding homework. Should parents have concerns about the amount or duration of their child’s homework across a variety of curriculum areas, we ask in the first instance they contact the Home Class teacher for further follow up.

Teachers on occasion, may choose not to set a particular task, but students are encouraged to use this ‘vacant’ time for self-initiated extra reading and/or revision/or viewing of educational films. All homework and summative tasks are available on SEQTA through SEQTA Engage and SEQTA Learn.

<b>Year 7</b>	45-60 minutes	3-4 subjects @ 15 minutes each
<b>Year 8/9</b>	1-2 hours	4 subjects @ 15-20 minutes each
<b>Year 10</b>	1 ½ hours per day	
<b>Stage 1</b>	2 hours per day	
<b>Stage 2</b>	2-3 hours per day	

At the start of every year, Home Class teachers are responsible for working with students to organise a homework timetable. This timetable is based on one less than the number of lessons a subject has per week (i.e. if a subject has four lessons/week then they can expect three nights set for homework).

Teachers on occasion, may choose not to set a particular task, but students are encouraged to use this ‘vacant’ time for self-initiated extra reading and/or revision/or viewing of educational films. All homework and summative tasks are available on SEQTA through SEQTA Engage and SEQTA Learn.



## 8.6 Acceptable Use of Information and Communication Technology

Cabra is pleased to offer the use of information communication technology (ICT) resources for both administrative and educational purposes. These resources enable greater communication between staff, students and parents, creating digital learning environments where students can motivate themselves and each other to become independent, lifelong learners. At all times use of ICT must be in keeping with legal requirements and the ethos and policies of Cabra.

Any students who choose to use information communication technology outside of these guidelines may have their access to the College network and hardware denied. Depending on the infringement, serious consequences such as a sanction, suspension or ban on using any of the College's technology may occur.

The principles and responsibilities outlined below cover the acceptable use of Cabra's information communication technology both on and off campus:

- College Network
- College Hardware
- Personal Mobile Technology
- Cybersafety

### 8.6.1 College Network

Learning, communication and collaboration are enhanced through access to the College network. All students have individual user accounts that provide access to the College's shared resources, intranet, email and internet. The internet is in a perpetual state of evolution and as such the College claims no control over the content or subject matter of the information available via the Internet and email, but aims to monitor and promote responsible use of this valuable medium.

#### Students are expected to:

- Ensure personal login details are not shared with other students (e.g. username and password)
- Update their password on a regular basis
- Manage their behaviour on the network in compliance with the school behaviour and harassment policies
- Ensure that adequate credits are available for printing
- Manage their school email account (e.g. ensure email account is regularly checked)
- Report accidental or intentional access to inappropriate content through the College network

### 8.6.2 College Hardware

Cabra Dominican College employs a wide range of ICTs including interactive whiteboards, data projectors, laptop computers and mobile devices. All hardware is to be used in accordance with its intended use and handled in a respectful manner.

#### Students are expected to:

- Ensure laptop computer is fully charged before arriving at the College
- Use College hardware for school-related activities and research
- Treat College hardware carefully, and alert teachers of any problems
- Recognise that use of College technologies is a privilege and treat it as such



## 8.6.3 Personal Mobile Technology

Use of personal mobile technology is governed by the relevant policy which is available on the College website. Cabra Dominican College is aware of the educational benefits to be gained by integrating the use of the digital devices that students already own and use, although such use must be in keeping with the relevant policy.

### Cabra recognises that:

- Mobile phones/ICT are part of the life of a student
- Under teacher direction, these devices may need to be used for educational purposes
- Mobile phones can, if not used appropriately, provide significant distractions for students and hinder their learning

### Students are expected to:

- Manage the use and care of personal (non-College owned) digital devices
- If in Years 7-10, leave their phones in their lockers throughout the day. That is, they are not permitted to have them in class or on their person unless expressly instructed by their teacher as part of their learning
- If in Years 11-12, leave their phone in their locker or have it in their pocket, but no one else should know they have them. That is, they should not be visible in class time or access them during classes
- Access their phones only at recess and lunch and only briefly at their lockers. Students should not move around the College with their phones
- Acknowledge the College will not take responsibility for theft, damage or loss
- Avoid using mobile phones at break times
- Ensure the device is password protected

- Ensure the device is not used to store, access or share inappropriate or illegal content
- Only use the device in class if specifically given permission by the teacher to use the technology for the educational purpose of a lesson; and
- Never use the device to bypass the College network via a 'hotspot' or VPN

### Parents and caregivers are to:

- Avoid contacting students by mobile phone during class time, and contact Student Services to get an emergency message to their child
- Be aware the College will not take responsibility for theft, damage or loss
- Ensure the device is not used to store, access or share inappropriate or illegal content
- Inform the College when a student's personal digital device has been used in any way that is in breach of the College's ICT Policy and Guidelines

### Please note:

- Mobile phones/ICT devices are solely the student's responsibility
- Mobile phones/ICT devices that have the capacity to take photos and record 'audio/visual' must only be used in this capacity when explicit permission is granted by the 'subject'

### Consequences:

- Failure to adhere to these rules may result in after-school review and possible confiscation of device until the end of the day

## 8.6.4 Cybersafety

Children and young people grow to their full potential when they are provided with a spiritual, emotional and physical environment that is enriching and safe. All internet users have a digital or online reputation. This is the opinion or view that others have about the user, based on what they say and do online. It is important for students to learn how to use information communication technologies (ICTs), including mobile technologies and social networking sites, in responsible and ethical ways in order to become responsible digital citizens. Cabra Dominican College aims to provide and maintain a cyber-safe culture that is in keeping with our Catholic ethos.

### Students are expected to:

- Report suspicious online activity or breach of this policy
- Ensure their online communication with members of the College and wider community is both courteous and respectful, and in keeping with the Catholic ethos of the College

### Staff are expected to:

- Enforce College expectations and record inappropriate mobile phone use on SEQTA

### Parents and caregivers are to:

- Contact the College if they become aware of any suspicious online activity or breach of this policy
- Support their child's cyber safety at home and discuss the issue of online safety

### Further eSafety Resources

Additional information and resources on eSafety are available via the Australian Government website.

[www.esafety.gov.au](http://www.esafety.gov.au)



## 9 Learning Together to Develop Personal Responsibility

### 9.1 Learning: General Conduct in the Classroom

Great learning usually occurs when there is a sense of safety and mutual respect between students and the teacher. When one considers the risk that students take when asking questions or in attempting something that may at first result in failure, one begins to appreciate just how important it is for everyone in the class to look after each other.

Having sensible and known expectations makes Cabra a great place to learn for everyone. It allows us to enjoy each other's company and respond to very different learning styles all within the same class. Remembering to greet people, saying please and thank you and congratulating people when they achieve success are simple ways of creating an amazing culture for everyone to enjoy.

All teachers are encouraged to develop a set of shared class expectations with their students at the commencement of the year or course. These shared expectations should be recorded and displayed for easy reference.

The types of expectations are reflected in the acronym **CABRA**:

### CABRA PRINCIPLES *for* WORKING TOGETHER

**COURTEOUS**

- Be polite and kind to each other

**ADHERE TO GENERAL RULES AND EXPECTATIONS**

- Ensure you are well presented and in correct uniform
- Listen to each other
- Only access mobile phones/internet/music when teacher grants permission

**BE PUNCTUAL AND ORGANISED**

- Be on time
- Have all equipment/books/materials
- Ensure digital devices used for learning are fully charged
- Arrive prepared for learning

**RESPECTFUL**

- Respect others
- Respect property
- Respect general classroom environment

**AIM TO BE PERSISTENT AND POSITIVE**

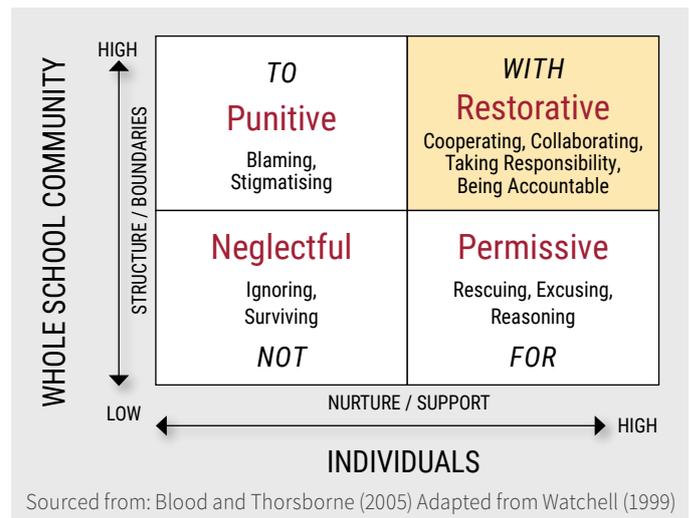
- Genuinely engage in work
- Ask for help when needed



**CABRA**  
DOMINICAN COLLEGE

### 9.2 Working Together within a Restorative Framework

At Cabra we use a restorative approach when working with student behaviour issues.



This approach looks at what happened, who has been affected and in what way, as well as what needs to happen to make things right. It aims to educate students towards self-directed right behaviour, which respects, promotes, nurtures and protects healthy relationships. It focuses on relationships and personal accountability through reflection and is based on the following six principles;

1. Focus on the relationship and how people are affected
2. Restore damaged relationships
3. Talk about the behaviour without blaming or becoming personal
4. See mistakes and misbehaviour as an opportunity for learning
5. Accept ambiguity
6. Be future-focused and talk about how to make things right



### 9.3 Personal Responsibility

Cabra aims to create a supportive environment in which students are empowered to be young people of truth, hope and integrity. Students are encouraged to respect and support the rights of others and develop positive, respectful relationships. Particular attention is provided to nurture relationships and reconciliation within the restorative framework. Cabra is a place where the opportunity for learning and growth is at our heart. As such we aim to ensure all students at Cabra Dominican College have the opportunity to develop self-discipline and positive relationships within a caring, supportive environment.

**Students have a responsibility to:**

- Treat others with respect, fairness and courtesy, and not hurt others
- Respect the position and authority of staff
- Respect and care for College property and the property of others
- Respect the right of others to learn and teachers to teach
- Behave in a manner that brings credit upon self, family and the College

**Prohibited Substances**

Cabra does not allow students while within the school zone, at school functions, travelling to and from the College to smoke tobacco, vape, consume alcohol, possess drug related equipment or possess, use or supply prohibited substances or drugs.

### 9.4 Responding to Inappropriate Behaviour

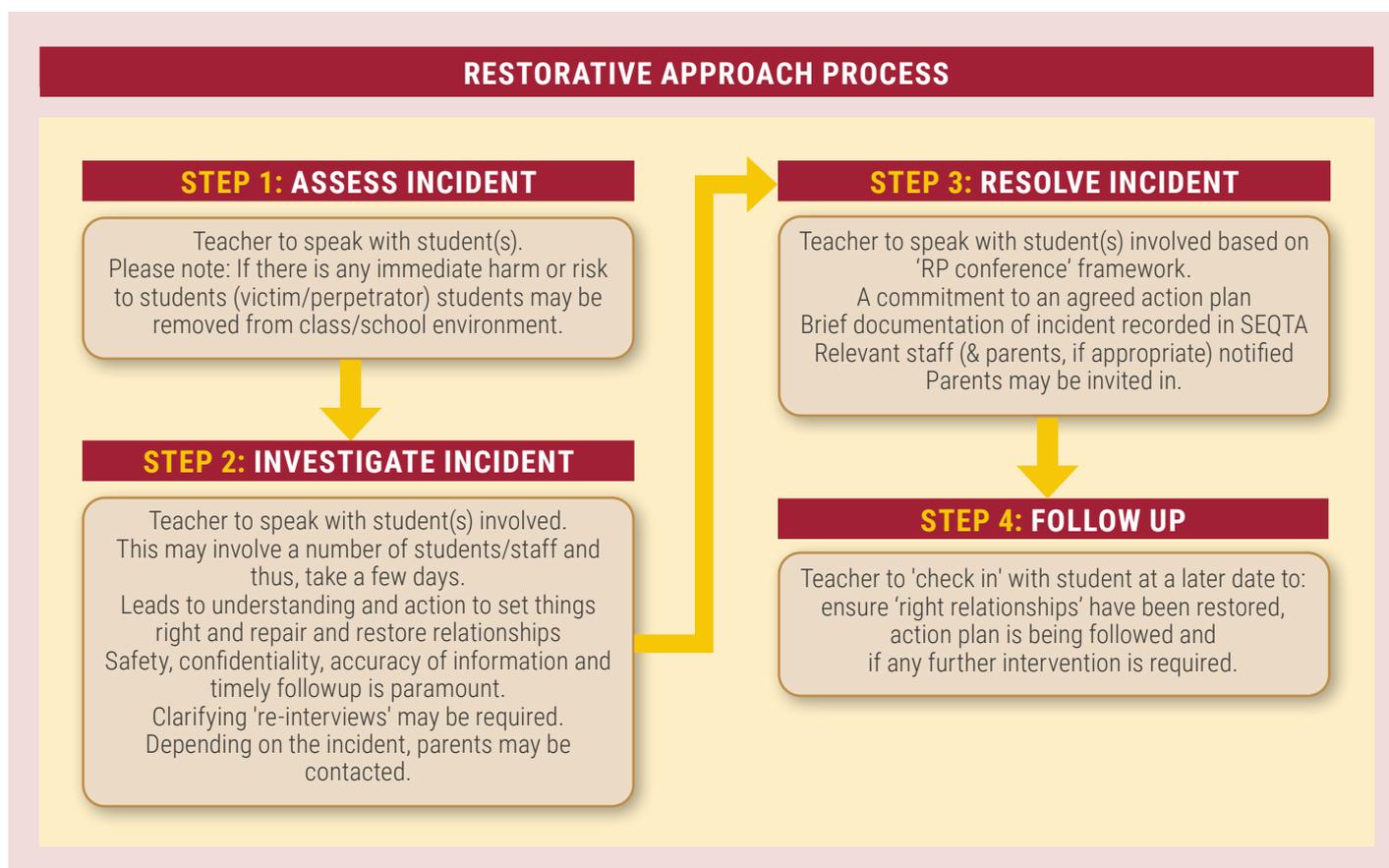
All teachers are encouraged to use a range of low level strategies that are known by students and that are applied consistently within the class when someone fails to meet the class expectations. Teachers have different styles and their approach to responding to minor matters will vary.

Where there are breaches of the class and/or school expectations students may be required to attend either a lunchtime or an after school review session on Thursdays from 3:30pm to 4:15pm. The teacher and/ or House Leader may arrange to discuss the matter with parents as a means of enlisting their support in achieving a lasting resolution, to facilitate a restorative meeting to explore any underlying issues and to negotiate an appropriate outcome.

When working with students we use a restorative approach. It focuses on relationships and personal accountability through reflection, whilst recognising that the people most effective at finding a solution to an issue are the people at the heart of it. This approach creates opportunities to understand, resolve and repair harm whilst looking at:

- What happened
- Who has been affected and in what way, as well as
- What needs to happen to make things right

As such, at Cabra we use the following four step approach when working with students:



## 9.5 Bullying and Harassment

**All members of our community have an equal right:**

- to be treated fairly
- to feel safe and secure
- to learn to grow to his/her full potential
- to feel valued, accepted and cared for as a unique individual
- to have his or her property respected

### 9.5.1 Definitions

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying is also defined as ‘consistent, ongoing, negative behaviour towards another individual’. It is unwelcome behaviour towards another person because it makes that person feel humiliated, threatened or unsafe. There are various types of bullying. Some include:

- lies or rumours
- threats or dares
- cyber bullying
- verbal abuse and teasing
- exclusion
- physical behaviour

Harassment covers a wide range of behaviours of an offensive nature. It is unwelcome behaviour towards another person that intends to trouble or annoy.

“the use of technology to bully a person with the intent to hurt or intimidate them” (esafety.gov.au, 2021). Cyberbullying can be both overt and covert in nature. As suggested by McLean (2014) examples of cyberbullying include, but are not limited to:

- Harassing and threatening message sent using any form of technology;
- Using a person’s screen name to pretend to be them;
- Using a person’s password to access their account and then pretend to be them;
- Sending sexually explicit images – ‘sexting’;
- Posting, sending or forwarding on mean or nasty comments or pictures;
- Intentionally excluding others from an online group.

We also recognise that there are other possible points of conflict that can be difficult, but are not necessarily examples of bullying:

- Breakdown in friendship groups;
- Renegotiation back in friendships; and/or
- Misunderstandings between individuals.

We know that students can face a number of challenges and may wish to seek support and help when working through these points of conflicts. As such, we recommend students speak with a trusted adult or make an appointment with a member of our counselling team.

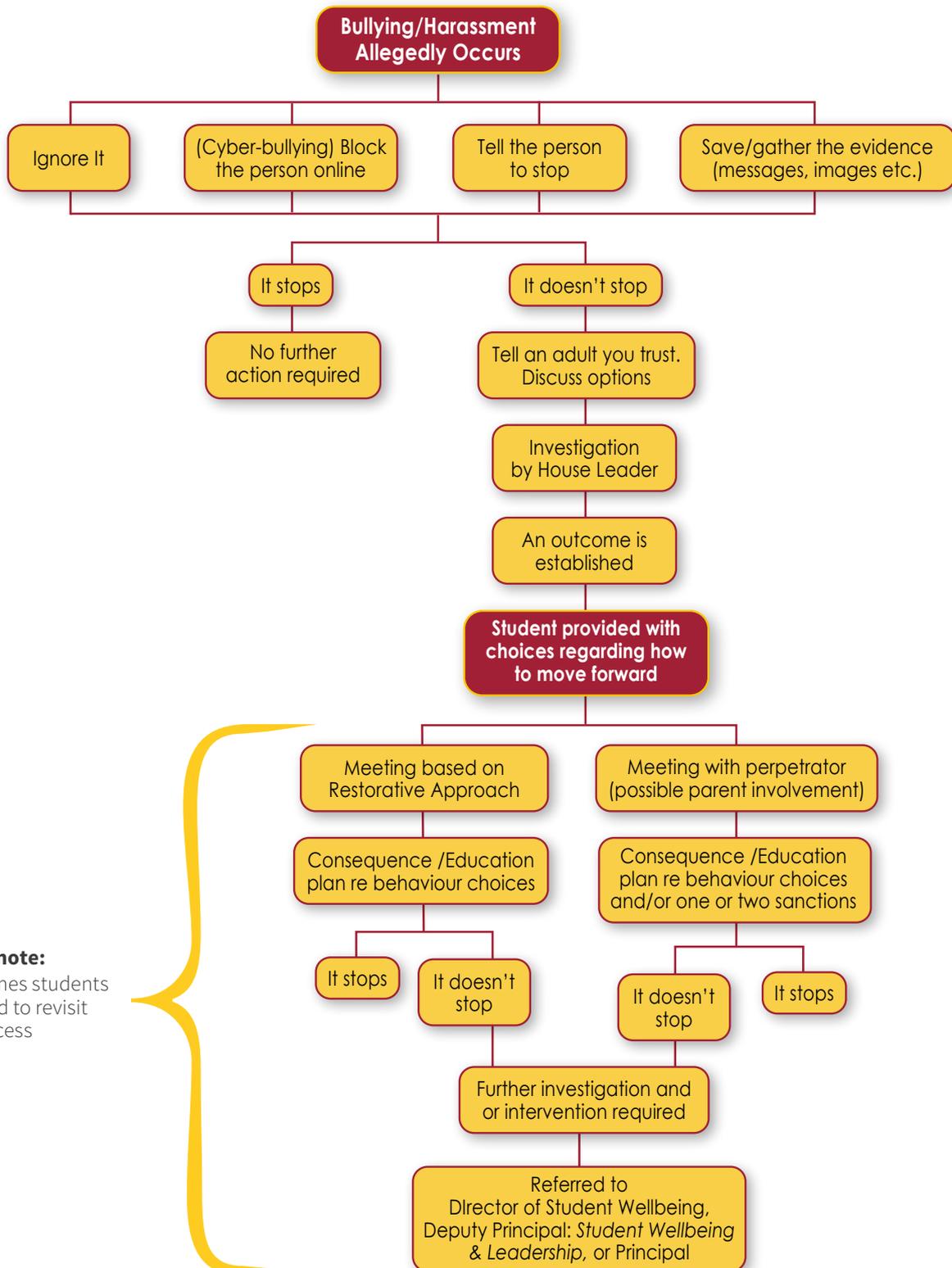


### 9.5.2 Process for Dealing with Allegations of Bullying or Harassment Between Students

At times, bullying or harassment unfortunately occurs in the College environment. Cabra views harassment as a serious matter and aims to take effective action. Most importantly, the primary aim is to restore positive relationships, heal the hurt and establish a renewed understanding of our life together in a Christian community.

When an incident of bullying or harassment is brought to our attention, we use the following process to guide our response.

**Disclaimer:** Where behaviour is of such nature that police involvement is warranted, the college will liaise with police in addition to operating under this flowchart.

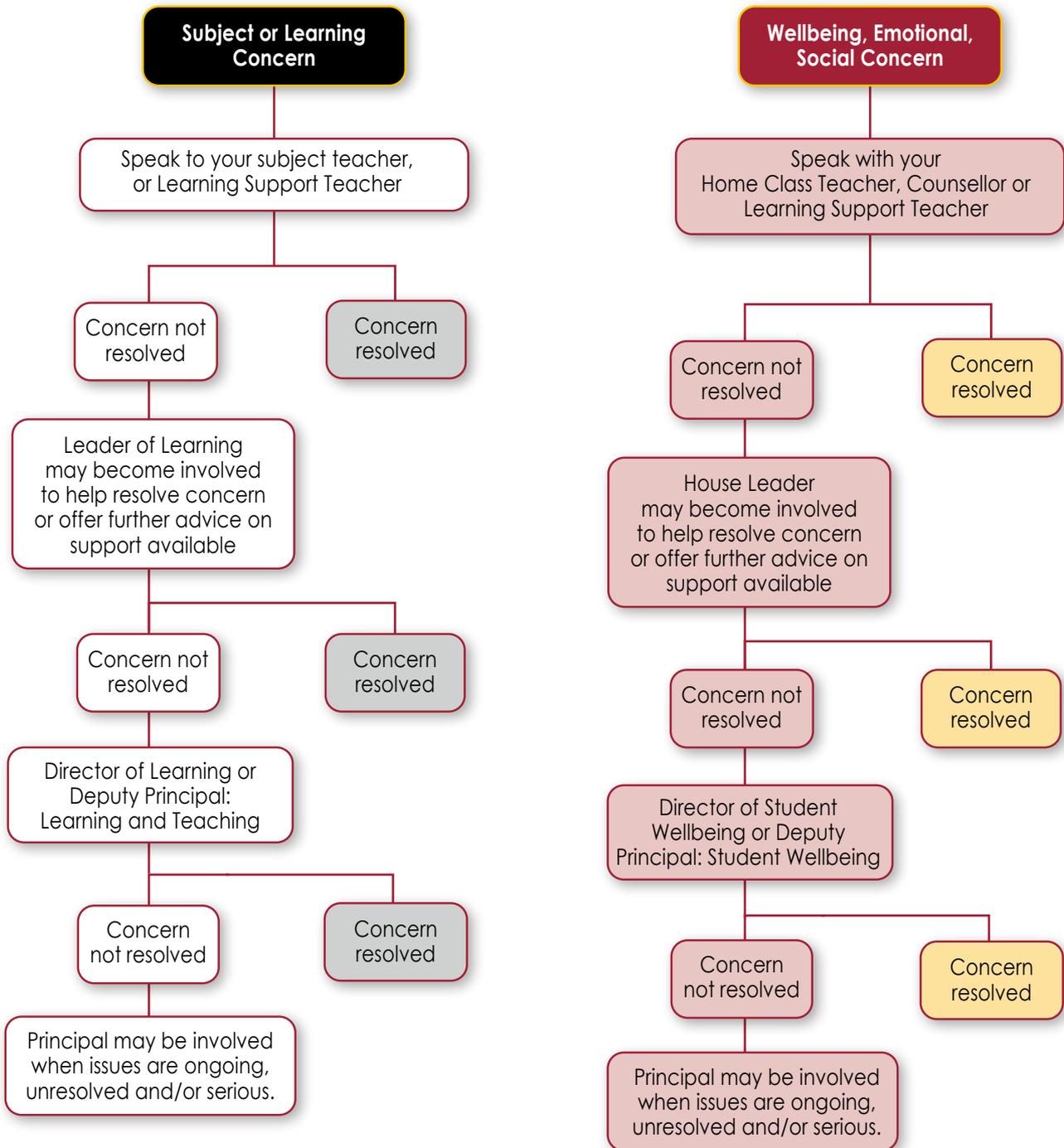


**Please note:** Sometimes students can need to revisit this process

## 9.6 Student Concern Process

At times students may be concerned about something at the College or have a grievance and wish to speak to someone about it. They may also want their parents or caregivers to be involved and to make the initial contact with the College.

We want to work with students and families to resolve any issues that are preventing students from making the most of their time at Cabra. Students concerns will be treated sensitively and confidentially. Please refer to the flow chart below, which provides an outline of the general process for students. (Please note that this is not a linear process and steps along the way may be repeated.)



## 10 Attendance and Punctuality

Attendance is compulsory for all students enrolled at Cabra Dominican College. While many students in the senior years have varied timetables that allow greater flexibility in their studies, full attendance and punctuality for all lessons is an important part of achieving success. It also develops a healthy attitude for work after graduation.

As schools are accountable to both the state and federal government for maintaining accurate records of student attendance it is very important for all students to adhere to the following processes for recording any absences from Cabra.

By following these procedures and checking with the staff in the Student Services Office if you have any concerns, you will be able to ensure that your attendance is recorded accurately on the College transcript/reports.

**It is important to be punctual and at school ‘all day, every day’ because it:**

- Shows respect of self and others in your learning environment
- Enables you to participate fully in your learning
- Enables you to gain maximum benefit from your schooling
- Is a good habit that will support future career aspirations

### 10.1 Absences/Lateness

If you are absent from school or arriving late your parents/caregivers need to follow the process below.

#### ABSENT FROM SCHOOL? PLEASE NOTIFY US...

If your child or children will be absent from school, parents and caregivers are required to notify the College.

**Option 1:  
Call and leave a  
Voice Message:**

*Please note: You cannot speak with anyone; please leave a message with the following details:*

**Dial:  
8179 2477**

After the message tone, please leave the following information:

- ✦ **Child's name**
- ✦ **Home Class**
- ✦ **Reason (Family, Illness, Holiday)**
- ✦ **Your Name (Parent or Guardian)**

**Option 2:  
Send a TEXT  
message:**

*Please note: You cannot speak with anyone; please TEXT the following details:*

**TEXT Message to:  
0427 767 937**

In the text message, please leave the following information:

- ✦ **Child's name**
- ✦ **Home Class**
- ✦ **Reason (Family, Illness, Holiday)**
- ✦ **Your Name (Parent or Guardian)**

**Option 3:  
Notify via the  
Cabra APP:**

*Please click on the absentee icon and complete the form.*

**Once the form is complete, press Submit.**

**Please note:**

- If students arrive late, leave early or have an appointment during the day, they must sign in and out at the Student Services Office. Parental permission must be given prior to this occurring
- Upon certain circumstances the College may request medical certificates for extended periods of absence due to illness/medical conditions
- As a general rule, medical certificates are not required for students in Year 7, 8 and 9
- SACE students must submit a medical certificate to the Learning and Teaching Office if they are absent on the day of an assessment item



### 10.1.1 Absence Alerts

- Each day parents will be notified by SMS if their child is not at the College by Recess time
- Students' class attendance will be live on SEQTA and therefore parents can view this record via SEQTA throughout the day
- If a student does not attend class, teachers may send a 'Absence Alert' to parents, notifying them of their child's absence

### 10.1.2 Late Arrival to School

- If you arrive after 9:00am please sign in at the Student Services Office
- Please note: all late arrivals must be accompanied by a parent/caregiver acknowledgement and explanation

### 10.1.3 Late Arrival to Class

- Every effort needs to be made to be punctual to class. Ongoing lateness is unacceptable and will be followed up according to the process on the following page

### 10.1.4 Early Departure

- If you need to leave early for an appointment or another commitment, a parent/caregiver must contact the Home Class Teacher and the Student Service Office

### 10.1.5 Extended Absence

For prolonged absences such as a family holiday, hospital stay etc., please notify the Deputy Principal: People, Culture and Operations in writing.

For absences of more than one week's duration, an exemption must be sought from the Principal. Please contact Student Services for the appropriate form.

### 10.1.6 Procedure Regarding Ongoing Lateness/Absenteeism

If ongoing lateness/absenteeism occurs, the flow chart opposite provides a guide for the follow up procedure.

#### STEP 1: FIRST LATE/ABSENCE

Teacher to speak with student

#### STEP 2: SECOND OR THIRD LATE/ABSENCE

Teacher to speak with student.  
Parents are contacted/alerted  
Details in SEQTA

#### STEP 3: ONGOING LATE/ABSENCE

The House Leader to speak with  
Parent/Student and may issue a lunchtime  
or an after school Review Session  
Details in SEQTA

#### STEP 4: SUBSEQUENT ONGOING LATE/ABSENCE

Director of Student Wellbeing or  
Deputy Principal: Student Wellbeing,  
to work with Students/Parents  
Details in SEQTA



## 11 Uniform

Wearing the correct college uniform is a requirement of all students attending Cabra Dominican College.

In 2020, we introduced a new uniform. In 2022, Year 7s to Year 11s will wear the full new uniform. Year 12s may wear a mixture of both old and new uniform items.

All items are to be purchased from JS Sports Uniform Shop, except for shoes.

### 11.1 Uniform and Personal Presentation

#### 11.1.1 Sun-Safety

- The college strongly recommends that when outdoors, all staff and students:
  - Wear the College hat and preferably the option which protects the ears and neck
  - Wear a SPF 30+ broad spectrum water resistant sun screen
  - Use shaded and covered areas where practical
  - Students are not permitted to use the college ovals or outdoor courts in Term 1 or Term 4 unless they are wearing a hat

#### 11.1.2 Winter Warmth

- Scarves and gloves in black, rust or white can be worn during winter. Black polar fleece scarf with logo available from JS Sports Uniform Shop.
- Non-uniform items (T-shirts, undergarments, etc) worn for added warmth, should not be visible.





# Uniform and Personal Presentation



## SUMMER - GIRLS

(Terms 1 and 4)

Dress (worn to the knee) or
Shorts and blouse
White Cabra socks
Jumper
Blazer
Hat (either bucket or baseball style)
Shoes (black leather lace-up school shoes)

## SUMMER - BOYS

(Terms 1 and 4)

Short sleeved shirt
Shorts
Grey Cabra socks
Jumper
Blazer
Hat (either bucket or baseball style)
Shoes (black leather lace-up school shoes)

## PLEASE REMEMBER:

**The blazer is worn to and from school in Terms 2 and 3 and is the outer garment, if needed, in Terms 1 and 4. (The jumper may not be worn as the outer garment to and from school.)**

**PE uniform is worn only on days when PE practical lessons are scheduled.**

**The Cabra backpack or wheelable bag are the only acceptable school bags.**



## PHYSICAL EDUCATION

Short sleeved polo shirt
Shorts and/or track pants
Jacket and/or rugby top
Black or white Cabra PE socks
Sneakers/sandshoes with non-marking soles (No skate-type shoes)

## WINTER - GIRLS

(Terms 2 and 3)

Skirt (worn to the knee) with grey tights, or
Pants (worn with grey Cabra socks)
Long sleeved shirt, tucked in and with top button done up
Crossover tie
Jumper
Blazer
Shoes (black leather lace-up school shoes)

## WINTER - BOYS

(Terms 2 and 3)

Trousers
Long sleeved shirt, tucked in and with top button done up
Long tie
Grey Cabra socks
Jumper
Blazer
Shoes (black leather lace-up school shoes)

### Hair

- Hair should be:
  - clean, neat and tidy, out of the eyes
  - either neatly cut above the collar, or fully tied back off the face
  - natural tones only
- Hair should not be of an extreme nature. Some examples of what is considered 'extreme' are:
  - Razor cuts, patterns cut into the hair
  - Cuts shorter than a 'number 2'
  - Dreadlocks, mohawk style, long mullets
  - Extreme colours or contrasts
- Hair accessories and ribbons can be rust, gold, black or white; hair slides and combs to be clear brown
- Boys faces must be clean shaven

### Jewellery

- Earrings: plain sleepers or studs (one stud per ear in the lower lobe ONLY)
- No other piercings are allowed
- Clear, discreet retainers can be worn
- A simple chain with a religious symbol can be worn
- No other jewellery can be worn (e.g. rings, bracelets)

### Make-Up & Nails

- Only light foundation is allowed
- No eyeliner, eye shadow, mascara or lip gloss can be worn
- No coloured nail polish, or coloured acrylic nails, or similar, can be worn

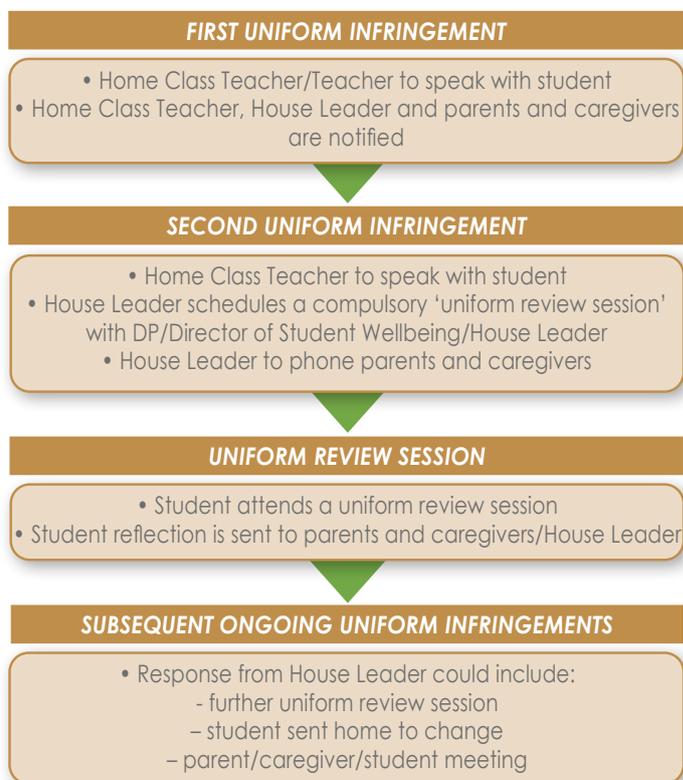
## 11.2 Responding to Uniform Infringements

On the whole students wear the uniform well and members of staff rarely have to remind them of the requirements. Nevertheless, it has been our experience over many years that providing a clear and consistent response to matters involving uniform and personal presentation provides all students with the certainty they need throughout their time at Cabra. As you can see from the following flowchart we recognise that most will have days when something is missing or it is impossible to wear the entire uniform as intended. Therefore, the first response of the College staff is a simple reminder followed by a simple sanction if needed.

If there is an ongoing issue relating to uniform and personal presentation the House Leader or Home Class Teacher will work through a restorative conversation with the student and parents if needed to address the underlying cause of the issue.

From time to time and usually at the change of season from one type of uniform to the next, staff will provide students with a formal reminder of the uniform requirements either in a group meeting or via the student notices. If students have any questions about the uniform or personal presentation requirements they are encouraged to discuss these with their Home Class Teacher.

### 11.2.1 Uniform Infringement Process



## 12 Travelling Safely to and from School

### 12.1 General Guidelines

Students travel to and from Cabra from across metropolitan Adelaide using both public and private transport. Therefore, we ask all families and students to keep the following information in mind and to adhere to the procedures outlined below to provide for the safety of all.

The mode of transport to and from the College depends on a variety of factors including the age of the young person, the distances travelled and the times at which they are travelling. In general, the College encourages the following:

- Parents know how and when their children are travelling to and from Cabra
- Students travel directly to the College and refrain from meeting up with friends at local shops before or after school
- Parents should be fully informed of those occasions when students 'need' to interrupt their travel arrangements
- If students miss their bus or experience any other difficulty with transport to or from the College they should contact their parents immediately and, if needed, return to the College and report to either Student Services or the Front Reception area where our staff can assist them
- Students should conduct themselves in an exemplary manner in accordance with the rules associated with public transport and as pedestrians. Students must obey the traffic laws that apply to them as pedestrians or as drivers for those older students who drive to school.

The College discourages groups of Cabra students from gathering at local venues without adult supervision as this can place students at risk from unsafe peer pressure or from unwanted approaches by members of the public and shop owners who feel intimidated by the presence of a large group of young people. On a few occasions throughout the year, usually associated with early dismissal times, the College imposes temporary restrictions on student movement and access to local shops due to the unusually large number of young people present at the time. Parents and students are notified of this advice via email prior to those events.

It is important for students to remember that the Student Handbook and the Uniform and Personal Presentation Code apply until they have returned home or met with their parents at another location. College staff respond to reports of students misbehaving on their way to or from the College in the same way as if the student were at Cabra.

Students who feel harassed or threatened by other students while travelling to or from the College are encouraged to report the matter just as they would had it occurred at the College during normal school hours.

### 12.2 Reporting Threatening Behaviour

From time to time, the College receives notification of threatening or offensive behaviour from a member of the public towards students travelling to or from the College. Whenever this occurs the College informs students and families of the advice provided through the police or Catholic Education Office. Depending on the nature of the concern, additional College staff are deployed to provide extra support for students and families.

If a student is concerned about the behaviour of a member of the public they are encouraged to avoid the person, stay with a group of friends or other people and to contact their parents immediately. In severe cases the College recommends calling the police on 000 and immediately seeking refuge in a safe place such as a shop, bus or school where there are other people present. We also ask that the matter is reported to the College (House Leader or a Deputy Principal) as soon as possible. This allows us to liaise with the police to ensure the safety of all concerned.



## 13 Student Conduct Before School, Recess, Lunch and After School

While most of the College is accessible for students there are some areas that are ‘Out of Bounds’ for reasons of safety and sensible supervision of large numbers of young people. All students are expected to know the areas where they are permitted to use at various times of the day and to obey the signs in place.

- Ball games are only permitted in the designated areas such as the handball courts and ovals
- All students are expected to walk in all areas except on the ovals
- Food and drinks are not to be taken onto either oval (large and small)
- Students are not permitted to climb trees or to engage in rough behaviour likely to cause harm to others
- Students are not permitted to leave the College premises without parental permission during the school day regardless of “free” lessons.

### 13.1 Student Drivers

Students are not permitted to drive or park on College grounds.

Due to the number of young people present in the vicinity of Cabra we encourage student drivers to pay particular attention to the road rules that apply in the vicinity of the College and to take extra care when pedestrians are present. Given the number of young drivers attending Cabra we also ask students to be mindful of the rights of local residents by obeying the local traffic code in relation to parking.

On the rare occasion that a student driver is observed driving in a reckless manner the incident will be reported to the police.

In Term One, Cabra hosts the Road Awareness Program, facilitated by the Metropolitan Fire Service, for young drivers. This is an excellent program that has been endorsed by thousands of South Australians over a number of years. With this in mind it has become an important strategy for promoting healthier attitudes towards driving and safety for everyone in our community.

#### Student passengers

While it is very difficult for the College to enforce, all student passengers should adhere to the laws surrounding probationary licenses.

#### Excursions and camps

Students are not permitted to drive to camps and or excursions. If there are exceptional circumstances requiring a student to drive to such an activity approval must be sought in writing from the teacher in charge prior to the date of the event.



## 14 Sports Code of Behaviour

### 14.1 For Players – Play by the Rules

- accept and play by the rules of the sport and show respect towards officials;
- acknowledge good play by team members and by members of the opposing team;
- play for enjoyment and personal development;
- co-operate with their coach, their team and game officials;
- represent Cabra properly wearing appropriate sports uniform including appropriate outer garment when cold (Cabra rugby jumper or black Cabra spray jacket) at matches;
- be committed to team expectations – recognising their team relies on this commitment;
- treat all players and officials as you would like to be treated;
- respect the rights and worth of all participants regardless of their gender, ability, cultural background or religion;
- be fully committed to training and games, including being on time and being adequately prepared.

### 14.2 For Parents and Spectators – Set a Good Example

- encourage participation, remembering that sport is for their child's enjoyment;
- provide a model of good sporting behaviour for their child;
- demonstrate respect and courtesy to all players, officials, spectators and especially visitors to the school;
- encourage honest effort, skilled performance and team loyalty;
- support and respect the efforts of coaches and referees at all times, as well as the coach's decision where their child is behaving inappropriately;
- promote the idea that sport is played for enjoyment and that mistakes are part of a child's development;
- assist the team in a voluntary capacity when possible;
- encourage their child(ren) to be fully prepared for training and games, including being on time and wearing the correct uniform;
- ensure that their child(ren) are collected at the end of games and practices; or, that they advise the coach of alternative arrangements;
- advise the Sports Coordinator, of any grievances, in the first instance.

### 14.3 For Coaches – Enjoy What You Do

- plan, encourage and create opportunities to develop individual skills for all team members;
- ensure that training opportunities are appropriate for the age group, the skill and physical development of players in their team;
- give all students a fair chance to participate in training and at games;
- remove from the field or play any player whose behaviour repeatedly does not reflect team expectations;
- be fully prepared for all training sessions and games;
- be constructive, not destructive, in your response to the player's efforts.



## 15 Opportunities to be Involved

The more involved in the College students become, the more opportunities they will have to meet others and make new friends. There is an incredibly broad range of activities available at Cabra which can enrich your time at the College and make it more enjoyable. Examples of these co-curricular activities include; (NB. Subject to student interest and staff availability).

MUSIC
Brass Ensemble
Guitar Ensemble
String Ensemble
Wind Ensemble
Wire Choir (an electric guitar-based band)
Rock Bands
Concert Band
Beginner Drum Corps
Junior Drum Corps
Senior Drum Corps
Production Crew
Orchestra
Choirs
Private Instrumental Lessons

### Academic Challenge and Enrichment

SCIENCE AND MATHS
Oliphant Science Awards
Rio Tinto Big Science Competition
Australian Mathematics Competition

ENGLISH AND HUMANITIES
Debating
Mock Trial
Public Speaking
“Write a book in a day”

GENERAL AREAS
Chess
Ethics Olympiad
Knitting Club
Robotics Club
Green Team
Tournament of the Minds
World Scholars Cup

SPORT
Athletics
Basketball
Cricket
Cross Country
Football
Netball
Soccer
Squash
Swimming
Table Tennis
Tennis
Volleyball

To get involved in any of the Academic Challenge and Enrichment opportunities, please contact Mrs Kate Rowberry:

[ace@cabra.catholic.edu.au](mailto:ace@cabra.catholic.edu.au)



Aside from these activities, students have the opportunity to be involved in:

- ★ Community Living Week
- ★ Immersion trips
- ★ Sporting Carnivals
- ★ Catholic Schools Music Festival
- ★ Hosting International students
- ★ Lunchtime activities
- ★ St Dominic’s Day
- ★ Retreats
- ★ Masses, liturgies and celebrations

## 15.1 How to Get Involved in Sport

Sport is offered to all students at Cabra Dominican College. All students are encouraged to get involved and all sporting abilities are welcome. Summer season runs through Terms 1 and 4 and Winter Terms 2 and 3. Playing either Summer or Winter Sport entails a full TWO TERM COMMITMENT – including one training session per week and weekend games.

### Knock Out Sport

Students are selected to represent Cabra in various Knockout Competitions throughout the year. Selection is based on previous knowledge of ability and/or trials. Entering and nominating teams is dependent on numbers and the talent/skill level of the students in the designated age group required.

Please note the following:

- Students will only be eligible to compete in Knockout Sport if all schoolwork is up to date
- Any students with behavioural issues will not be selected
- Knockout Sport is played to win – selected players may not get equal game time

### Nominating

Students are invited to nominate for their chosen co-curricular sport/s online by a specified date. Teams must have adequate numbers before being entered into the competition. Students are expected to commit to their team for the entire season. There are no withdrawals or fee reimbursement once committed.

### Sport news

Sport information is distributed via the Cabra App, daily bulletin notices, email and text messages.

For further information, please contact the Sports Administrator.

Phone: 8179 2415 or email: [sport@cabra.catholic.edu.au](mailto:sport@cabra.catholic.edu.au)



## 15.2 How to Get Involved in Music

### Music

Music lessons are offered at the College for the purpose of providing students the opportunity to participate in the musical life of Cabra Dominican College. If you intend to have instrumental lessons at Cabra, it is an expectation that you participate in a music department ensemble.

#### Lessons are available for the following instruments:

Trombone, tuba, trumpet, French horn, euphonium, saxophone, clarinet, bass clarinet, oboe, flute, double bass, cello, viola, violin, harp, voice, classical guitar, electric guitar, piano, electric bass, drums and percussion.

### Ensembles

Cabra currently has over 20 ensembles and a biennial musical for students to select from. Ensemble selection does not have to be based on their instrument of tuition and students can be involved in as many ensembles as they wish. Most ensembles have entry requirements and some are by invitation or audition.

For further information or enquires regarding the individual tuition or the ensemble program, please contact the Music Administrator.

Phone: 8179 2406 or email: [music@cabra.catholic.edu.au](mailto:music@cabra.catholic.edu.au)



## 16 College Awards

At Cabra we delight in formally acknowledging and celebrating the contributions, service and achievements of students. Throughout the year, students have the opportunity to work towards the following awards:

AWARD	DESCRIPTION
Dominican Sisters' Award	The most significant award at Cabra is presented in recognition of our heritage and the foundations upon which our school was built. Just as the Dominican sisters did in founding Cabra, the recipient will be a Year 12 who has benefited the whole community through using their gifts for service, remaining conscious of the values of the Gospels and the Dominican tradition.
St Catherine of Siena Award	The most significant award for Years 7-11 students. St Catherine of Siena instructed us to 'Be the person God intended you to be, and you will set the world on fire.' One student from each year level will receive this award for using their gifts to 'become who God intended them to be'.
Cabra Dominican College Community Award	Awarded to a Year 12 student who serves the College Community in an outstanding manner in one or more facets of College life, such as extra-curricular service, social justice contributions, volunteering, or similar.
Dr Helen Northey Award for Dux of the College	This award is presented to a Year 12 student whose academic performance is judged to have eclipsed all others in the graduating cohort. This award is determined by the student who receives the highest Australian Tertiary Admission Rank (ATAR). The award is made in honour of Dr Helen Northey OP, Dominican sister and past Principal, who believed in the potential of every student for academic excellence.

AWARD	DESCRIPTION
Proxime Accessit	Meaning “he/she came next”, this award is presented to the Year 12 student whose ATAR is the second highest of the graduating class.
Principal’s Award	This is reserved for any Year 12 student who has made a particularly noteworthy contribution to Cabra Dominican College, either throughout their graduating year or across their senior secondary school. This is not presented on a standing basis but exists as a latent provision where unique and meritorious circumstances exist. Particular emphasis is given to deeds which exemplify Dominican characteristics and efforts which contribute significantly to the Dominican spirit of the College.
ADF Future Innovators Award	This Award, from the Australian Defence Force, recognises a student who has demonstrated motivation, innovation and achievement in a Science, Technology, Engineering or Mathematics related field.
Kathleen Hancock Award	Kathleen Hancock’s life exemplified the spirit of Christian leadership, particularly during her long service to Cabra Dominican College from 1929 until her passing in 1978. The recipient of this award will be a Year 11 student who has exemplified Christian Leadership across their contribution to the College community that year.
Caltex All-Rounder	Awarded to a student who is recognised as the best ‘all rounder’ in the Year 10 class. This award does not recognise a champion in a particular subject, sport, or service activity. Rather, it recognises someone who participates in a wide range of activities and achieves excellent results.
ADF Long Tan Youth Leadership and Teamwork Awards	This award recognises a Year 10 and Year 12 student who demonstrates leadership and teamwork within both the school and the broader local community. At the same time, they recognise those who display strong values, such as doing one’s best, respect for others and “mateship”, characteristics that are integral to Australian society.
Lincoln Chalice	Presented to a Year 12 student for their contribution to the aesthetic life of the College, in art, drama or music.
Sr Mary Alphonsus Horgan Award	Awarded to a Year 12 student in recognition of their outstanding contribution to the College Music Department. Sr Alphonsus died in 2012, aged in her nineties. She was a loved and respected music and choir teacher at Cabra. A competent musician, Sr Alphonsus managed to get the best out of her students, and established what became known as the “Cabra Special Choir”. It won numerous awards and mastered what was a very challenging repertoire in that time.
Sr Barbara Specht Award	Awarded to two male and two female students for outstanding high-level participation in, and contribution to, Cabra Dominican College sports. One male and one female will typically be from Years 7-9 and one male and one female will typically be from Years 10-12. The awarded is presented in honour of Sr Barbara Specht who is now over 90 years old, and was a renowned athlete and teacher of physical education in her youth. She was also the last Dominican Sister who was Coordinator of Sports at Cabra, before this role passed to a lay teacher. Sr Barbara was a student of the Neil Hubble College of Physical Culture in the early 1940s, and as such embarked on a physiotherapy degree of which she completed 2 years before this award passed to the University of Adelaide. She was a great tennis player, competing on grass at Memorial Drive and winning several awards. After she entered the Dominicans, she taught “physical culture” and coached tennis and netball as well.
Lorraine Russell Award	Presented to a St Mary’s Unit student who demonstrates success in the development of academic and independent living skills and who has contributed to the College. The late Lorraine Russell was a former St Mary’s Unit parent, and was a long term and enthusiastic volunteer of the St Mary’s Unit.
Pearl Award	The Pearl Award is given every year in memory of former Cabra student, Ian Ninnes. It is presented to a Year 12 student who accesses the Learning Centre to recognise persistent effort through the year.
House Service Awards	One student per year level, per house, in recognition of service to their House.
Veritas Awards	Two students per house, per year level, (ideally gender balance and Home Class balance) who demonstrate the Cabra Working Together Principles.
Subject Prizes	The award is presented to the student who has received the highest score in each Stage 2 subject, after SACE moderation.
Academic Distinction Awards	The highest academic honour, these awards are awarded to students who have achieved straight As across the year in every subject – both Semester 1 and 2.
Academic Excellence Awards	Awarded to students who have placed in the top 10% of their Year level across the Houses.
Academic Endeavour Awards	The award is presented to those students in who have consistently worked to the best of their ability in a prescribed number of subjects. Regardless of the grade, Year 10 and 11 students are able to receive this award if they have scored ‘excellent’ for Academic Endeavour in all or all but one of their subjects.

## 17 Student Leadership

Student Leadership is an integral part of the Cabra community and provides formal opportunities for student's voices to be heard, enabling them to participate in shaping the community to which they belong. It also celebrates the gifts, talents and contributions of students as they serve the school community.

Student Leadership at Cabra nurtures, challenges and affirms young people giving them opportunities to develop skills, confidence and understanding of themselves and leadership.

### All Student Leaders are expected to aim to:

- Be excellent ambassadors for the College
- Be excellent role models for their peers
- Engage in the life of the College
- Reflect the College's values
- Be their best selves
- Share their gifts, skills and time generously
- Be a voice for their peers: sharing ideas, raising issues or concerns at relevant meetings and contribute agenda items for discussion.

Student Leadership roles vary, reflecting their seniority and foci, however, the contribution and importance of each student leader is not in any way diminished. Each student leadership role has a unique focus and connection to specific aspects and students of the community. As such, each leadership role enables meaningful connections and opportunities within a smaller community, whilst contributing to the collective responsibility of service to the community.

### Student Leadership Roles

#### Year 12

- **College Captains**
- **College Vice Captains**
- **Mission Captains**
- **House Captains** Moore, Kavanagh, Boylan, Murphy
- **Sports Captains**
- **Music Captains**

#### St Mary's Unit Captains

#### Year 7-11

- **Year 11 House Captains**
- **Year 10 House Captains**
- **Year 9 House Captains**
- **Year 8 House Captains**
- **Year 7 House Captains**



## 17.1 Student Leadership Role Descriptions

### College Captains

The College Captains' primary role is to be of service to the College. Within the community they represent the College on numerous formal occasions: including the Whole School Masses, Whole School Assemblies and Principal's Tours. Within the wider community they represent the College on numerous formal occasions: which include, ANZAC Day Vigil Mass, Archbishop Awards, and local parish/primary school functions. The College Captains also chair the Student Representative Council (SRC) meetings. The College Captains work closely with the Deputy Principal and the Student Leadership and Social Justice Coordinators.

### College Vice Captains

The College Vice Captains primary role is to be of service to the College through their leadership of social justice initiatives. Within the community they will represent the College on numerous formal occasions including whole school Masses, whole school assemblies and Principal's Tours. Within the wider community they represent the College on numerous formal occasions: which include, ANZAC Day Vigil Mass, Archbishop Awards, and local Parish/Primary School Functions. The College Vice Captains also facilitate Social Justice meetings. The College Vice Captains work closely with the Deputy Principal and the Student Leadership and Social Justice Coordinators.

### Mission Captains

The Mission Captains' primary role is to be an ambassador and advocate of Dominican faith and values within the College. The Mission Captains are responsible for promoting the Dominican Sisters' values of Faith and Courage and providing a service to others. They ensure all information/initiatives from the SRC are communicated and supported within the College. They will at times be called upon to represent the College, for example; Principal Tours, whole school Masses, Cabra Celebrates. They work closely with the Director of Mission and Identity and are members of the SRC.

### House Captains

The House Captains' primary role is to be of service to their House within

the College. The House Captains are responsible for running their House Student Leaders meetings focussing on promoting house spirit and ensuring all information/initiatives from the SRC are communicated and supported within the House. They will at times be called upon to represent the College, for example; Principal's Tours, house sporting events, St Dominic's Day, Masses and prayer services. They work closely with their House Leaders and are members of the SRC.

### Sports Captains

The Sports Captains' primary role is to be an ambassador and advocate of sport within the College. The Sports Captains are responsible for promoting good sportsmanship and providing a service to others. They ensure all information/initiatives from the SRC are communicated and supported within the sporting program. They will at times be called upon to represent the College, for example; Principal's Tours, sporting events (Swimming Carnival, Catholic Schools Sporting Carnival) and other sporting exchanges and/or competitions. They work closely with the Sports Coordinator and are members of the SRC.

### Music Captains

The Music Captains' primary role is to be an ambassador and advocate of music within the College. The Music Captains are responsible for promoting music and providing a service to others. They ensure all information/initiatives from the SRC are communicated and supported within the music program. They will at times be called upon to represent the College, for example; Principal's Tours, music events, whole school Masses, and other music events and/or competitions. They work closely with the CEA Music Coordinator and are members of the SRC.

### St Mary's Unit Captains

The St Mary's Unit Captains' primary role is to be of service to their community within the College, and to build connections with the St Mary's Unit and the wider community. They will at times be called upon to represent the College, for example; Principal Tours, St Dominic's Day, Masses and Prayer Services. They work closely with the St Mary's Unit and Student Leadership

Coordinators. St Mary's Unit Captains will attend at least two SRC meetings per term.

### Year 11 House Captains

The Year 11 House Captains' primary role is to be of service to their House within the College. The Year 11 House Captains role is to support the Year 12 House Captains and House Leaders, and actively promote house spirit, particularly within their year level. They will at times be called upon to represent the College, for example; Principal's Tours, house sporting events, St Dominic's Day, Masses and prayer services. They work closely with their House Leaders. Year 11 House Captains attend all House Student Leadership meetings.

### Year 7-10 House Captains

The Year 7-10 House Captains' primary role is to be of service to their House within the College. Their role is to support their House Leaders and work closely with the other student leaders in their house to create an inclusive, welcoming, joyful house environment. They will at times be called upon to represent the College, for example; Principal's Tours, house sporting events, St Dominic's Day, Masses and prayer services. Year 7-10 House Captains attend all House Student Leadership meetings. Whilst there are some common aspects to a student leader's role, all House Captains are encouraged to develop and share their unique leadership strengths and abilities. The Year 7-10 House Captains have a key role to play in;

- Representing and being a voice for their peers
- Creating and nurturing a welcoming, friendly, inclusive College environment
- Encouraging others to get involved in College life
- Actively promoting social justice initiatives
- Actively promoting house based/year level activities

### Other Student Leadership Roles (formal and informal) within the College

- Peer Support
- Ensemble Captains
- Sporting Team Captains

## 18 College Policies

Visit the Resources section of our website to view College Policies.

<https://www.cabra.catholic.edu.au/resources/policies/>





