

CABRA
DOMINICAN COLLEGE



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2020 PERFORMANCE REPORT

This report provides an overview of the various aspects of school performance in 2020.





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The following school information is provided in accordance with the Commonwealth Government Accountability requirements under the Schools Assistance Act 2008. It relates to the 2020 school academic year.

School Context

Board Members

Chair (to July 2020):	Dr Bill Griffiths (retired)
Chair (appointed in July 2020):	Michael Dahl
Deputy Chair:	Mary-Ann Royle
Directors:	Meredyth Stewart, Kerryn Bolland, Stephanie DeGaris, Elysia Ryan, Christopher Allen, Peter Bierer and Craig Battams
Executive Officer:	Dr Helen Riekie
Company Secretary:	Karl Barber

Introduction

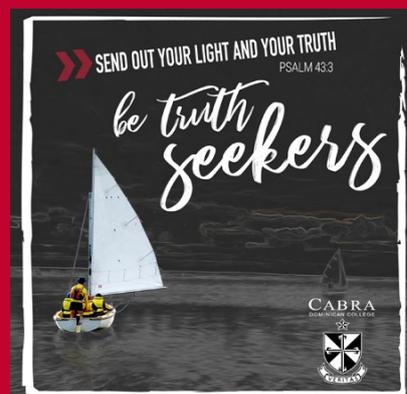
Cabra Dominican College is a co-educational Year 7 to 12 Catholic school which offers an education in the Dominican tradition.

2020 was an extraordinary year, when local and global matters, in particular the global pandemic, impacted our way of living and being. The year showed the exceptional strength of our community and the capacity of each one of us to make a difference.

Our liturgical theme for 2020 was *be truth seekers*, using the image of a small boat sailing out to sea – destiny unknown. This theme invited our community to be people of action and purpose in the search for truth: ultimately to be open to the search and awareness of God in all aspects of our life and world. Over the year staff, students, Sisters and priests unpacked the theme and encouraged us in different ways, to consider our response to these three words. This theme also links to our Vision Statement, for by seeking truth in all situations, the creation of a ‘better world’ is inevitable.

Vision Statement

“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.”



Learning

The Learning and Teaching program at Cabra is student centred, evidence based and inclusive. We focus on creating a supportive and engaging space, fostering enquiry and appreciation of beauty, nurturing scholarship and a love of learning. We also understand the importance of taking risks and making mistakes as essential parts of great learning. Our students are able to choose from a rich and diverse range of subjects as they progress through different year levels.

Following extensive consultation during 2019, at the beginning of the academic year we introduced a new timetable structure. The purpose of this timetable was to allow deeper and more rich learning, which better prepares students to develop skills and capabilities which are applicable to the 'outside world'. The timetable encouraged a student-centered approach to learning, fostering student agency and the establishment of integrated curriculum which supports Project Based Learning and the development of cross-curriculum capabilities as well as literacy and numeracy in lived, real world experiences.

SEQTA Remote Learning

2020 was a year like no other, in which we were challenged to think and work differently in uncertain times. During Term 1 we worked extensively to prepare students and staff for a period of online learning via the use of our online learning platform, SEQTA. The planning involved the writing and creation of a guide for teaching staff to assist in designing their remote learning experiences, describing various modes of remote learning and the tools available for staff to use in the development and curriculum delivery. It also set out the expectations and protocols to ensure that the remote learning experience was consistent, engaging, and safe for all. A guide for students and families was designed to assist students in establishing and thriving in an online learning environment.

Co-Curricular Opportunities

Through our extensive programs, students participated in the following co-curricular learning opportunities:

Music

- ABODA Festival
- Southern Stars Choir competition
- Catholic Schools Music Festival
- Performances at school events such as Sports Day, Principal's Tours, masses and assemblies
- All ensembles performed in a series of concerts held in St Dominic's Hall

Sport

- Summer: Basketball, Cricket, Tennis, Volleyball
- Winter: Basketball, Netball, Soccer, Football, Squash, Table Tennis
- Year level carnivals
- Statewide Knockout competitions
- SAPSASA events

Academic Challenge and Enrichment

- Debating
- Tournament of Minds

- Philosophy Club – Ethics Olympiad
- Bebras Challenge
- ASX Schools Share Market Game
- Write a Book in a Day
- OzClo

Student Leadership and Social Justice

- Project Compassion fundraising including Pancakes for Shrove Tuesday and Crazy Sock Day
- Vinnie's fundraising including Beanies for Vinnies Day and Winter Sleepout
- Colour Run for Operation Flinders
- RUOK? Day and Wellbeing Week
- Student guides on Principal's Tours
- Sports Day planning and organisation

...and

- Book Week
- St Dominic's Day Talent Quest
- Language Clubs





College Overview

College Overview	
SES/DMI	108/102
ICSEA Value	1059
School Type	Combined
Year Range	7-12
Total Enrolments	1,212
Indigenous Enrolments	5

Student Enrolments

Year Level	2020 Male	2020 Female	2020 Total
Year 7	110	107	217
Year 8	94	127	221
Year 9	100	93	193
Year 10	115	100	215
Year 11	95	82	177
Year 12	89	100	189
TOTAL	603	609	1,212

Staff

Workforce Composition

2020 School Staff	
Teaching staff	90
Full-time equivalent teaching staff	75.7
Non-teaching staff	57
Full-time equivalent non-teaching staff	44.2

Staff Standards and Qualifications

Cabra staff hold qualifications as shown in the table below:

Qualification	Number completed:	currently undertaking:
Bachelor degree	116	2
Masters degree	18	10
Doctorate	4	1
Certificate III or IV	32	2
Graduate/Advanced Diploma	29	
Graduate Certificate	21	9

Staff Professional Learning

We continued our strong commitment to professional development across the College.

The ability to undertake professional development as in previous years was significantly affected by the pandemic and associated cancellations. Despite this, a large number of staff were able to participate in learning when events were re-scheduled for later in the year, or were moved online.

These were in the following categories:

- SACE/ACARA
- Religious Education
- Leadership training and workshops
- Training for those working with students with disabilities
- VET /Careers
- Pedagogy
- Association meetings
- SEQTA/Finance/Timetables/Communications

In addition, on scheduled student free days staff were able to participate in targeted large group workshops on topics such as:

- Restorative Justice
- Restorative Practices
- Cabra History
- COVID safety
- First Aid
- Disability Standards for Education
- DEEP: Dominican Education Enrichment Program





The Dominican Education Enrichment Program (DEEP) is a new initiative designed to provide staff with an opportunity to connect with our Dominican story. This is undertaken by staff new to Cabra, or by others who wish to deepen their knowledge and understanding of our rich history and charism.

Through the Catholic Education South Australia Learning Manager tool, staff undertook online training in the following modules:

- Mental Health in the Workplace
- Equal Employment Opportunity
- Working for the Catholic Church
- Driver Safety Awareness Training
- Australian Privacy Law
- Information Security Awareness
- WHS Training

In the second half of 2020, approximately half of the teaching staff engaged in the first cycle of 'LeadLearn Coaching', aimed at enhancing teachers' practice and learning environment through data collation, observation, and coaching to action. This program facilitates staff to work collaboratively to improve their craft; staff survey students for feedback, respond to this, have their practice observed, and gain further feedback from coaching conversations to continue to change and adapt. These staff have become leaders amongst the broader teaching staff, and will lead colleagues through the LeadLearn Cycle in 2021.

In the spirit of our charism, it is evident that staff at the College are committed to lifelong learning, just as our patron, St Dominic was.

Student Outcomes

After such an unusual and challenging year, the Year 12 results for 2020 are particularly extraordinary.

- 100% SACE completion
- 33 A+ Merits
- 60 A+ grades
- 6.3% of all grades were A+ compared with 4.23% as the state average
- 26 students achieved an ATAR above 90
- 80.47% of all grades were a 'B grade or higher', compared to the SACE state average of 72.87%
- 99.4% of all grades were a C grade or higher
- 8 students completed 13 University courses and achieved Credit to High Distinctions, as part of their SACE
- All of our students in the St Mary's Unit achieved their SACE
- 41 students also successfully completed VET courses as part of their SACE

Dr Helen Northey Dux of the College:

Lucy Thiselton with an ATAR of 99.10

Proxime Accessit:

Aaron Quick with an ATAR of 98.80

Due to the difficulties faced by schools across Australia during the COVID-19 pandemic, the NAPLAN was cancelled.

Student Attendance

Year Level	Attendance Percentage
Year 7	93.9
Year 8	93.2
Year 9	92.1
Year 10	92.6
Year 11	92.1
Year 12	91.9

Student attendance was monitored daily and within each block time via SEQTA. Parents received an SMS message if their child was absent. Our staff members continued to work closely with families to maintain a high level of attendance.

Post School Destinations

- 65% of Year 12s received a university offer
- 84% of these offers were for the student's first preference

103 students in the class of 2020 received the university offer they preferred, gaining entry to a wide variety of courses.

Many students have continued various forms of part-time employment while some have found permanent employment and traineeships.

Cabra's flexible Vocational Education and Training programs allowed many students to begin their careers while still at school, with several starting apprenticeships during Year 12 and immediately after.

Future Pathways

2020 saw the introduction of a new role as part of the Learning and Teaching team, the Future Pathways Coordinator; who has worked to develop independent learning pathways and to prepare our students to be 'Future Ready'. This role is specifically designed to work with external organisations including RTOs and Universities to work towards designing 'future pathways' for Cabra students based on career goals. The Future Pathways Coordinator works with students and families to design a learning pathway for future gainful employment, as well as with the Directors of Learning and Teaching to ensure successful SACE completion for all students. Further to this, the Future Pathways Coordinator, together with the PLP team, works to design successful learning pathways and career guidance as part of the first SACE subject Year 10 students enrol in, which helps students to map their school and post-school pathway. That a number of the class of 2020 were offered early entry to the University of Adelaide and Flinders University shows the success of these programs.



Parent, Student and Teacher Satisfaction with the College

Parent

Throughout 2020, Cabra continued to prioritise parent engagement and partnership, notwithstanding the difficulties 2020 presented in hosting in-person events. That is, whilst historically Cabra has held face-to-face parent/teacher/student interviews, subject information evenings and topical information sessions such as those facilitated by Andrew Lines (Rite Journey) and Paul Dillon (DARTA), the restrictions of 2020 meant that parent engagement had to shift to an online/remote paradigm where Cabra sourced and provided parent access to webinars or other online sessions on topics ranging from study skills to ‘motivation’. Parent/teacher/student interviews were held via telephone and again utilised the latest scheduling technology to maximise parent engagement and teacher availability.

Now led by the Deputy Principal: Student Wellbeing and Leadership, the **Cabra Community Consultative Forum (CCCF)** was re-established with new membership and

Board representatives in 2020. Following the retirement of original members, an invitation to join was sent to all parents and caregivers. A strong response resulted in a full contingent with membership covering all year levels and houses. This new committee worked to update the Terms of Reference and charter and reaffirmed their purpose to listen to student, parent and staff voice in order to facilitate the best communication between the College and the community.

Cabra continues to experience strong demand for enrolments, and consistent feedback from enrolment interviews and enrolment application forms is that recommendation from existing parents is a leading reason for them choosing Cabra for their child. This strong position supports the contention that the parent community are engaged and have a positive experience with their lived experience in the Cabra community.





Student

Our student leaders provided a terrific insight and used their role to speak open and honestly, giving regular feedback on what they saw as the major issues or worries for their year level, some things they would like to see happen for the rest of the year and into 2021, as well as many of the positive aspects of their schooling at Cabra. Their voice was fed back to House Leaders and the Wellbeing team for consideration and to affirm the general positive feeling the students had, even though 2020 provided many hurdles that the students had to overcome.

Transition from primary school to a secondary school environment is a crucial period and presents significant change in the life of young adolescents. Towards the end of the year some feedback was sought from students about how students transition and settle into Cabra. This was an initial phase in which a more comprehensive survey would be implemented in 2021 with the assistance of the CCCF.

Pastoral Care programs along with the Child Protection Curriculum continued to develop as the College looks to provide resources to keep the students safe and connected to the school.

Teacher

Despite the difficulties that 2020 presented to the education profession (as well as society more broadly), a significant focus for teachers at Cabra was the opportunity to obtain professional learning in, and provide feedback on, online learning. Staff expressed positive feedback on the online learning models implemented, as well as the means of parent engagement, namely, the opportunity to conduct parent/teacher/student learning reviews via telephone.



School Improvement

College Strategic Plan

The Cabra Board of Directors embarked on shaping the next Strategic Plan for the College, which involves exploring areas for ongoing improvement while building on our strong foundations. The strategic planning process began by gathering and reflecting on the views and insights of all members of the Cabra community. This took place through a questionnaire and then through a series of focus groups of staff, students, parents and caregivers and old scholars, facilitated by consultants from Tatu. From this initial basis the Board continued to work through the creation of the 2021-2023 Strategic Plan for launch in early 2021.

Annual Development Plan

The Annual Development Plan provides the Board of Directors with an understanding of what the Executive Leadership Team and each area of the College seeks to work towards and achieve within the year.

Catholic Identity and Story

- As we sought to strengthen the tangible presence (symbols, prayers, policies) of the Dominican story, the following was undertaken:
- The liturgical theme for the year was Be Truth Seekers
- Launch of the DEEP program for staff
- A staff mass as part of our annual Staff Reflection Day
- A comprehensive review of student Retreat/Reflection programs
- A stronger alignment of teaching programs with the mission of the College and RE curriculum approved for the Archdiocese of Adelaide.
- Continued to nurture connections with the broader Catholic and Dominican community through liturgical celebrations, staff/students retreats, publications and intercollege student leadership days.
- Actively promoted and supported staff to complete their Graduate Certificate of Education (Religious Studies) and the DEEP program.





Learning and Teaching

Implementing a 2020 program and timetable that better meets the needs of students and enhances their global competencies was our core goal for the year. Alongside this we:

- Continued to lift student outcomes
- Improved quality and alignment with learning and assessment
- Strengthened individual teacher capacity and skill by introducing professional huddles for all teaching staff and investing in professional learning and coaching

Student Wellbeing and Leadership

Students, as well as adults thrive on relationships and face-to-face contact. Covid-19 changed the way we had to communicate with each other and form relationships. Positive relationships promote connectedness and feelings of belonging and are vital for wellbeing. During the latter part of Term 1 learning went online, however we were committed to supporting families in monitoring and maintaining the wellbeing of the students in our care. We were fortunate that South Australia was able to return to school from the second week of Term 2.

Each year we continue to shape and adapt our programs and develop resources in an attempt to keep up-to-date on current issues facing our young people. The

Wellbeing Team, led by Director of Students and House Leaders continued to build on our wellbeing programs and initiatives, aiming to provide pertinent, timely and meaningful lessons for students to enhance their social and emotional wellbeing and development. This included introducing elements of the Child Protection Curriculum to Pastoral Care lessons. This curriculum followed two main themes; that we all have the right to be safe and secondly that we can help ourselves to be safe by talking to people we trust.

Our Counselling team moved into a dedicated Wellbeing Space and took on two trainee counsellors, moved to an online booking system and created online resources for use during COVID interruptions.

People, Culture and Operations

We continued to provide excellent systems and structures to support an efficient, compliant, safe and positive educational environment for all staff, students and families.

Administration and Stewardship

Successful completion of Building Projects:

- Restoration of Sisters' Choir Chapel
- Completion of second Food and Technology Kitchen

Master Plan

Cabra Dominican College Ltd (Cabra) over the years has completed a number of construction projects as part of the Master Plan work. Projects included the Monica Farrelly Atrium (library and associated areas), St Mary's Unit, Café Crumbs and Learning Centre, Therese Sweeney Music Centre, Caleruega Hall (gymnasium) and more recently the Food Technology and Sisters' Choir Chapel redevelopments. The final two projects marked the conclusion of the previous Master Plan.

The new Master Plan was prepared so it can be embodied in the next Strategic Plan to ensure facility planning and development for Cabra continues to be

undertaken. The Master Plan provides a strategic report and plan on Cabra's facility planning aspirations after review and consultation of the staff, community and site.

Russell & Yelland undertook consultation with staff and the Board during 2020. The management and potential risks of Covid 19, followed by a changeover of a new Business Manager and Board Chair, required Cabra to defer the Master Plan process until near the end of 2020 in time for the new Strategic Plan. During this process, a site and timetable analysis was also undertaken to review the current status of facilities, including site and traffic management. In relation to the projects included in the Master Plan, it includes possible construction timeframes for the proposed projects.



Capital Development Projects

After a year of construction in 2019, the new Caleruega Hall was officially opened and blessed in February 2020. With a double court gymnasium, change rooms, classrooms, offices, storage spaces and weights area, this facility supports our physical education learning needs, and also provides a space where the whole community can comfortably gather for functions and events.

Other developments were:

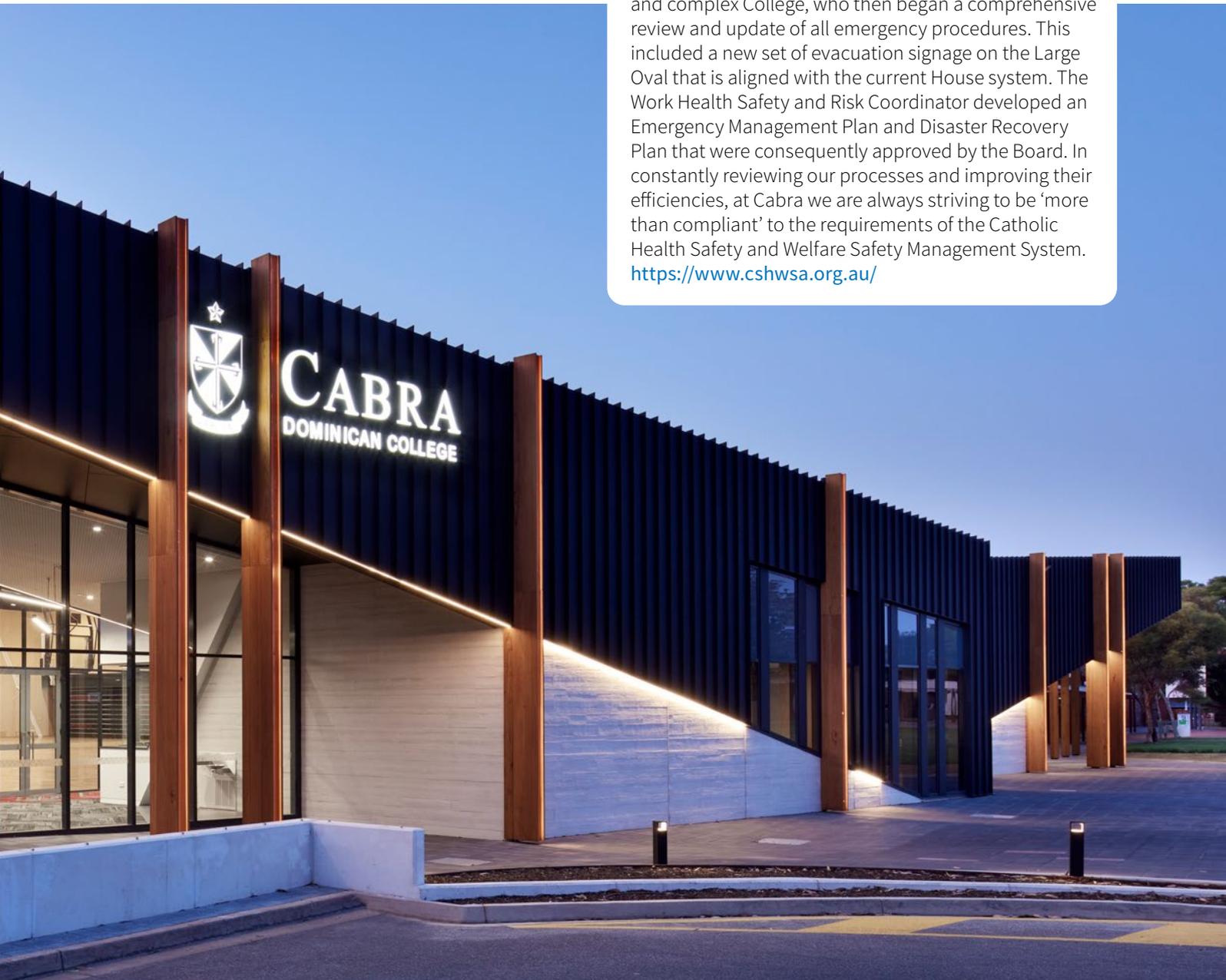
- Design and construction of a new Food and Technology learning and teaching space, supported by a commercial coldroom, storage and staff workroom
- Renovation of the Sisters' Chapel external façade on the northern side, including landscaping of the outside area

Improvements around the college

- Establishment of Wellbeing Space in St Mary's area of the convent
- Replacement of the roofing to the O'Mara and Siena buildings
- Expansion of existing solar array system
- Upgrade of the college's Wi-Fi system
- Continued to upgrade the lighting around the college to a LED solution

Work Health and Safety

In August we employed a dedicated Work Health Safety and Risk Coordinator, in line with the needs of a large and complex College, who then began a comprehensive review and update of all emergency procedures. This included a new set of evacuation signage on the Large Oval that is aligned with the current House system. The Work Health Safety and Risk Coordinator developed an Emergency Management Plan and Disaster Recovery Plan that were consequently approved by the Board. In constantly reviewing our processes and improving their efficiencies, at Cabra we are always striving to be 'more than compliant' to the requirements of the Catholic Health Safety and Welfare Safety Management System. <https://www.cshwsa.org.au/>





S. MARIA
GORETTI CHAPEL

Financial

Category	2017	2018	2019
Education Fees	\$9,227,794	\$9,649,084	\$9,455,280
Other fees, charges and income	\$336,868	\$264,031	\$460,076
Government grants	\$12,355,380	\$13,269,949	\$13,661,414
Total	\$21,920,042	\$23,183,064	\$23,576,770

CABRA
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Cabra Dominican College is an educational
ministry of Dominican Education Australia