



CABRA
DOMINICAN
COLLEGE

2022 PERFORMANCE REPORT

This report provides an overview of the various aspects of school performance in 2022.





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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.’



SCHOOL CONTEXT

BOARD MEMBERS

| | |
|---------------------------|--|
| Chair: | Michael Dahl |
| Deputy Chair: | Mary-Ann Royle |
| Directors: | Christopher Allen, Craig Battams, Jan Chorley, Stephanie DeGaris, Elysia Ryan Meredyth Stewart |
| Executive Officer: | Dr Helen Riekie |
| Company Secretary: | Karl Barber |



INTRODUCTION

Cabra Dominican College is a co-educational Year 7 to 12 Catholic school, offering an education in the Dominican tradition. We are a deeply connected community. Emerging from COVID, we have had a timely and important reminder of the importance of connection; of valuing the simplicity of moments shared together, that in turn, gives us a shared sense of meaning and purpose.

In a myriad of ways, our staff and students have embraced what it is to live the gospel values for today.

Our college theme this year has been, "Change Starts with One"...one idea, one action, one good intention, one word, one brave decision, one person, one community, one God. It has been a theme that has allowed our community to celebrate making change for the better and to understand the power we bring to this. As Pope Francis puts it, "Situations can change; People can change. Be the first to seek to bring good." Making change for the better is ultimately what we endeavour to do as members of this Catholic-Dominican community. And to be makers of change, our world needs the uniqueness of each of us to "bring good" in our world, in our own way.

Whilst at the start of the year we experienced some significant COVID disruptions, students have still enjoyed a full suite of learning opportunities, both within the classroom and beyond. In 2022, 913 subjects were taught by our teaching staff. The breadth and quality of choice across all year levels, continues to be something we are proud of. In the senior years, we were privileged to be part of a pilot group of schools that worked closely with the SACE Board to teach two new compulsory subjects in the SACE Thrive – AIF and EIF. These opportunities reflect the depth and capacity of our staff and the ongoing commitment to be future focussed in ensuring the learning opportunities at Cabra are contemporary and excellent.

Regardless of political persuasion, it was a privilege to welcome key politicians to Cabra, on the day before the Federal Election; an incredible opportunity for students and staff to experience in real life something usually only seen through the media's lenses. Teachers reported that the visit sparked many conversations with our students about politics and how government works, not to mention the opportunity to see so many varied careers in action –

journalists, news reporters, photographers, camera and sound operators, campaign managers, local and federal police. For one hour in May, the eyes of the country were on Cabra Dominican College; a morning that our staff and students will never forget.

Students re-engaged with sports, music and the broader co-curricular program. Our Intercol with Nazareth Catholic College provided an opportunity for all our winter sports students to compete together, across one weekend. There were several key musical performances, including an ensemble performing as a support act at the Catholic Schools Music Festival. Our Year 10 Debating team reached the state final.

Despite missing their leadership camp due to Covid, the student leaders worked hard to make a difference. Through their work and initiatives, Year 7 – 12 student leaders raised more than \$35,000 for charities, not to mention the significant amount of groceries and other items for the Vinnies Winter and Christmas Appeals

Given it was the year of construction for the Angelico Centre, a focus was utilising limited space to maximise students' experiences in art and design. Specifically, the Art/Design/Tech courses were redesigned to capitalise on the change of classroom space for 2022, and our Year 11 and 12 Furniture Construction classes were accommodated at Sacred Heart College.

STUDENT ENROLMENTS

| Year Level | 2021 Male | 2021 Female | 2021 Total |
|----------------|------------|-------------|--------------|
| Year 7 | 94 | 105 | 199 |
| Year 8 | 117 | 100 | 217 |
| Year 9 | 110 | 108 | 218 |
| Year 10 | 86 | 118 | 204 |
| Year 11 | 89 | 86 | 175 |
| Year 12 | 102 | 86 | 188 |
| TOTAL | 598 | 603 | 1,201 |

During the year we implemented the Enquiry Tracker program, to assist with and streamline the process of recording and replying to enrolment enquiries and bookings for Principal Tours.



STUDENTS

LEARNING

Our community set an example and clear precedent on the skills, character, and contribution to community necessary to be a successful learner at Cabra, particularly as we began Term 1 learning online, which demonstrated the flexibility and agility of the collective. Whilst this wasn't the start to the year we wanted, we were able to lean in to the uncertainty of online learning and allow our learning and teaching to transcend into a different and dynamic space.

In 2022, 131 students enrolled in Vocational Education and Training qualifications. The Future Pathways team worked to engage students in future pathway options, which culminated in a very successful Careers Expo event; connecting our community, to the broader community, establishing vibrant partnerships in this space, further facilitating the targeted and individualised learning experiences provided at Cabra, allowing students to grow and nurture their passions.

SACE RESULTS

Dr Helen Northey Dux of the College:
Riley O'Shannessy with an ATAR of 99.10 and
Dux Proxime: Jose Angel Ramirez Torres
with an ATAR of 98.55

- 100% SACE completion
- 27 A+ Merits
- 53 A+ grades
- 5.8% of all grades were A+ compared with 4.56% as the state average
- 24 students achieved an ATAR above 90
- 67.07% of all grades were a 'B grade or higher', compared to the SACE state average of 60.41%
- 11 students completed 22 University courses as part of their SACE
- 97.81% of all grades were a 'C grade or higher', compared to the SACE state average of 95.14%
- All of our students in the St Mary's Unit achieved their SACE
- 76 students also successfully completed a VET course as part of their SACE and 11 University Extension Studies

NAPLAN RESULTS

Cabra students' NAPLAN results have improved on 2021 results in almost every category. Results are close to or above the results of students from across Australia with a similar background.

| | Reading | Writing | Spelling | Grammar | Numeracy |
|---------------|---------|---------|----------|---------|----------|
| Year 7 | 558 | 545 | 559 | 547 | 561 |
| Year 9 | 599 | 591 | 585 | 583 | 590 |

ATTENDANCE

Cabra Dominican College maintains a strong level of student attendance.

| Year Level | Attendance Percentage 2021 | Attendance Percentage 2022 |
|----------------|----------------------------|----------------------------|
| Year 7 | 92% | 89.42% |
| Year 8 | 91% | 86.81 |
| Year 9 | 91% | 86.81 |
| Year 10 | 91% | 85.69 |
| Year 11 | 91% | 87.74 |
| Year 12 | 92% | 86.11 |

As a college we seek to achieve minimum attendance of 90% for each student, however in 2022 due to the effects of the COVID-19 pandemic, attendance was considerably down on previous years.

We have a team of staff who share the responsibility of recording and monitoring student absenteeism, particularly when the student begins to show a pattern of non-attendance. This is outlined in detail in our Attendance and Absentee Procedure and Student Handbook. Student Services staff send an SMS to parents/caregivers regarding any unexplained absences. Mentor Teachers and House Leaders contact families when an absence of more than two days is unexplained. If the student absence continues, the matter is referred on to Director of Students/ Deputy Principal: Student Wellbeing and Leadership.

CO-CURRICULAR OPPORTUNITIES

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

Music

- ABODA Festival – performed live for the first time since 2019
- Adelaide Choral Eisteddfod (Show Choir, Soul Train and Harmony)
- 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, Caleruega Hall and St Brigid's Square
- Instrumental Music students performed in boutique concerts in the Therese Sweeney Music Centre
- Term 4 saw the return of community events with various ensembles performing at the 80th anniversary of the Repat Precinct and the St Anthony's Sundown Fair
- Annual Gala evening where all ensembles performed at a concert in Caleruega Hall

Sport

- Summer: Basketball, Cricket, Tennis, Volleyball
- Winter: Basketball, Netball, Soccer, Football, Squash, Table Tennis
- Intercollegiate team sporting competition with Nazareth Catholic College
- Statewide Knockout competitions

Academic Challenge and Enrichment

- Debating competitions
- Chess competitions
- ACER Global Academic Challenge
- Oxford University Computing Challenge
- Da Vinci Decathlon
- Write a Book in a Day
- Ethics Olympiad
- Tournament of Minds
- Minecraft and Robocup Club
- Mock Trial

Student Leadership and Social Justice

- Project Compassion fundraising
- Vinnie's fundraising including Winter Sleepout
- International Women's Day Breakfast
- 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



POST SCHOOL DESTINATIONS

- 187 students completed Year 12 in 2022.
- 8 students left during the year to begin apprenticeships.
- 126 students received a university offer, equating to 67% of the graduating class of 2022.
- 85% of students received first round offers, to the following universities:

| | |
|---------------------------|----|
| Adelaide University | 38 |
| University SA | 32 |
| Flinders University | 52 |
| Other Universities | 4 |

- Nine students completed the Barkuma transition program in 2022 supporting the completion of vocational education and workforce placement for these students with a disability.
- University Extension Studies offers students who excel in their learning the opportunity to complete two university subjects while in Year 12. In 2022, 11 Cabra students successfully completed this, across all three Adelaide universities.
- 78 Year 12 students completed Vocational Education and Training during their SACE, with 35 different VET qualifications accessed. VET courses are highly valued, providing authentic applied learning that is practical and work-based, and can contribute towards SACE and ATAR.

We wish all our students well as they embark on their life beyond Cabra and encourage them to participate in our Alumni programs.



STAFF

| Workforce Composition | |
|---|------|
| Teaching staff | 96 |
| Full-time equivalent teaching staff | 82.3 |
| Non-teaching staff | 57 |
| Full-time equivalent non-teaching staff | 44.4 |

One staff member identifies as Aboriginal or Torres Strait Islander.

QUALIFICATIONS

Cabra staff hold qualifications as shown in the table below:

| Qualification | Number completed: | currently undertaking: |
|-----------------------------------|-------------------|------------------------|
| Bachelor degree | 178 | 5 |
| Masters degree | 38 | 11 |
| Doctorate | 3 | 0 |
| Certificate III or IV | 35 | 0 |
| Diploma (incl Graduate, Advanced) | 76 | 0 |
| Graduate Certificate | 25 | 8 |

Two teachers are nationally certified as Highly Accomplished Teachers.

Two staff members are National Teacher Certification Trained Assessors.

Eight teachers are working towards national teacher certification.

Two staff members completed their Graduate Certificate in Education (Catholic Education), facilitated by UniSA. Eight staff members have completed one or more units towards this qualification.

PROFESSIONAL ENGAGEMENT

Our teaching staff engaged with renowned education consultant, Nicole Dyson and the 'Future Anything' organisation, which promotes the development of entrepreneurship and project management skills, as well as creative and critical problem solving. Staff used the theory to put these ideas into practice at the beginning of Term 3, and this is a partnership we commit to fostering into 2023 to ensure that our learning and teaching programs are unique, engaging, future focussed and allow students to work in dynamic and meaningful ways, continuing to contribute to not only our Cabra community, but local and global communities also.

Acclaimed Australian educator, speaker and coach Brendan Spillane spoke at our Staff Reflection Day in September. Using a powerful blend of story, metaphor and humour to create authentic and insightful dialogue, he was able to help us create the mental space to make meaning of our purpose and to not lose sight of important things in our life. His inspirational presentation reminded us of the tenets of our faith and of the importance of how we treat each other as we work together to grow the young people in this place.

Following on from this, we embarked on a staff initiative to name behaviours that align and support the strategic work and broader school community. This will continue into 2023.

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

- Ergonomics and Manual Handling for Schools
- Fire and Other Emergencies for Schools
- Slips, Trips and Office Risks for Schools
- Work Health and Safety for Schools

We completed 'First Aid Treatment in an Education and Care Setting' as a whole staff in December.

In its third year, 12 staff undertook the four sessions of the Dominican Education Enrichment Program (DEEP). The program is for staff who are either new to Cabra or who wish to deepen their knowledge of our history and charism.



STRENGTHEN AND INNOVATE FOR THE FUTURE

In 2022 we continued working to the **Strategic Plan 2021-2025: Forward Together**. Staff were encouraged to align their goals with one of the four key domains;

- Strengthen and innovate for the future
- Pursue excellence and growth
- Lead for an inclusive community
- Consciously Catholic, mindfully Dominican

Cabra's Annual Development Plan (ADP) is co-created each year by the Executive team, and reviewed by the Board, to operationalise the Strategic Plan. The ADP provides a clear work plan for each member of the Executive team, aligning their work with the college's strategic goals.

The first stage of the new Master Plan, ratified and launched in 2021, was implemented with the building of the Angelico Centre.





CAPITAL DEVELOPMENT

ANGELICO CENTRE

Cabra completed a significant building project during 2022. The Angelico Centre was launched during the latter part of 2021 with construction undertaken during 2022 in preparation for the 2023 school year. The new two storey building includes woodwork and metalwork classrooms on the ground floor supported by a student 'think lab' room. On the first floor, students have access to art, ceramics, fashion, architecture, digital media, open media and a studio room supported by an editing booth. The first floor connects into the first floor corridor that is part of St Dominic's Hall, to enable people to walk across the pedestrian bridge to the Convent Building's first floor, or to walk down the stairs to other parts of the college.

CHAPEL WINDOWS PROJECT

The twelve new windows for the Sisters' Choir Chapel designed by Dominican Friar Kim En Joong and manufactured by Glasmalerei Peters Studio in Germany were delivered and installed during the year. The windows arrived mid-year in a large wooden crate, following overseas shipping and clearance through customs. Russell & Yelland architects and Stone Ideas and their subcontractors worked together to install a significant scaffolding structure, to take the weight and size of the windows during the installation process. The project was completed in time for the blessing event on 4 November 2022.

PROPERTY IMPROVEMENTS

The college invests annually in its facilities as it continues to beautify and improve the property for its community. One such project was the rendering of the external walls for the Monica Farrelly Atrium and O'Mara buildings. A number of ICT improvements were undertaken including further security cameras upgrades, and maintenance and improvements to gardens and surrounds continued to be implemented.



RISK AND WORK, HEALTH AND SAFETY (WHS)

RISK & COMPLIANCE

- development and commissioning of a Business Continuity Plan
- investigations into a software solution to manage risk & compliance

Improvements around the college include:

- completion of the new Angelico Centre building
- installation of the Kim En Joong windows in the Sisters' Choir Chapel
- installation of solar panels for Caleruega Hall
- installation of an underground water tank to assist with stormwater management
- improvements to Café Crumbs internal acoustics
- new paving works along St Albert's Drive

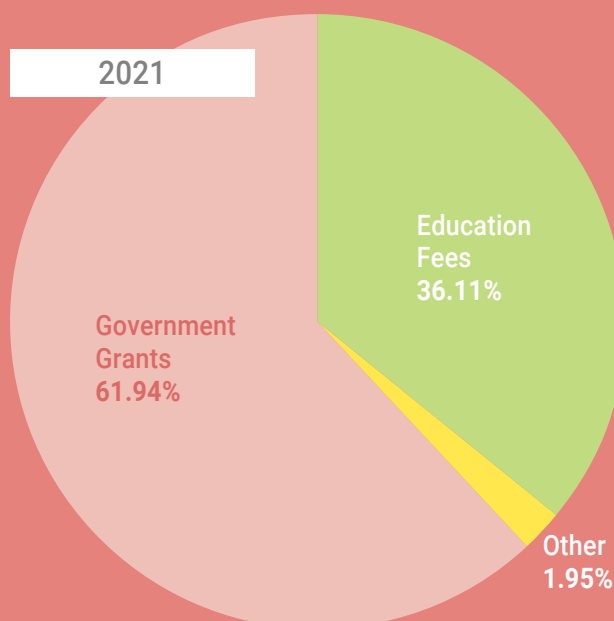
Information, Communications and Technology

- replaced the fleet of laptops for teaching staff



FINANCE

| Category | 2019 | 2020 | 2021 |
|--------------------------------|--------------|--------------|--------------|
| Education Fees | \$ 9,455,280 | \$ 9,538,897 | \$10,014,603 |
| Other fees, charges and income | \$ 460,076 | \$ 292,339 | \$541,566 |
| Government grants | \$13,661,414 | \$18,972,626 | \$17,175,054 |
| Total | \$23,576,770 | \$28,803,862 | \$27,731,223 |





FAMILY AND STAFF SATISFACTION

No formal surveys of parents or staff were recorded in 2022. At certain times of the year, the rates of absence of staff and students due to COVID was at unprecedented levels, impacting all areas of the school and making any extra activities extremely difficult. Nevertheless our staff worked together to achieve for our students a year full of the regular milestones and events.

Parents were kept regularly informed through fortnightly email updates from the Deputy Principal: People, Culture and Operations and fortnightly "Good News" electronic newsletters from the Principal's Office. Our social media channels now include Facebook (generally directed at the wider community), Instagram (aimed at current students) and LinkedIn, for staff and prospective staff.

As part of the annual goal setting and review process, all teaching staff were supported to set personal/professional goals. They then had an opportunity to meet with a senior leadership staff member to review goal achievement and identify continued areas of focus and development.

Student Learner Conversations between teachers and parents/caregivers took place in Terms 2 and 3 via phone due to the COVID restrictions. During these meetings our teachers provide feedback to our families around each student's learning.

The Cabra Community Consultative Forum, a sub-committee of the College Board since 2017, continued to provide a representation of parents for the purpose of providing feedback to the Board on matters affecting the community, such as student uniform, college wellbeing initiatives and their effectiveness.

SEQTA and Consent2Go continued to be the platforms through which families and teachers worked together to enhance student learning. We expanded the use and reach of our Human Resource platform – UKG – to work more effectively and enable our staff to work more efficiently and, in turn, deliver better outcomes for our students.



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Cabra Dominican College is an educational
ministry of Dominican Education Australia