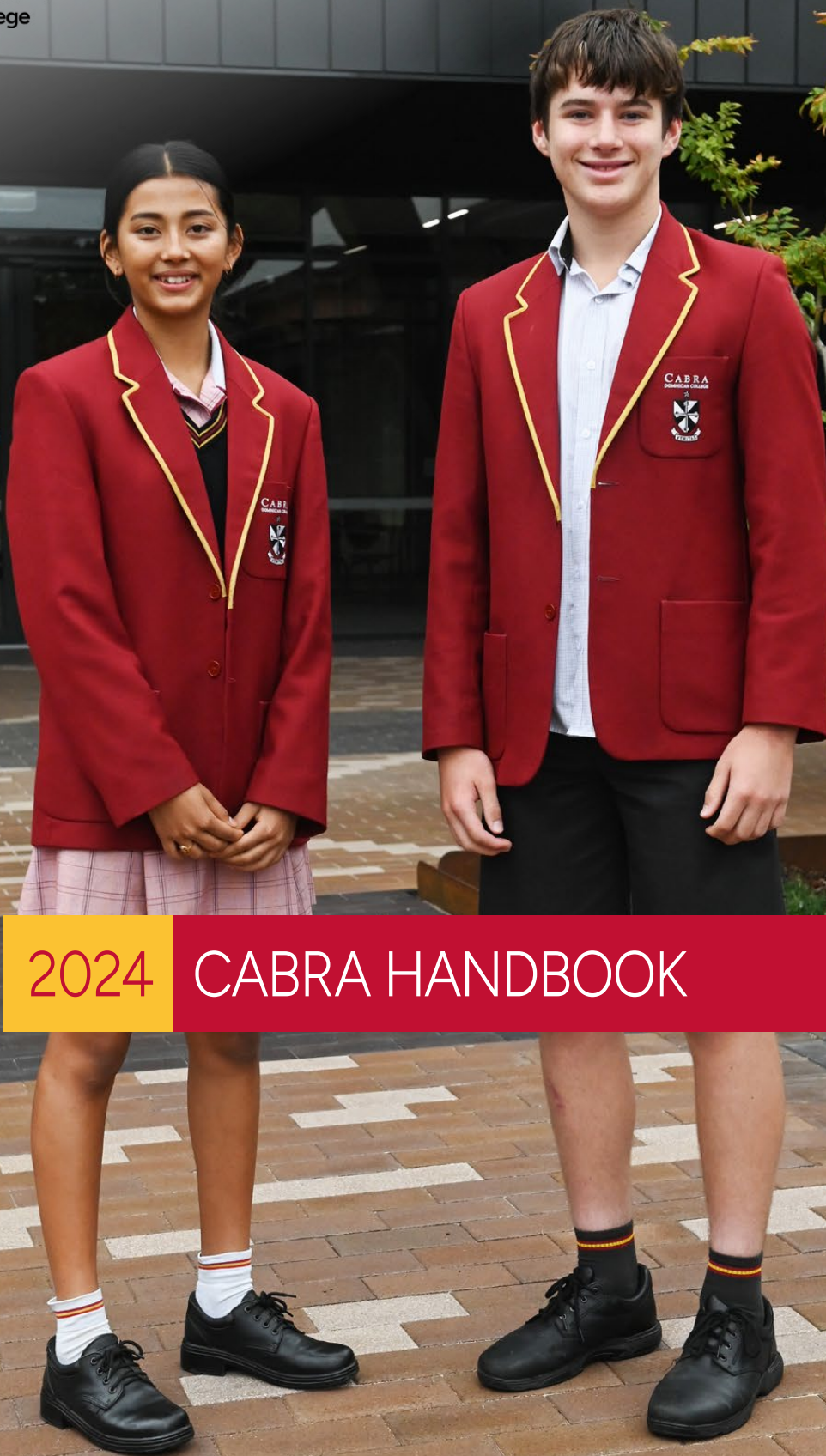




**CABRA**  
Dominican College



2024 CABRA HANDBOOK







# TABLE OF CONTENTS

<b>1</b>	<b>Welcome to Cabra Dominican College</b>	<b>4</b>
<b>2</b>	<b>Our Identity</b>	<b>5</b>
2.1	Vision	5
2.2	Mission	5
2.3	Dominican Charism	5
2.4	Our History	6
2.5	College Crest	7
2.6	Holy Cross Congregation of Dominican Sisters	8
2.7	Governance	8
2.7.1	Dominican Education Australia	8
2.7.2	Board of Directors	8
2.8	Buildings and Grounds	9
2.9	The Convent	9
2.10	Cabra Chapel	10
2.11	Hymn to Saint Dominic	10
2.12	Our School Song	11
<b>3</b>	<b>Children and Young People Safety</b>	<b>11</b>
<b>4</b>	<b>Communications</b>	<b>12</b>
4.1	Email and Phone	12
4.2	Face to Face	12
4.3	Website	12
4.4	Publications	13
4.5	Social Media	13
4.6	College Updates	13
4.7	Excursion and Student Health Portal – Consent2Go	13
<b>5</b>	<b>General Information</b>	<b>14</b>
5.1	Our Houses	14
5.2	Obtaining Learning Resources	15
5.3	Ordering and Payments	15
5.4	Pickup/Drop Off Zones	16
5.6	Uniform and Personal Presentation	17
5.5	Daily Timetable	17
5.7	Canteen	19
5.8	Absences/Lateness	19

## TABLE OF CONTENTS

<b>6</b>	<b>Staff Members 2024</b>	<b>20</b>
<b>7</b>	<b>Student Wellbeing</b>	<b>21</b>
7.1	Mentor Teachers and House Leaders	21
7.2	STAR Framework	21
7.2.1	The Four Domains	21
7.3	Support Services	22
7.3.1	College Counsellors	22
7.3.2	Wellbeing Space	22
7.3.3	Health Centre	22
7.3.4	After School Study	22
7.3.5	Educator Impact – Pulse Check In	22
7.3.6	Promoting Student Wellbeing	22
<b>8</b>	<b>Opportunities to be Involved</b>	<b>23</b>
8.1	Academic Challenge and Enrichment	23
8.2	Sport	24
8.3	Music	24
<b>9</b>	<b>College Awards</b>	<b>25</b>
<b>10</b>	<b>Student Leadership</b>	<b>27</b>
10.1	Student Leadership Role Descriptions	28
<b>11</b>	<b>Accessing Learning Information on SEQTA</b>	<b>29</b>
11.1	“How To” Guide for Parents	29
11.1.1	General College Information	29
11.1.2	Student’s Academic Progress	29
11.1.3	Student’s Academic Reports	29
11.1.4	Student’s Timetable and Attendance	29
11.1.5	Daily Notices	30
11.2	Student Learner Conversations	30
11.2.1	SEQTA Alerts	30
11.2.2	Learning Review Meetings	30
11.2.3	Parent Information Evenings	30
11.2.4	Reporting	30
11.3	“How To” Guide for Students	31
11.3.1	Daily Notices	31
11.3.2	Access to a Student Timetable	31
11.3.3	Assignment Due Dates and Submitting Work	31
11.3.4	Subject and Assessment Outlines	31
11.3.5	Access to Academic Results and Progress Updates	31
11.3.6	How to Log Out of SEQTA	31



## TABLE OF CONTENTS

<b>12</b>	<b>Dimensions of Learning</b>	<b>32</b>
12.1	Education within a Dominican Context	32
12.2	Curriculum Frameworks	32
12.3	Our Religious Education Approach	32
12.4	Assessment of Learning	33
12.5	Work Completion	33
12.5.1	Missing or Insufficient Evidence of Learning	33
12.5.2	Examinations	33
12.6	Learning at Home: Homework Guidelines	34
<b>13</b>	<b>Developing Personal Responsibility</b>	<b>35</b>
13.1	Learning: General Conduct in the Classroom	35
13.2	Working Together within a Restorative Framework	36
13.3	Personal Responsibility	36
13.4	Responding to Inappropriate Behaviour	37
13.5	Mobile Digital Devices	37
13.6	Cybersafety	38
13.7	Damage to College Property	38
13.7.1	Process for Dealing with Allegations of Bullying or Harassment Between Students	39
13.8	Student Concern Process	40
<b>14</b>	<b>Attendance and Punctuality</b>	<b>41</b>
14.1	Absences/Lateness	41
14.1.1	Absence Alerts	41
14.1.2	Late Arrival to School	41
14.1.3	Late Arrival to Class	41
14.1.4	Early Departure	41
14.1.5	Extended Absence	41
14.1.6	Procedure Regarding Ongoing Lateness /Absenteeism	41
14.2.2	Uniform Infringement Process	42
14.2	Uniform Infringements	42
14.2.1	Responding to Uniform Infringement	42
<b>15</b>	<b>Student Conduct Before School, Recess, Lunch and After School</b>	<b>43</b>
15.1	Student Drivers	43
<b>16</b>	<b>College Policies</b>	<b>44</b>



# 1 Welcome to Cabra Dominican College



Welcome to Cabra Dominican College and the 2024 school year.

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.

As a staff, we look forward to again working in partnership with students, parents and caregivers this year.

Dr Helen Riekie, Principal



**Karl Barber**  
Business Director



**Jarrad McCabe**  
Deputy Principal:  
People, Culture and Operations



**Sally Ivens**  
Deputy Principal:  
Learning and Teaching



**Jason Thur**  
Deputy Principal:  
Student Wellbeing and Leadership



**Liam Carr**  
Director of Students



**Tracey Dorian**  
Director of Learning and Teaching



**Liam Parker**  
Director of Mission and Identity



## 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 learning and teaching 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.

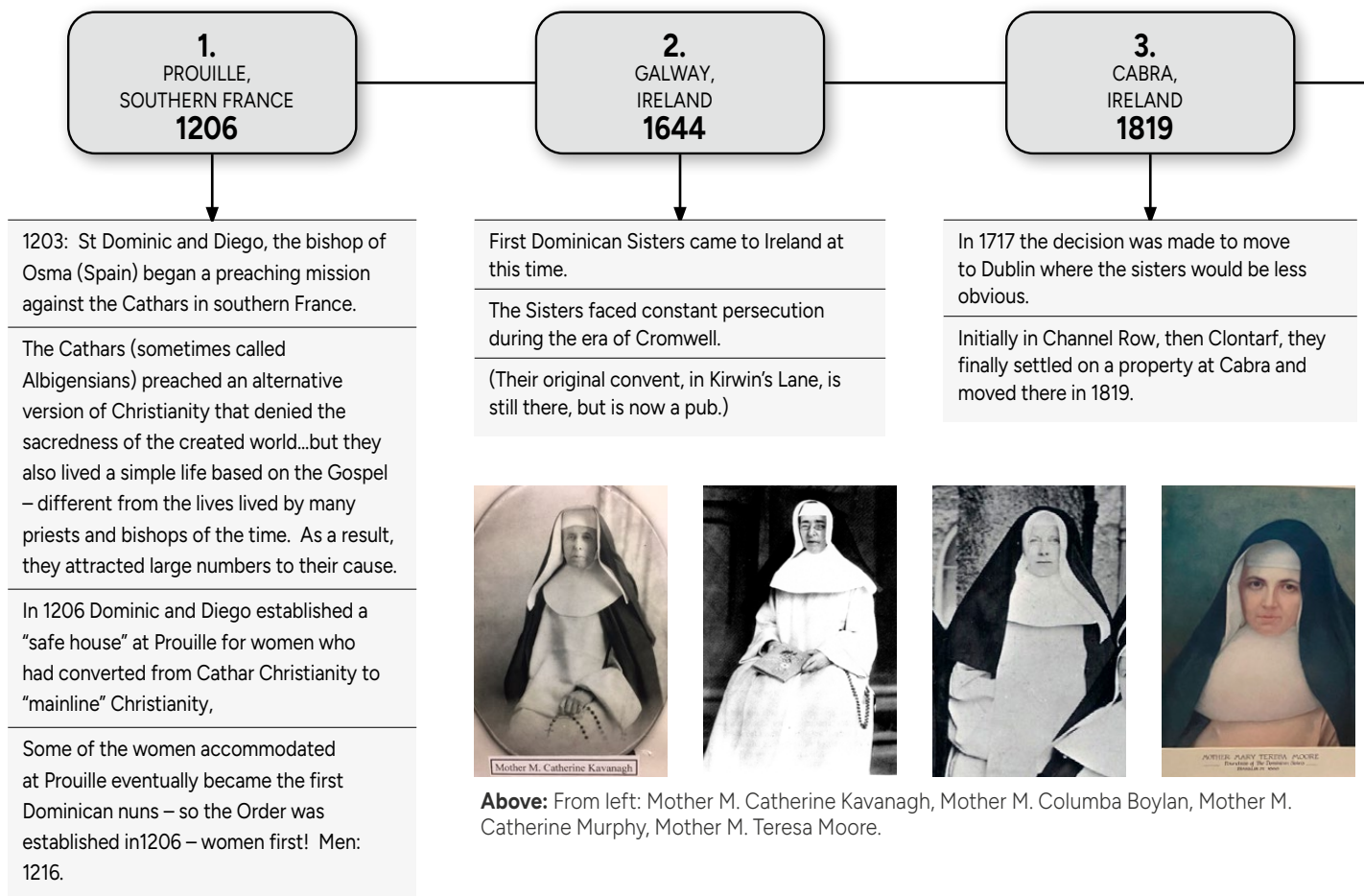
As Dominicans, we recognise that the search for truth leads us to a personal graced encounter with the God who is our centre. Dominican educators strive to inspire students to wakefulness; a wakefulness to wonder and awe, to beauty and joy. Learners are challenged to discover the Holy One in our world, 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.



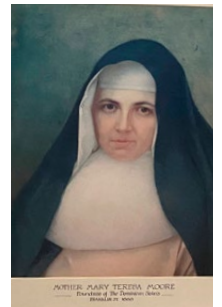


## 2.4 Our History

Our Dominican Story in 5 steps



Mother M. Catherine Kavanagh



**Above:** From left: Mother M. Catherine Kavanagh, Mother M. Columba Boylan, Mother M. Catherine Murphy, Mother M. Teresa Moore.

The first day of school at Cabra, January 1886





#### 4. ST MARY'S FRANKLIN ST, ADELAIDE 1868

Seven pioneer Dominican Sisters from Cabra, Dublin, arrive in Adelaide on December 5, 1868 at the invitation of Bishop Sheil, to establish a secondary school for girls

They were led by Mother M. Teresa Moore, Prioress, and Sub-Prioress Sr M. Catherine Murphy

Their school in Franklin Street opened in February 1869, offering a broad curriculum and welcoming girls from all religious traditions

This early time has been characterised by the Sisters as "a story too sad to be told..." Clerical conflict, the lack of sound church leadership, coupled with the Sisters' naivety and their heavy workloads, made life very difficult. Increasing enrolments (20 in February 1869, 150 in 1873) placed further pressure on the congregation

After the failing health of Mother Teresa Moore, led to her death in 1873, and Sr M Catherine Murphy was recalled to Ireland the next year for "independence of thought," there was a strong possibility that the whole community would be recalled to Dublin. Instead, though, the strongest Sisters were sent to Adelaide to assist. In 1875, Mother Columba Boylan and Sr M Catherine Kavanagh arrived from Ireland. They are said to have been instrumental in "steadying the ship" and provided the leadership that was needed.

#### 5. CABRA DOMINICAN COLLEGE 1886

Looking to move the St Mary's boarders out of the city, Cabra convent and school was established in 1886, as a boarding school in the country. It opened with 70 students.

Mother Columba Boylan was the first prioress and principal, during the building and establishment of Cabra, and for many years after. She was ably assisted by Sr M Catherine Kavanagh, who was Prioress after Mother Boylan. Under her leadership the Cabra Chapel was built.

By the 1940s, student 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 from country SA and beyond.

Today, Cabra Dominican College is a co-educational school from Years 7 to 12. Enrolments are at capacity with around 1200 students.

Read more about St Dominic here:  
[The-Story-of-St-Dominic](#)

## 2.5 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.

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.



### 2.6 Holy Cross Congregation of Dominican Sisters

After opening Cabra, the Holy Cross Congregation of Dominican Sisters established 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.



**Above:** The Holy Cross Dominican Sisters in 2019.

### 2.7 Governance

#### 2.7.1 Dominican Education Australia

Dominican Education Australia (DEA) is a Ministerial Public Juridic Person which was established in 2016 by three congregations of Dominican Sisters – the Congregation of the Dominican Sisters of North Adelaide, the Holy Cross Congregation of Dominican Sisters, Adelaide and the Congregation of the Dominican Sisters of Eastern Australia and the Solomon Islands. DEA oversees the canonical governance of six Education Ministries in the Dominican tradition. The Board of Trustees of DEA has responsibility in civil and canon law for these ministries across New South Wales, Victoria and South Australia.

Please visit their website for further information.  
[dominicaneducationaustralia.com](http://dominicaneducationaustralia.com)



#### 2.7.2 Board of Directors

The Cabra Dominican College Board of Directors govern and manage the company (Cabra) in accordance with ACNC legislation, Corporations Act and the Board Constitution. They set the objectives and overall direction of Cabra Dominican College. Our Board's membership consists of old scholars, past and current parents, and directors with no previous association with the college. The company secretary role is provided through the Business Director. Directors are appointed by DEA on the basis of their background, skills and experience to provide us with a professional Board responsible for the governance of the college.



## 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 in Aquino, Italy, in 1225. Thomas was a Dominican priest, a theologian and a philosopher.

**Caleruega** is the birth place of Saint Dominic de Guzman, born in 1170, founder of the Dominican Order, and patron saint of astronomers. Caleruega is a small village in the north of Spain near the French border. Caleruega Hall is our 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 in the centre of Italy where Saint Catherine of Siena, Dominican saint, was born in 1347. 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, honours the Irish saint, 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 **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 St Dominic's Square, including 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, 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.



IMAGE: Cabra Chapel

INSET: The Kim En Joong windows



### 2.10 Cabra Chapel

On April 30 1917, our Dominican Sisters gathered, with friends and students to celebrate the first Eucharist in the Cabra Chapel. Built in war time, this Chapel is a beautiful, welcoming liturgical space that offers a place for contemplation, prayer, connection and refuge. An 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 striking windows plus three windows over Our Lady's Altar in the Sanctuary, from the famous maker of stained glass, C E Kempe of London.

The collection of windows has been pronounced one of the worlds finest because all are from the same source.

The Sisters' Choir Chapel was for many years where the Dominican sisters would

sit to attend mass and other services. Long ago the Sisters removed the screen that once hid them from the rest of the congregation. In 2022, twelve stained glass windows featuring the stunning artwork of Fr Kim En Joong OP, were installed in the Sisters' Choir Chapel, amplifying the beauty of the Chapel in an extraordinary new way.

The windows are a tribute and memorial for the Dominican Sisters who founded our school, and all those Sisters who have dedicated their life's work to Cabra in the years since.

*"Father Kim En Joong's artwork beautifully aligns with Cabra's rich history. The notion of beauty in a sacred space is reflected through the new Sisters' Choir Chapel windows, capturing the Dominican ethos of seeking and valuing beauty as an expression of divine beauty."*

— Sr Bernadette Kiley OP

### 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.*



## 3 Children and Young People Safety

Cabra Dominican College, takes very seriously its duty to uphold the safety and wellbeing of all students, past and present. Cabra Dominican College is committed to fostering a community, which recognises and upholds the dignity and rights of children and vulnerable adults.

We actively foster awareness of and practices for safeguarding children. We undertake this responsibility in partnership with Dominican Education Australia and the South Australian Commission for Catholic Schools.

#### **We demonstrate this commitment though:**

- Seeking the input of students, in our planning, implementation and review of programs and activities that promote a child safe environment.
- Listening to the voices of students who raise concerns for themselves or others.
- Welcoming the participation of parents, caregivers and the wider community in communication about child safeguarding.
- Zero Tolerance for any behaviour that compromises student safety or wellbeing.



*Talk to a trusted adult if you have any concerns.*

Visit our website for further information  
[cabra.catholic.edu.au/discover/child-safety](https://cabra.catholic.edu.au/discover/child-safety)



## 4 Communications

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

### 4.1 Email and Phone

#### 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
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>

### 4.2 Face to Face

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

### 4.3 Website

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

To speak with or meet with a staff member, please email in the first instance.

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

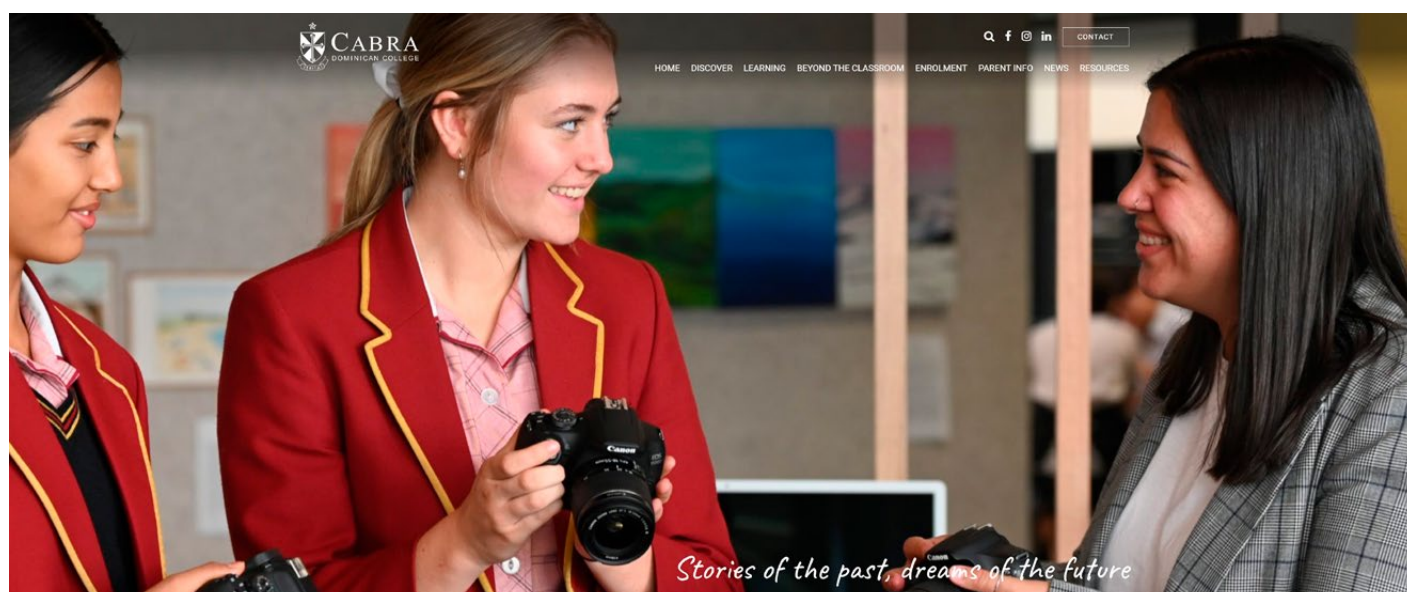
Replace 'staffname' with the staff person's **first name initial** and **surname**. Example: To email John Smith the email will be:

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

**TELEPHONE:** (08) 81792400

Student Services will then contact the appropriate staff member.

REASON / FOCUS OF YOUR ENQUIRY	WHO TO CONTACT
General	Front Reception / Student Services
Student wellbeing	Mentor Teacher
Specific subject or learning	Subject Teacher



## 4.4 Publications

Cabra provides families with a fortnightly email "Good News" 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.

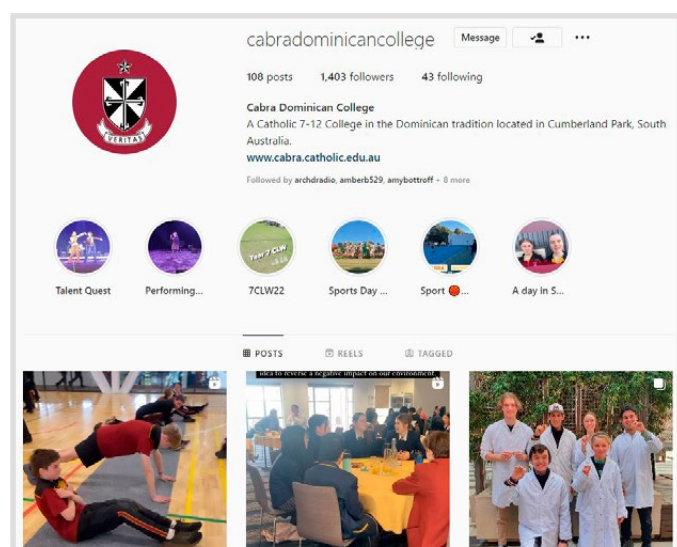
## 4.5 Social Media

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.

## 4.6 College Updates

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



## 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.

Parents/caregivers will receive email notifications for excursions allowing for easy approval.



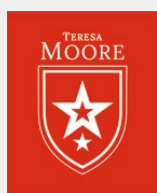
## 5 General Information

### 5.1 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.

Our Houses are the core foundation for student welfare and pastoral care. They 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, founding what was then a small boarding school for young ladies. Teresa Moore is recognised as the foundress of the Holy Cross Dominican Sisters.



**ALEX JACKSON**  
Moore House Leader  
8, 10, 12



**KATE HARRISON**  
Moore House Leader  
7, 9, 11

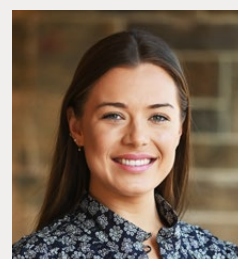
#### Murphy House



**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.



**DEANNA RILEY**  
Murphy House Leader  
8, 10, 12



**TARA YEATES**  
Murphy House Leader  
7, 9, 11

#### 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.



**LAURA FOTI**  
Boylan House Leader  
8, 10, 12



**DAVID RAGGETT**  
Boylan House Leader  
7, 9, 11

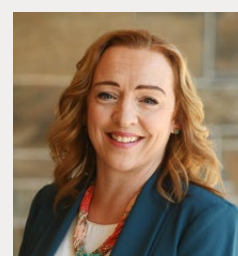
#### Kavanagh House



**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.



**GISELLE BECKER**  
Kavanagh House Leader  
8, 10, 12



**SHAUNA JENKINSON**  
Kavanagh House Leader  
7, 9, 11

## 5.2 Obtaining Learning Resources

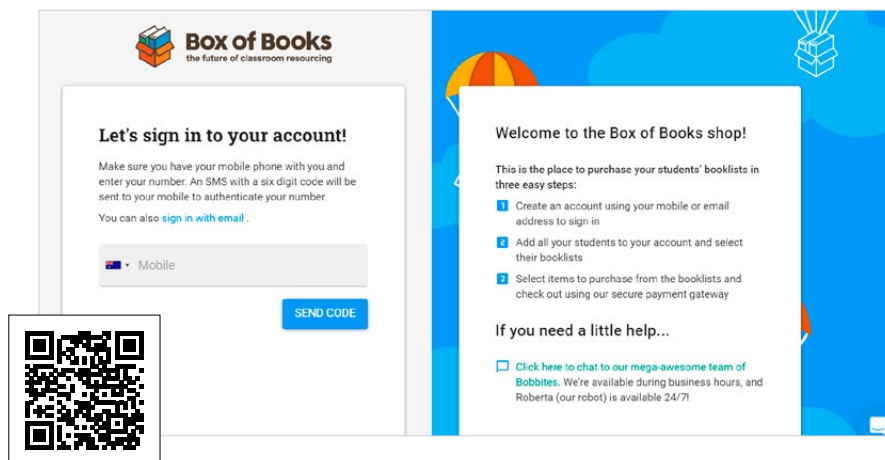
Cabra is pleased to work with Box of Books for the provision of digital and physical education resources.

### Steps to order:

1. Visit <https://shop.boxofbooks.com.au> to create your parent/caregiver account
2. Add each student, nominate Cabra Dominican College as the school, and enter the year level
3. Select the items you wish to purchase from the booklist shown
4. Use the checkout to organise postage direct to your nominated address and complete the payment

For support, Box of Books can be contacted through the in-app support function located at the bottom right corner of the shop.

If the question is more specific to the College, please email [booklist@cabra.catholic.edu.au](mailto:booklist@cabra.catholic.edu.au)



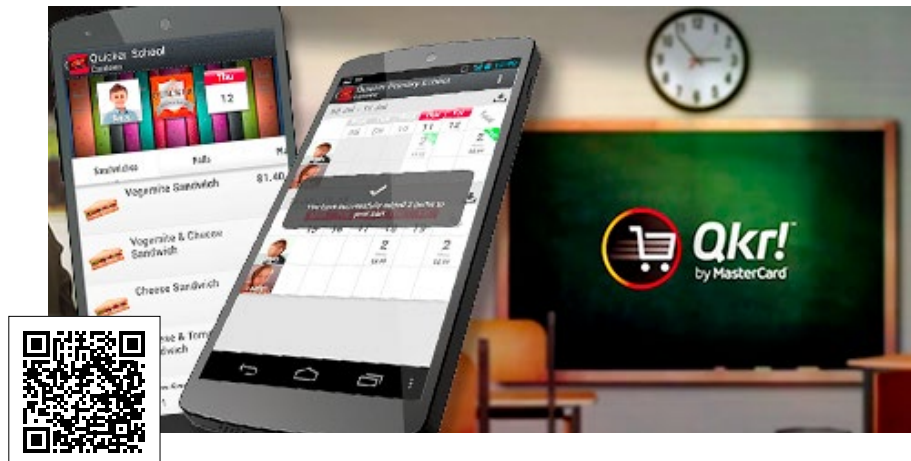
## 5.3 Ordering and Payments

**Qkr!** is an app utilised by Cabra to enable parents to order and pay for items such as (but not limited to):

- College events (eg Yr 12 Formal)
- Canteen orders
- Additional co-curricular activities (eg sport fees, music fees, camps and trips.)

Instructions for installing and using Qkr! are available on the Cabra website:

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





## 5.4 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.

**Cross Road 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.

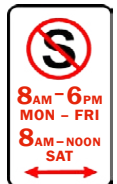
This is considered a serious offence and a severe penalty applies.



### No 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.



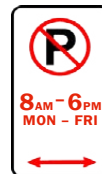
### No Parking

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.



## School Drop Off Zones and Signage Rules



## 5.5 Daily Timetable

		Mon	Tue	Wed	Thu	Fri
1	8.50 - 9.35	Line6	Line3	Line6	Line2	Line5
2	9.35 - 10.20	Line1	Line3	Line6	Line2	Line5
Recess	10.20 - 10.45					
3	10.45 - 11.30	Year 7,8,9 Mentor Class & RE Year 10 Mentor Class & EIF Year 11,12 Mentor Class				
4	11.30 - 12.15	Line3	Line2	Line5	Line1	Line4
5	12.15 - 1.00	Line4	Line2	Line5	Line1	Line4
Lunch	1.00 - 1.45					
6	1.45 - 2.30	Line5	Line1	Line4	Line3	Line6
7	2.30 - 3.15	Line2	Line1	Line4	Line3	Line6

## 5.6 Uniform and Personal Presentation

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

All items are to be purchased from the Uniform Shop, except for shoes. The 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. To make an appointment for a fitting 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 and Friday	

Please note that chewing gum is banned at Cabra.

### ALL ENQUIRIES:

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







# 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)

## WINTER - GIRLS

(Terms 2 and 3)

Skirt (worn to the knee) with black tights or long black socks, or long grey pants
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)



## 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)

## 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.**

### 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, false eyelashes, mascara or lip gloss can be worn
- No coloured nail polish, or coloured acrylic nails, or similar, can be worn

## 5.7 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.

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



EFTPOS facilities are available in the canteen.

Students cannot use their mobile phones or other digital devices to pay.

## 5.8 Absences/Lateness

### 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 using one of the three options provided below.

Whichever option you choose, please provide the following information:

1. Child's name
2. Mentor Class
3. Reason (Family, Illness, Holiday)
4. Your Name (First and Surname)
5. Your relationship to the student (Parent or Caregiver)

OPTION 1	OPTION 2	OPTION 3
<b>Call and leave a Voice Message</b>	<b>Send a TEXT message</b>	<b>EMAIL Student Services</b>
<b>DIAL: 8179 2477</b>	<b>TEXT: 0427 767 937</b>	<b>EMAIL: <a href="mailto:studentservices@cabra.catholic.edu.au">studentservices@cabra.catholic.edu.au</a></b>
Please note: You cannot speak with anyone; please leave a voice message providing the information above.	Please note: You cannot speak with anyone; please text the information above.	Please type an email which includes all the information requested above.

Irrespective of the reasons for absences, non-attendance does affect student outcomes. There is no "safe" threshold for absences. Every day counts, declines in achievement are evident with any level of absence, and the impact of absence increases with the number of absences. For further information, please read the Attendance Matters Spotlight from the Australian Institute of Teaching and School Leadership.

#### 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
- In 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



## 6 Staff Members 2024

(as at 23/01/2024)

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

### Executive Leadership Team

Principal	Helen Riekie
Business Director	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	Tracey Dorian
Director of Mission and Identity	Liam Parker
Director of Students	Liam Carr

### House Leaders

Boylan House 7, 9, 11	David Raggett
Boylan House 8, 10, 12	Laura Foti
Kavanagh House 7, 9, 11	Shauna Jenkinson
Kavanagh House 8, 10, 12	Giselle Becker
Moore House 7, 9, 11	Kate Harrison
Moore House 8, 10, 12	Alex Jackson
Murphy House 7, 9, 11	Tara Yeates
Murphy House 8, 10, 12	Deanna Riley

### Leaders

Diverse Learning	Ruth Evans
Innovation: Middle Years	Kim Jones
Innovation: Senior Years	Maria Zuni

### Leaders of Learning

English	Natalia Veljkovic
Food Technology	Sian Giorgio/ Ellie Rossi
HASS	Nico Hilleson-Perrett
Health/Physical Education	Maddi Wheatley-Harris
Languages and EALD	Elena Guastella
Mathematics	Ben Heath
Performing Arts	Gemma Heath
Resources & Literacies	Jessica Sanderson-Brewster, Kerrie Backhouse
Science	Brayden Heyward-Ferors
Visual Art and Digital/Design Technology	Antonine Stagg

### Coordinators

Academic Challenge and Enrichment (ACE)	Kate Rowberry
Daily Coordinator and Timetabler	Karen Wilmot
Diverse Learning	Kara Hargreaves, Yalinda Allen
Future Pathways	Marie Ellul
Mission and Identity	Carmel Larkin
Music Co-Curricular	Jackie Wilde
Sport Co-Curricular	Joel Morizzi
Co-Curricular - Girls' Sport	Deanna Riley
Student Leadership	Lucy Jenner
Early Career Teacher Support and Pre-Service Teacher/Internship Site	Henry Whiting

### Teaching Staff (Not already listed)

Ella Bates	Shaun Beilby	Emily Crosbie
Jennifer Cross	Sarah Dart	Chris DeSilva
Justine Forrest	Sasha Frost	Kate Gale
Jessica Griffiths	Isabel Heath	Maisie Henderson
Brennan Howie	Rob Jarrad	Matthew Jarrad
Brett Jenner	Matthew Knight	Aly Ladas
Sally Lawrey	Phil Lamb	Sharlene Lee
Jake Linden	Alison Lloyd	Matt LoBasso

### Teaching Staff (Not already listed)

Bradley McCarthy	Mairi McIntosh	Grace McKnight
Bradley Muldoon	Amanda Murfitt	Carey Murray
Edmund O'Brien	Michael O'Dea	Steven Olds
Taunia Parker	Andy Patupas	Paul Phillips
Abbey Phin	Erin Pittendreigh	Julianne Price
Jean-Marie Ruiz	Sarah Russell	Jessica Rossi
Maree Samuel	Sally Scott	Tanya Sharkey
Georgia Steller	Carol Smith	Carmen Stasic
Libby Verrall	Paul von der Borch	Mike Whinnen
Chloe Wilczek	Flavio Zandona	Krystyna Zarrinkalam

### Diverse Learning Support Officers

Jodi Aristidou	Tina Bonalini	Amy Bottroff
Chantel Caporrella	Sarah Clarke	Angela Dawodu
Molly Haby	Samantha Howick	Melissa Munn
Michelle Neilson	Sharyn Paris	Andrea Raptis
Demi Rowe	Carolyn Schmidt	Barb Thompson
Imogen Young		

### Counsellors

Tania Davison-Bennett	Michelle Roberts	Kirby Mackrill
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### Administration

Art/Design Technology Assistant	David Thorn, Angela Giuliani
College Administration	Irena Oleszczyk
Diverse Learning Admin Officer	Tracey Pole
Events/Daily Operations Support	Julie Healey
Executive Assistant to the Principal & Board	Belinda Matthews
Finance – Senior Finance Officer	Vibeke Jackson
Finance – Family Finance Officer	Alyssa Oliver
Finance – Family Accounts Officer	Georgina Byrt
Finance Officers	Nikki Collins, Aly Thornton
Finance Manager	Ali Martin
Food Technology Assistant	Yvonne Goudie
Front Office and Admin Support	Shannen Hiern
Future Pathways Administrator	Toula Hremias
Human Resources Manager	Tracey Kermond
Human Resources Officer	Aly Thornton
ICT Director	Barry Hallsworth
IT Systems Administrator	Ben Everett
ICT Officer	Chris Plouffe
Learning and Teaching PA	
Library	Joyce Crawford, Gerri Mills, Renae Porter-Westphalen
Marketing & Communications Manager	Anna Garcia
Marketing & Social Media Coordinator	Yvette Lagozzino
Music Administrator	Mahalia Hughes
Property Manager	Rob Perryman
Property Officers	Chris Davies, Andrew Rowe
Property Assistant	Matt Grindley
Purchasing Manager	Ray Byrne
Registrar	Lee-Anne Fosdike
Risk and Compliance Manager	Lucy Barker
Science Laboratory Manager	Jenna Thenuwara
Sport Administrator	Emily Choimes
Sport Trainee	Lotte Miller
Student Services Manager	Victoria Spencer
Student Services Officers	Kim Terrell, Andrea Emerson, Novilia Putri
Student Wellbeing PA	Rhianna Mallon
Wellbeing Support Worker	Tyla Scuteri

## 7 Student Wellbeing

We have a holistic and proactive approach to student wellbeing, and offer a number of formal structures, staff, programs and services to enhance the care and support offered to our students.

### 7.1 Mentor Teachers and House Leaders

Our approach is led and supported by the House Leader and Mentor 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. The Mentor Teacher offers significant pastoral care support and is responsible for the overall development and care of students in their care.

### 7.2 STAR Framework



We have a holistic and proactive approach to student wellbeing. Through our Year 7-12 Student Wellbeing Framework (STAR) we explicitly teach and actively support students to develop knowledge, understanding, language and skills to be 'well' beings. Mentor Teachers, supported by our Wellbeing Team, lead the delivery of weekly lessons, covering a wide variety of topics in an age-appropriate way.

Our Framework embraces our wellbeing ideals which are encompassed in the four domains – Seeking, Thriving, Achieving, Relating (STAR). Through these domains, STAR highlights the integral link between spiritual growth, emotional and physical wellness, academic engagement and achievement, and social connectedness. No one domain defines wellbeing, but each contributes to it. This holistic view also recognises wellbeing is both central to learning and an outcome of learning; neither wellbeing nor learning can be viewed separately from the other.

At the heart of our approach is each individual's search for truth. Discovering the sacredness, dignity and giftedness of ourselves and others allows each of us to flourish.

Ultimately, our aim is to support, educate and enable young people to lead optimistic, graced and hope-filled lives of impact.

#### Our Wellbeing Framework, **STAR**:

- is a proactive and holistic approach to wellbeing in the Dominican tradition
- aligns with Cabra's strategic goals
- relies on our own student data to continue to shape the framework
- is underpinned by the latest literature on what our young people need for their future
- incorporates the Child Protection Curriculum, Road Safety, Drugs and Alcohol, Social Media, Healthy Relationships
- is part of a family approach, incorporating parent sessions and opportunities for families to access resources
- includes visits from professional guest speakers

#### 7.2.1 The Four Domains

Through our Pastoral Care Framework, students learn...

##### **Seeking**

- Social Justice
- Faith Formation & Spirituality
- Leadership

##### **Thriving**

- Emotion
- Mind
- Physical Health

##### **Achieving**

- Academic (ACER, 2020)
- Self-Awareness
- Future Readiness

##### **Relating**

- Connection and Belonging
- Digital Literacy
- Partnerships



## 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 request a counselling appointment via the **Counsellor icon** on the SEQTA splash page.



Students can access wellbeing resources and links to external supports and information via the **Wellbeing icon** on SEQTA

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' 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. The Wellbeing Space is a place to retreat, reset and re-engage.

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 – 8.50am 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 4:00pm
- 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 Educator Impact – Pulse Check In

To support students and staff, students are invited to do a 60 second check in each fortnight. As part of this check in, students are asked questions from six domains which then generates a report and is sent to the student's mentor teacher, house leader and other relevant leaders. Students can also send affirmations to other students and staff to recognise them.

### 7.3.6 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 8: Opportunities to be involved) we promote student wellbeing and connection through a variety of clubs, sessions and special events held at different times throughout the year.

## 8 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).

### 8.1 Academic Challenge and Enrichment

The Academic Challenge & Enrichment program is offered to all students. This is a great opportunity to meet like-minded people as well as develop new skills. Our activities are grouped within Academies to provide multiple exposure to areas for interested students.

Debating and Public Speaking Academy
Debating
Mock Trial
Evatt Competition
Global Citizenship Award
Ethics Olympiad

STEM Academy
ACER Global Academic Challenge
Australian Informatics Olympiad
Robocup
Australian Science Olympiad
Australian Brain Bee Competition
Big Science Competition
Australian Intermediate Mathematics Olympiad
ASX Shared Competition

Logic and Problem-Solving Academy
Da Vinci Decathlon
Strategy Games
OzClo
Tournament of Minds
Chess
World Scholars Cup

**Students also have the opportunity to be involved in:**

- ★ Sporting Carnivals
- ★ Catholic Schools Music Festival
- ★ Lunchtime activities
- ★ St Dominic's Day
- ★ Retreats
- ★ Masses, liturgies and celebrations



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)





## 8.2 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.

### 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.

Knock Out Sport competitions enable students to participate in a competitive environment against a wide range of schools statewide. Knock Out Sport matches typically occur during school hours. Knock Out Sport at Cabra Dominican College has a high-performance focus.

A team's eligibility will be dependent on their weekly record and/or their progress in other events established to gauge their performances. Involvement in the Knock Out Sport Programme is conditional on the basis of the following criteria:

- The teams/individual must demonstrate a high level of achievement in the sport (as a minimum, competing in the highest division possible for that age or year level)
- Players eligible may include those that are not catered for by the College competitions and who, in the opinion of the Sport Co-Curricular Coordinator, demonstrate exceptional skills
- Eligibility for involvement is conditional on staffing, student/team performances, finance, training attendance, student behaviour record and the amount of academic time missed
- Players who are excluded from representing the College in the weekly sport programme due to other commitments, may be considered for selection
- Students may not be granted approval to be involved should teaching staff or the student themselves express serious concerns about their capacity to catch up on academic work
- Players need to make every effort to attend the team training sessions set aside for the teams concerned
- Selection/involvement in the team is the ultimate responsibility of the Coach and/or the Sport Co-Curricular Coordinator

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

For further information, please contact the Sports Administrator.

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

## 8.3 Music

### Lessons

Music lessons are offered for the purpose of providing students the opportunity to participate in the musical life of the 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, oboe, flute, cello, viola, violin, voice, classical guitar, electric guitar, piano, electric bass and drums.

### 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 require an audition.

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

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)



## 9 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
<b>Dominican Sisters' Award</b>	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.
<b>St Catherine of Siena Award</b>	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'.
<b>Cabra Dominican College Community Award</b>	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.
<b>Dr Helen Northey Award for Dux of the College</b>	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.
<b>Proxime Accessit</b>	Meaning "he/she came next", this award is presented to the Year 12 student whose ATAR is the second highest of the graduating class.
<b>Principal's Award</b>	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.
<b>ADF Future Innovators Award</b>	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.
<b>Kathleen Hancock Award</b>	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.
<b>Ampol All-Rounder</b>	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.
<b>ADF Long Tan Youth Leadership and Teamwork Awards</b>	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.
<b>Lincoln Chalice</b>	Presented to a Year 12 student for their contribution to the aesthetic life of the College, in art, drama or music.
<b>Sr Mary Alphonsus Horgan Award</b>	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.



AWARD	DESCRIPTION
<b>Sr Barbara Specht Award</b>	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.
<b>Lorraine Russell Award</b>	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.
<b>Pearl Award</b>	The Pearl Award is given every year in memory of former Cabra student, Ian Nannes. It is presented to a Year 12 student who accesses additional learning support to recognise persistent effort through the year.
<b>Excellence in Vocational Education and Training</b>	
<b>House Service Awards</b>	One student per year level, per house, in recognition of service to their House.
<b>Veritas Awards</b>	Two students per house, per year level, (ideally gender balance and Mentor Class balance) who demonstrate the Cabra Working Together Principles.
<b>Subject Prizes</b>	The award is presented to the student who has received the highest score in each Stage 2 subject, after SACE moderation.
<b>Academic Distinction Awards</b>	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.
<b>Academic Excellence Awards</b>	Awarded to students who have placed in the top 10% of their Year level across the Houses.
<b>Academic Endeavour Awards</b>	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.
<b>GPA Improvement Award</b>	In recognition of any students who have demonstrated excellence and commitment to their learning and as a result have improved their GPA by at least 1 point from Semester 1 results
<b>Sister Angela Moloney Award</b>	In 2021, the College launched the Sr Angela Moloney Award, an inter-house competition amongst our four houses: Boylan, Kavanagh, Moore and Murphy. The purpose of the competition is to allow students to enhance the sense of connection with each other and the school as well as enhance House Identity. The Award is named after Sr Angela Moloney who was the last Dominican Sister to lead Cabra in 1981 and whose legacy still remains today.  A Cup is awarded to the House who overall has the highest tally of points across four different Shields: Academic, Co-Curricular, Community and Environment.  The Academic Shield awards points to students for their academic results at the end of each semester. Points are awarded for their academic achievement, academic endeavour and personal responsibility. Every student was encouraged to strive for excellence with their learning.  The Co-Curricular Shield comprises points from Sports Day – both the overall Cup and House Spirit Cup but also inter-House competitions which are held across the year. Each House is responsible for 'hosting' a competition with previous years including an UNO Competition, 3-point shooting, Battle of the House Bands and Handball Competition.  The Community Shield recognised our students' efforts in social justice and College representation. Each House was responsible for a social justice initiative, such as a Catholic charity, where they raise awareness of their issue within the College across the year. Students were also awarded points for representing the College in sport, music and other extension activities.  The Earth Shield aims to reward positive actions for sustainability when Houses adopt environmentally focused action during House-led initiatives. The shield point tallying is overlooked by the Green Team, a council of students and staff that work to elevate Cabra's sustainability focusing on reducing the college's footprint and raise a generation of environmentally aware, compassionate young people.

## 10 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 Captains

#### Year 7-11

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





## 10.1 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, the Director of Students and the Student Leadership Coordinator.

### College Vice Captains

The College Vice Captains primary role is to be 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, the Director of Students and the Student Leadership Coordinator.

### 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 serving 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 Captains

The St Mary's 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 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. They 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

# 11 Accessing Learning Information on SEQTA

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.

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.

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

## 11.1 "How To" Guide for Parents

### 11.1.1 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.

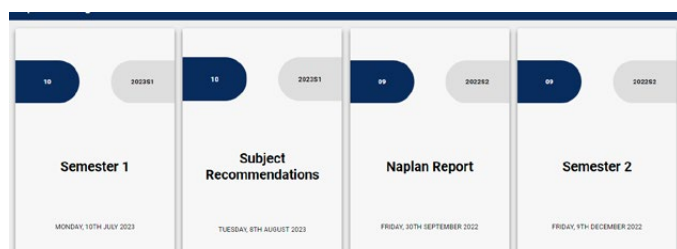


### 11.1.2 Student's Academic Progress

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.

### 11.1.3 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.



### 11.1.4 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



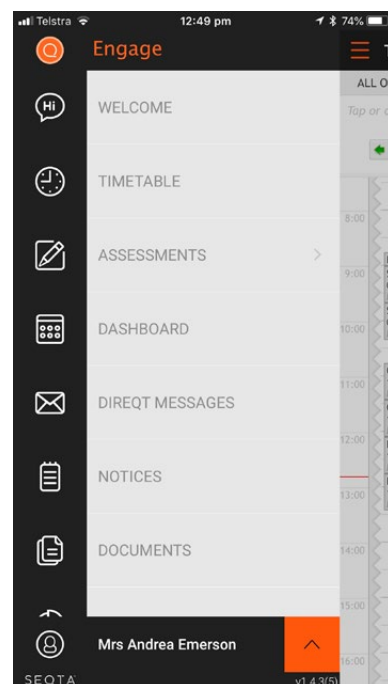
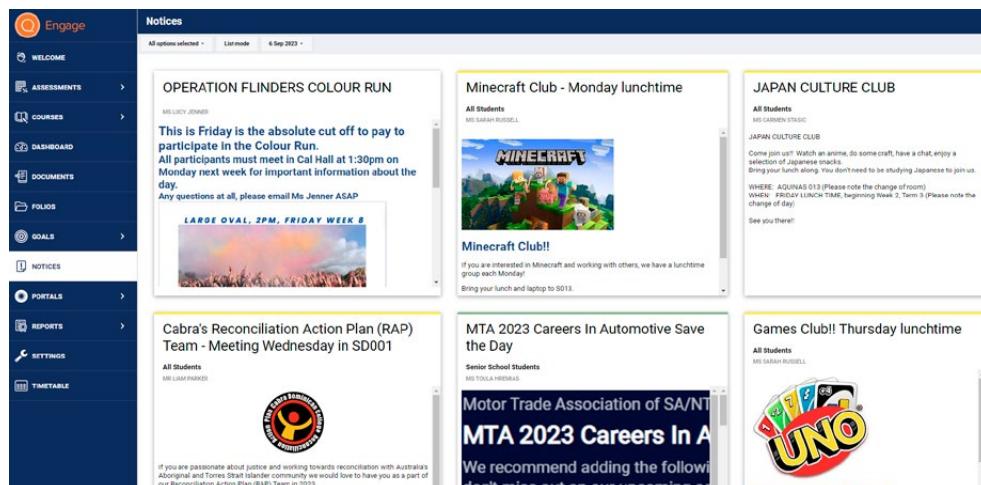
A student was late to the lesson

Timetable				
Everything -	Show notes	Print	4 Sep 2023 -	
TAP OR CLICK ON A TIMETABLE ENTRY FOR MORE DETAILS AND TO COLOUR IT				
MON 4 SEP	TUE 5 SEP	WED 6 SEP	THU 7 SEP	
9:00 Mathematics: Methods S2 09:00-09:45 Mr Shaun Bellamy	History S2 09:00-09:45 Mr David McMahon	Italian (Continuers) 09:00-09:45 Mr David McMahon	Science S2 09:00-09:45 Mr Philip Lamb	
10:00 Mathematics: Methods S2 09:45-10:30 Mr Shaun Bellamy	History S2 09:45-10:30 Mr David McMahon	Italian (Continuers) 09:45-10:30 Mr David McMahon	Science S2 09:45-10:30 Mr Philip Lamb	
11:00 Exploring Identity and Futures 10:55-11:40 Mrs Tanya Sharkey	Exploring Identity and Futures 10:55-11:40 Mrs Tanya Sharkey	Mentor Class 10:55-11:40 Mrs Tanya Sharkey	Exploring Identity and Futures 10:55-11:40 Mrs Tanya Sharkey	
12:00 Italian (Continuers) 11:40-12:25 Mr David McMahon	Science S2 11:40-12:25 Mr Philip Lamb	History S2 12:25-13:10 Mr David McMahon	Math & Physical Education - Recrea... 12:25-13:10 Bradley McCarthy	
13:00	English S2 12:25-13:10 Mr David McMahon	Lesson 3 ND006 Mrs Tanya Sharkey	Mathematics: Methods S2 12:25-13:10 Shaun Bellamy	
14:00 Science S2 13:55-14:40 Mr Philip Lamb	Study 13:55-14:40 Mr Philip Lamb	English S2 14:40-15:25 Mrs Sally Scott	History S2 14:40-15:25 Mr David McMahon	
15:00	Study 14:40-15:25 Mrs Tanya Sharkey			



### 11.1.5 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.



## 11.2 Student Learner Conversations

The majority of our communication is via email. Please note that we use the email addresses which were provided to us via your enrolment form. Please advise the College of any changes to your contact details.

### 11.2.1 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.

### 11.2.2 Learning Review Meetings

Student Learner Conversations 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 expect students to participate in these. These conversations provide an opportunity to clarify information that has already been provided in regular SEQTA feedback or via reports.

### 11.2.3 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.

### 11.2.4 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 Learning reviews held at the end of Term 1

**Term 2:** Semester report and Mentor Teacher comment accessible via SEQTA Learn and Engage.

**Term 3:** Assessment results and feedback are available via SEQTA Assessments and Learning 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 7-11 students and Mentor Teacher comment.

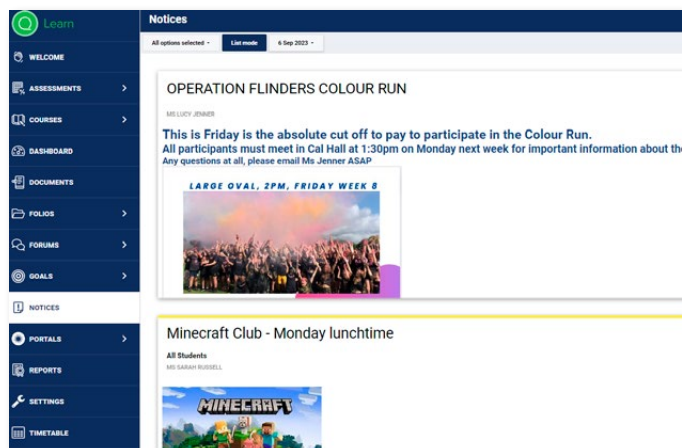
**We report on student achievement in the following ways:**

1. Academic Achievement: A-E grades
2. Approaches to Learning

## 11.3 “How To” Guide for Students

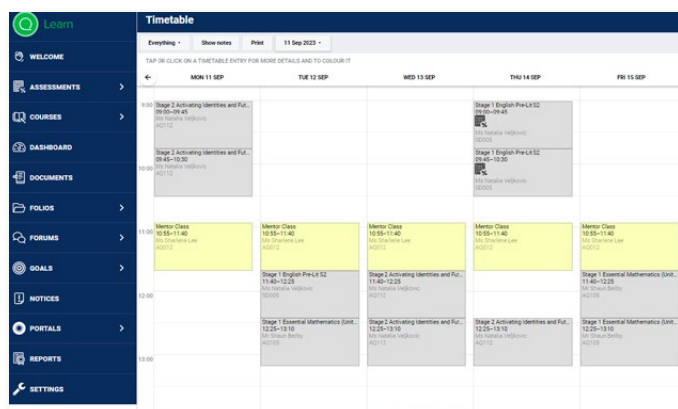
### 11.3.1 Daily Notices

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



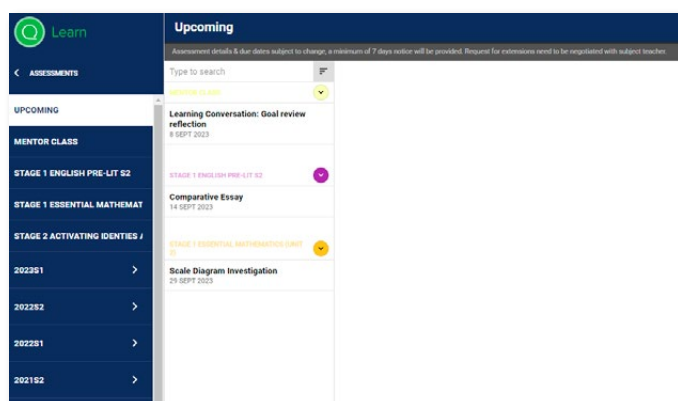
### 11.3.2 Access to a Student Timetable

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



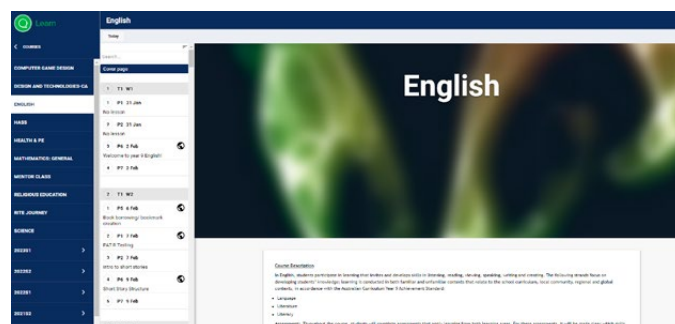
### 11.3.3 Assignment Due Dates and Submitting Work

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’.



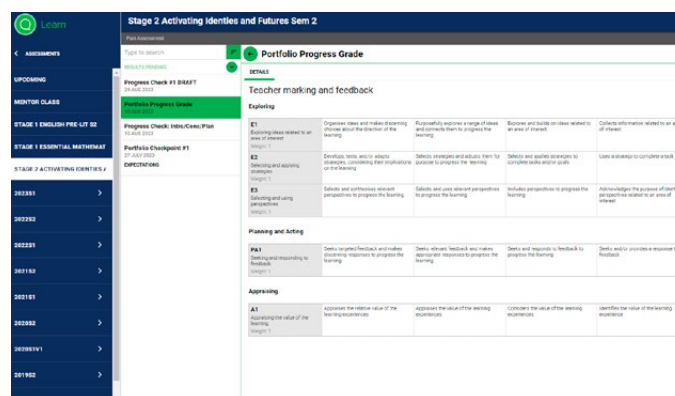
### 11.3.4 Subject and Assessment Outlines

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.



### 11.3.5 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.



### 11.3.6 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.



## 12 Dimensions of Learning

### 12.1 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.

### 12.2 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/)

#### Catholic Education South Australia – Religious Education Crossways

#### Child Protection Curriculum Keeping Safe

### 12.3 Our Religious Education Approach

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 about faith.

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 the Kim En Joong windows in the Sisters' Choir Chapel.

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 may 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, student 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.

## 12.4 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 students' 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

## 12.5 Work Completion

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

### 12.5.1 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.

### 12.5.2 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.





## 12.6 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.

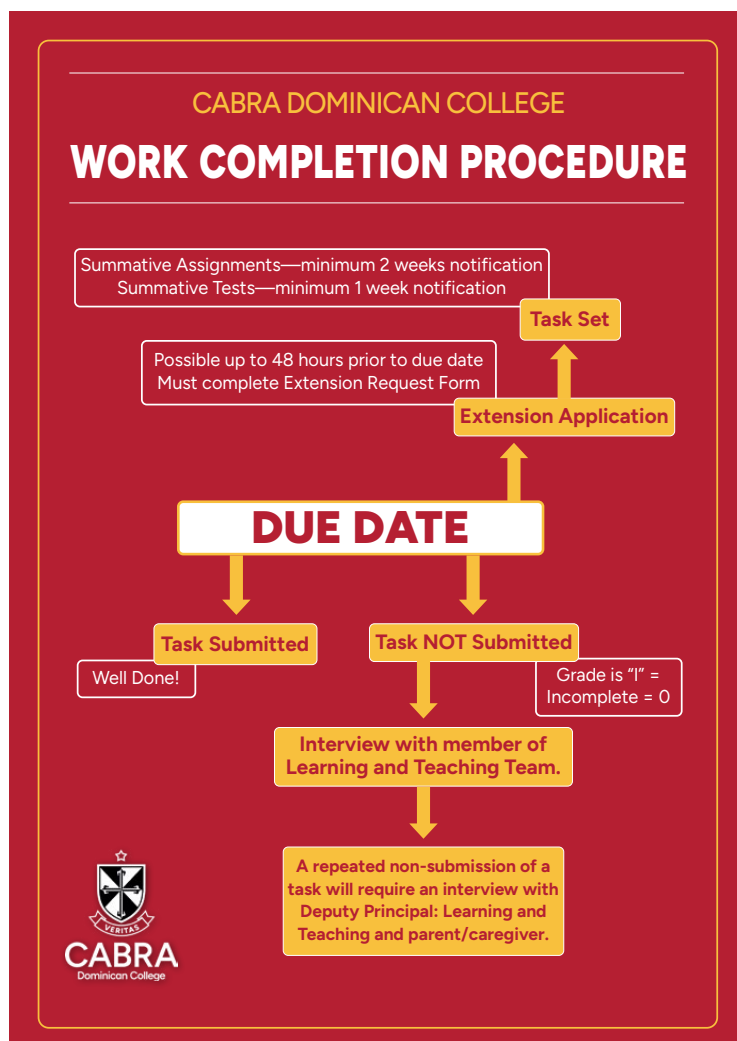
We recognise the important role that parents and caregivers have in supporting and monitoring their child's homework. Parents/caregivers are encouraged to make contact with the subject teacher if they have any concerns regarding homework. Should parents have concerns about the amount or duration of their 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, Mentor 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.



## 13 Developing Personal Responsibility

### 13.1 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





## 13.2 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

## 13.3 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.

## RESTORATIVE APPROACH PROCESS

### STEP 1: ASSESS INCIDENT

Teacher to speak with student(s).  
Please note: If there is any immediate harm or risk to students (victim/perpetrator) students may be removed from class/school environment.

### STEP 2: INVESTIGATE INCIDENT

Teacher to speak with student(s) involved. This may involve a number of students/staff and thus, take a few days.  
Leads to understanding and action to set things right and repair and restore relationships  
Safety, confidentiality, accuracy of information and timely followup is paramount.  
Clarifying 're-interviews' may be required.  
Depending on the incident, parents may be contacted.

### STEP 3: RESOLVE INCIDENT

Teacher to speak with student(s) involved based on 'RP conference' framework.  
A commitment to an agreed action plan  
Brief documentation of incident recorded in SEQTA  
Relevant staff (& parents, if appropriate) notified  
Parents may be invited in.

### STEP 4: FOLLOW UP

Teacher to 'check in' with student at a later date to:  
ensure 'right relationships' have been restored, action plan is being followed and if any further intervention is required.

### 13.4 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:

### 13.5 Mobile Digital Devices

By setting expectations for students that personal use of mobile digital devices should not be seen or heard on College grounds (unless listed below), it is anticipated that students will be able to form habits of use that differentiate between when it is appropriate to use these technologies and when it is not.

Please note the College's Mobile Digital Devices Policy, an excerpt of which appears below:

#### 5 General Principles

- 5.1 Students are not to use mobile digital devices on College grounds.
- 5.2 Head/earphones can only be used in the school as an educational device. The discretion for their use for a learning activity or task (e.g. listen to podcasts, lectures and videos for learning) rests with the teacher.
- 5.3 There may be exceptional circumstances where students require a formal exemption from the policy. Exemptions include:
  - (a) The mobile digital device is used to help monitor or manage a health condition.
  - (b) The mobile digital device is a negotiated adjustment to a learning program for a student with a disability, learning difficulty or English as an additional language.
  - (c) A student has personal circumstances that require them to have more ready access to their mobile digital device, such as being the primary carer for younger siblings. Requests for exemptions from parents/ caregivers, will be considered by the Principal or their delegate on a case-by-case basis. Approved exemptions will be documented in the student's Health Care Plan, Individual Education Plan (IEP), Personal Learning Profile (PLP) or student file.
- 5.4 If students choose to bring their mobile digital device to school, they need to store it, in their locked individual student locker. To minimise disruption, it is recommended that they switch off or mute their mobile digital device before storing them.
- 5.5 Students who bring mobile digital devices to school do so at their own risk and the College accepts no responsibility for loss, damage or theft. Parents/caregivers are advised to contact their insurance provider prior to allowing their child to bring any mobile digital device to the College.
- 5.6 Parents/caregivers wishing to contact their child must do so through the Student Services.
- 5.7 Students should advise their employers that they are not contactable in school hours.

#### 6 Implementation

- 6.1 Mobile digital devices may only be used during school time with permission from a supervising staff member or by qualifying for an exemption as outlined in this policy.
- 6.2 No mobile digital device is to be brought into any exam or class assessment even if it is switched off or in silent mode.
- 6.3 Students using mobile digital devices will be asked to turn it off and put it away. If students continue to misuse mobile digital devices or cause a nuisance, they will be asked to surrender it, in keeping with the Mobile Digital Devices Procedure.



### 13.6 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)

### 13.7 Damage to College Property

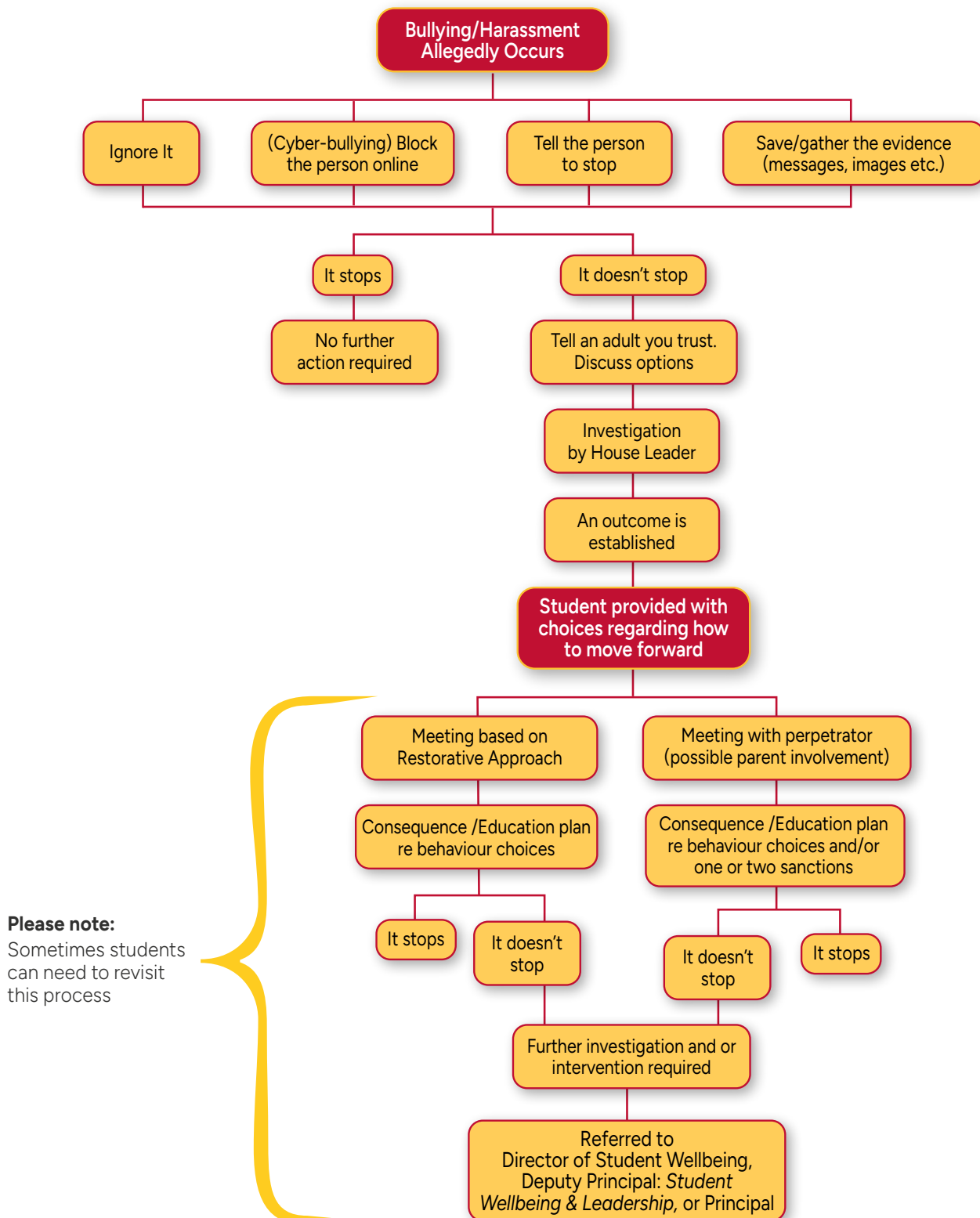
Should a student damage college property, the family will be invoiced for the contribution of the repair costs.

### 13.7.1 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.

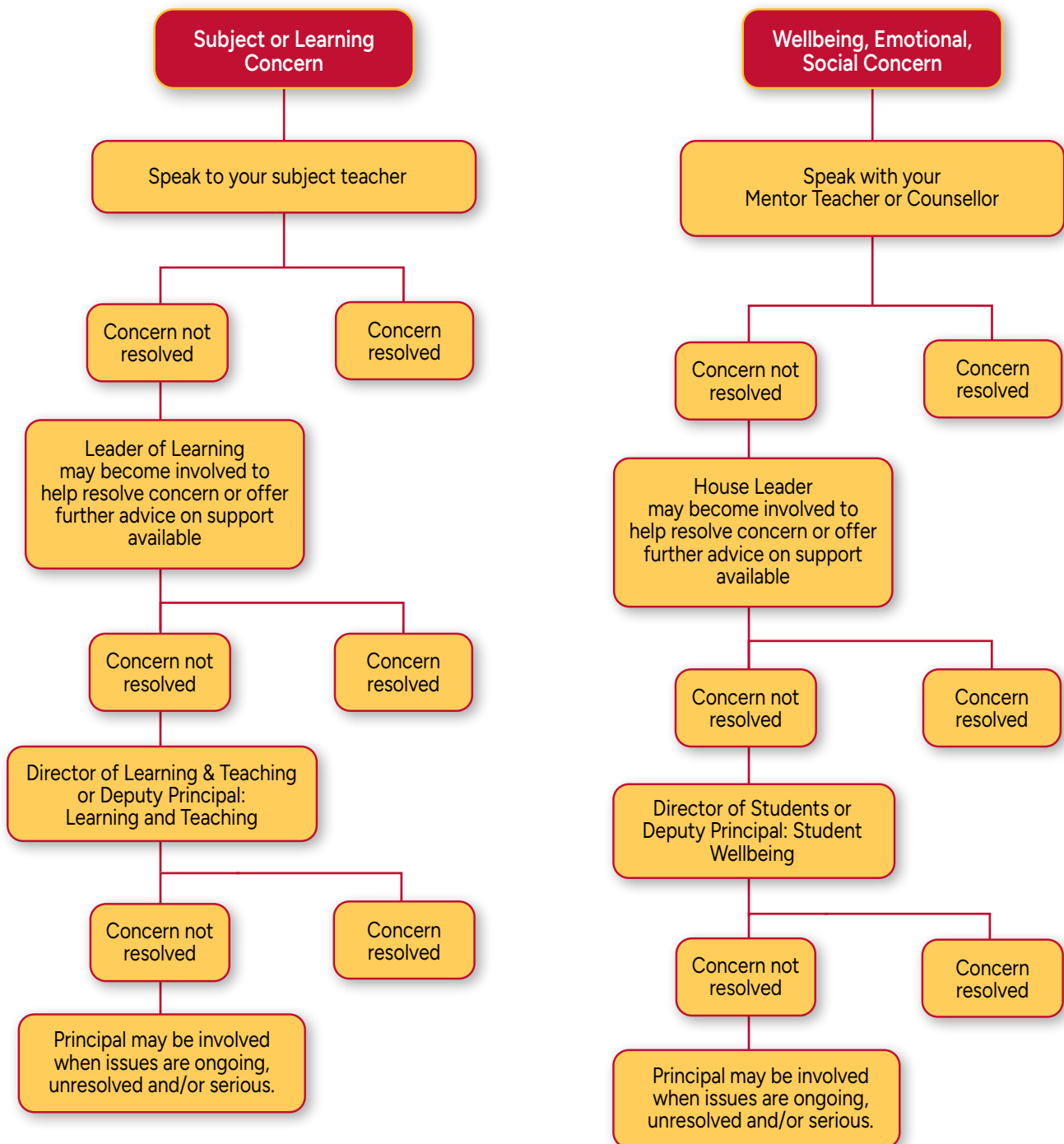




## 13.8 Student Concern Process

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.)



## 14 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

### 14.1 Absences/Lateness

#### 14.1.1 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

#### 14.1.2 Late Arrival to School

- If you arrive after 8:50am please sign in at the Student Services Office
- Please note: all late arrivals must be accompanied by a parent/caregiver acknowledgement and explanation

#### 14.1.3 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

#### 14.1.4 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

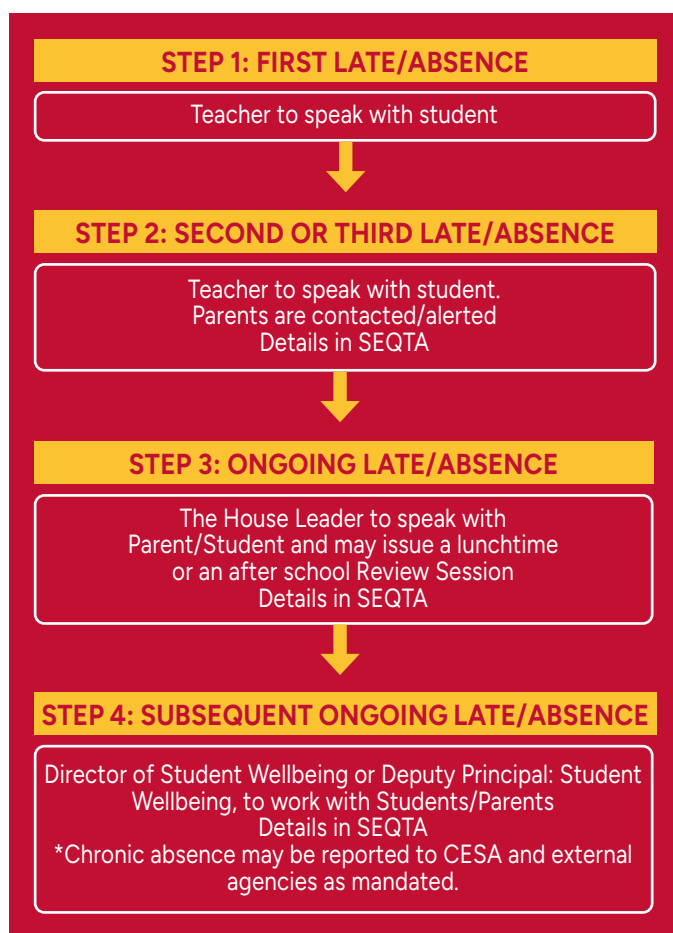
#### 14.1.5 Extended Absence

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.

#### 14.1.6 Procedure Regarding Ongoing Lateness/Absenteeism

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





## 14.2 Uniform Infringements

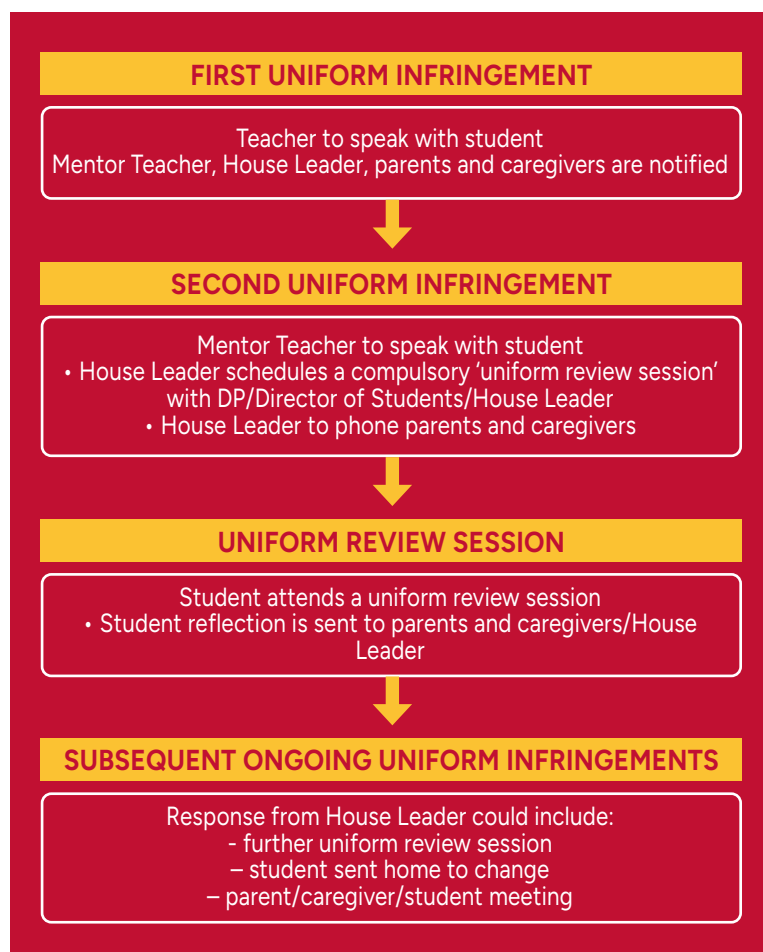
### 14.2.1 Responding to Uniform Infringement

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 Mentor 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 Mentor Teacher.

### 14.2.2 Uniform Infringement Process



## 15 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.

### 15.1 Student Drivers

Students are required to adhere to all road rules and drive in a safe and responsible manner.

Student licence details and car make/model and licence plate number must be recorded with the College. It is the responsibility of the student driver and passengers to adhere to the laws surrounding probationary licences.

Students are not permitted to drive on or park on Cabra school grounds within the school week. Any students using their vehicle to travel to and from the College must park legally outside the school grounds. Students must obey the road rules in relation to parking and be mindful of local residents and pedestrians.

#### Driving to and from College activity(ies)

Where transport is not provided by the College, and with the permission of their parent/caregiver, students are permitted to drive to VET/TAFE, university courses, sporting competitions or special musical performances. No other students are to travel in the vehicle with a student driver without written permission from the driver's parent/caregiver and the passenger's parent/caregiver.

Students are not permitted to drive or carry other students as passengers to retreats, camps, or excursions where transport is provided by the College. If there are exceptional circumstances requiring a student to drive to such an activity, the teacher in charge must seek initial approval from the Deputy Principal: People, Culture and Operations (or member of Executive Leadership Team). Following this, written approval must be sought from the student's parent/caregiver and the passenger's parent/caregiver.

Students are required to notify the College of any passenger who may be travelling with them to any College-related events or activities.

Approval to drive must be obtained by completing the Parent/Caregiver Permission and Student Agreement Form available from Student Services or SEQTA student portal.

Student drivers, a parent/caregiver and, if relevant, the parent/caregiver of any passenger, must sign the Parent/Caregiver Permission and Student Agreement Form, prior to the student driving or carrying other students as passengers on each occasion/relevant period the student intends to drive to or from any College related event or activity.

Students are only permitted to drive or travel in cars identified on the Parent/Caregiver Permission and Student Agreement Form. The Director of Students will ensure all forms are uploaded to the student's SEQTA SIP which includes a list of passengers (where relevant). A copy of registered student drivers and passengers will be made available to College staff.

For further detail, please see Student Driver Policy on the college website.

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





## 16 College Policies

**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

Students and families may wish to access policies on our website.

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

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







