

2026 PARENT HANDBOOK



CABRA
Dominican College



Contents

1	Welcome to Cabra Dominican College	4
2	Our Identity	5
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
3	Children and Young People Safety	11
4	Communications	12
4.1	Absences/Lateness	12
4.2	Email and Phone	13
4.3	Face to Face	13
4.4	Right to Disconnect	13
4.5	Publications	13
4.6	Social Media	14
4.7	College Updates	14
4.8	Website	14
4.9	Excursion and Student Health Portal – Consent2Go	14
5	General Information	15
5.1	Our Houses	15
5.2	Obtaining Learning Resources	16
5.3	Canteen	16
5.4	Pickup/Drop Off Zones	17
5.5	Daily Timetable	18
5.6	Uniform and Personal Presentation	18
6	Staff Members 2026	20

Contents

7	Student Wellbeing and Pastoral Care	21
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	The Wellbeing Space	22
7.3.2	The Social Work Team At Cabra	22
7.3.3	Health Centre	22
7.3.4	After School Study	22
7.3.5	Promoting Student Wellbeing	22
8	Opportunities to be Involved	23
8.1	Academic Challenge and Enrichment	23
8.2	Sport	24
8.3	Music	24
9	Accessing Learning Information on SEQTA	25
9.1	“How To” Guide for Parents	25
9.1.1	General College Information	25
9.1.2	Student’s Academic Progress	25
9.1.3	Student’s Academic Reports	25
9.1.4	Student’s Timetable and Attendance	25
9.1.5	Daily Notices	26
9.2	Student Learner Conversations	26
9.2.1	SEQTA Alerts	26
9.2.2	Learning Review Meetings	26
9.2.3	Parent Information Evenings	26
9.2.4	Reporting	26
9.3	“How To” Guide for Students	27
9.3.1	Daily Notices	27
9.3.2	Access to a Student Timetable	27
9.3.3	Assignment Due Dates and Submitting Work	27
9.3.4	Subject and Assessment Outlines	27
9.3.5	Access to Academic Results and Progress Updates	27
9.3.6	How to Log Out of SEQTA	27



Contents

10	Dimensions of Learning	28
10.1	Education within a Dominican Context	28
10.2	Curriculum Frameworks	28
10.3	Our Religious Education Approach	28
10.4	Assessment Guidelines	29
10.5	Missing or Insufficient Evidence of Learning	29
10.6	Work Completion	29
10.7	Academic Honesty	30
10.8	Absence due to planned Holidays	30
10.9	Examinations	30
10.10	Learning at Home: Homework Guidelines	31
11	Student Code of Conduct	32
12	College Policies	33

1 Welcome to Cabra Dominican College



Welcome to Cabra Dominican College and the 2026 school year.

This parent (refers to parent/caregiver/guardian) 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 you.

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



David Raggett
Director of Students



Tracey Dorian
Director of Learning and Teaching



Deborah Lubatti
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),

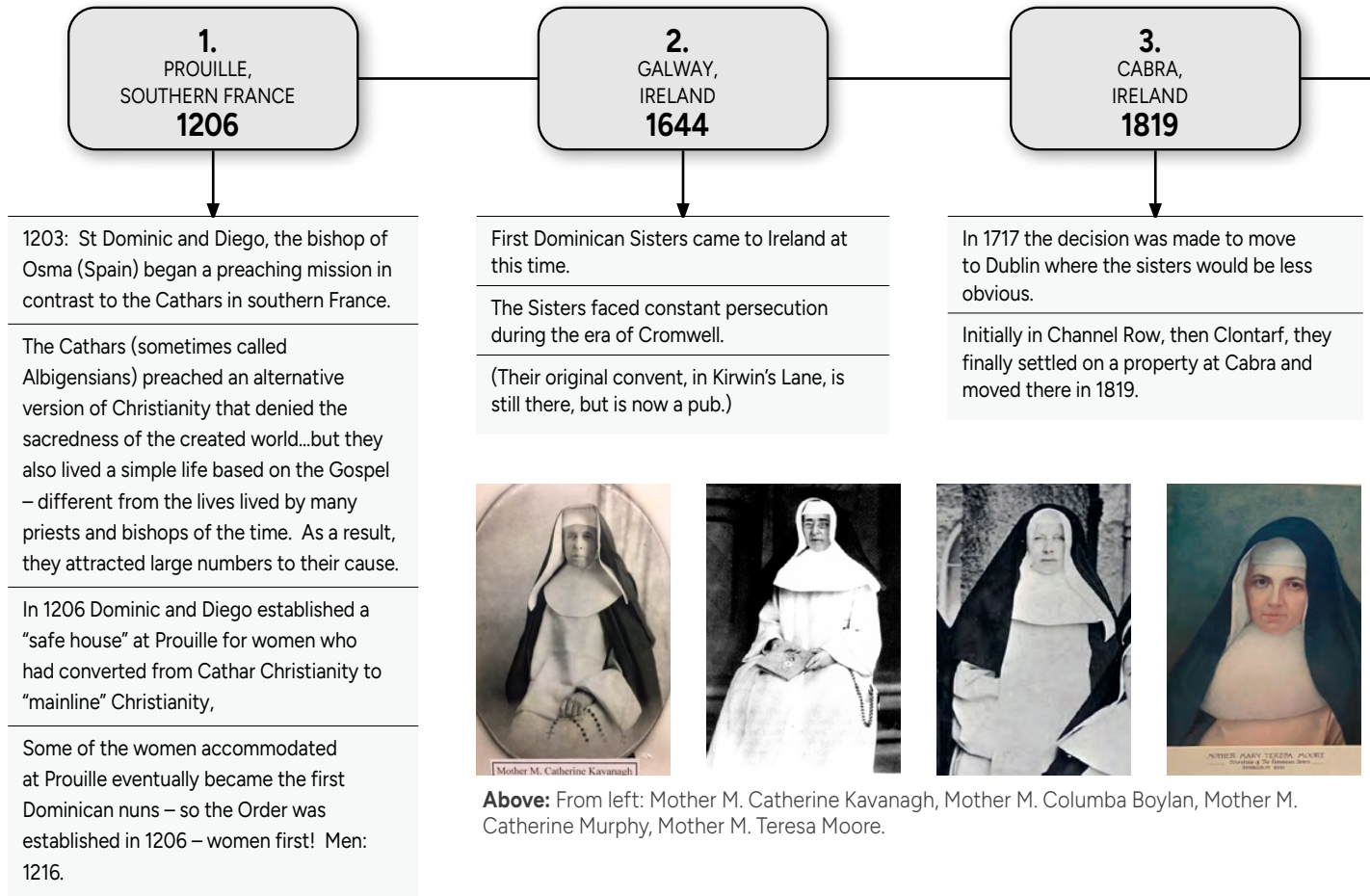
which emerges from thoughtful contemplation. The Dominican motto, 'to contemplate and share with others the fruits of contemplation' underlines the fact that the Dominican charism is a living tradition, alive and continuing to evolve.

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



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 "steading 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.

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.

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



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, and outdoor area, Siena Place.

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 Kaurua 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, and the wider community in communication about child safeguarding.
- Zero Tolerance for any behaviour that compromises student safety or wellbeing.

Cabra has a Child Safeguarding Committee, comprising of several key personnel within the College and an appointed Child Safeguarding Officer, Mr Jason Thur, Deputy Principal: Student Wellbeing.

The purpose of the Safeguarding Committee is to:

- Oversee the effective ongoing implementation of child safeguarding practices and related procedures, to reflect a shared culture of safeguarding.
- Coordinate annual self-audits of compliance, in line with the National Catholic Safeguarding Standards.
- Provide strategic and skilled guidance, feedback and advice to the leaders and College Board



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

Visit our website for further information
cabra.catholic.edu.au/discover/child-safety

4 Communications

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

4.1 Absences/Lateness

Absent from School? Please notify us...

If your child or children will be absent from school, parents are required to notify the College using one of the four options provided.

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)

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. Moreover, attendance is required under South Australia's Education and Children's Services Act 2019.

For more information click this link or visit:
[Education and Children's Services Act 2019](#)

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

OPTION 1

SEQTA Absences

via the [Engage APP](#) or [Parent SEQTA webpage](#)

OPTION 2

Call and leave a Voice Message

DIAL: 8179 2477

Note: You cannot speak with anyone; please leave a voice message providing the information above.

OPTION 3

Send a Text Message

TEXT: 0427 767 937

Note: You cannot speak with anyone; please text the information above.

OPTION 4

EMAIL Student Services

EMAIL: studentservices@cabra.catholic.edu.au

Please type an email which includes all the information requested above.

The image shows two screenshots from the Engage app. The left screenshot is the main menu with options: WELCOME, TIMETABLE, ABSENCES (highlighted with a yellow box), ASSESSMENTS, and DASHBOARD. A yellow arrow points from the 'ABSENCES' option to the right screenshot. The right screenshot is the 'New absence' form, which contains the following fields: Student (dropdown), Start date (16 Dec 2025), Start time (8:00am), End date (16 Dec 2025), End time (4:00pm), Reason for absence (dropdown), and a Comment field with a 255 character limit. A 'Submit' button is located at the bottom of the form.

4.2 Email and Phone

Front Reception/Student Services Hours and Contact Details

Front Reception Hours	
Monday to Friday	8:15am – 4:15pm
Email	cabra@cabra.catholic.edu.au
Telephone	8179 2400
Website	www.cabra.catholic.edu.au
SEQTA (Engage)	parent.cabra.catholic.edu.au
SEQTA (Learn)	student.cabra.catholic.edu.au

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	studentservices@cabra.catholic.edu.au

As a community we use the following number **0427 767 937** to communicate via SMS when a student is absent, and other important correspondence.

We ask that all families **Create New Contact** for this number in their **Contacts** (so it becomes a known number) to ensure our communication can be received in your **Messages** inbox.

4.3 Face to Face

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

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

Email: 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

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 pastoral care	Mentor Teacher
Specific subject or learning	Subject Teacher

4.4 Right to Disconnect

At Cabra Dominican College:

- Staff have the right to disconnect from contact and attempted contact outside of working hours (e.g., 8:00am – 5:00pm, Monday to Friday).
- Staff will respond to correspondence in a timely manner.
- Responses are not expected of staff outside working hours.
- Responses are not expected of staff when on leave (e.g., teachers during term break and ESOs during annual leave).
- Students and staff require time to stop, relax and spend time with friends and families during term breaks, without the expectation of monitoring and responding to email and/or SEQTA notifications. There are occasions where students may have outstanding work yet to be completed, and in such instances, staff, students and parents are encouraged to arrange correspondence at mutually convenient times (e.g., SACE Stage 2 Term Break Workshop, SACE Stage 2 Learning Hub).

Thank you for your understanding as we better support the maintenance of healthy boundaries between work and personal life. The improved rest and recovery outside working hours helps contribute to improved pastoral, wellbeing and academic outcomes for all students.

4.5 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.



4.6 Social Media

We encourage those members of our community aged 16 and over 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.

4.7 College Updates

Each fortnight parents will receive communication from the office of the Deputy Principal: People, Culture and Operations, updating them on College information and upcoming events.

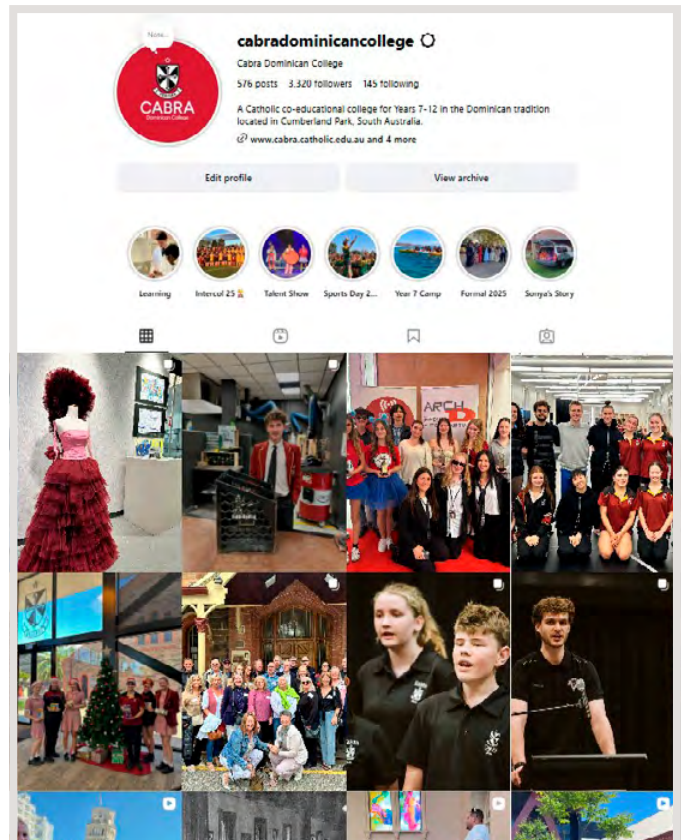
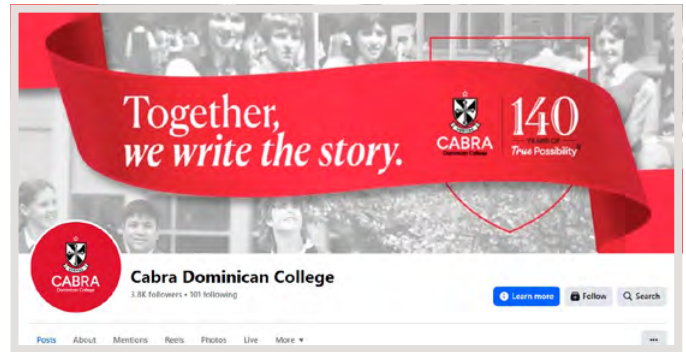
4.8 Website

Visit our website to gain a deeper understanding of what is on offer for each student: www.cabra.catholic.edu.au

4.9 Excursion and Student Health Portal – Consent2Go

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

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



5 General Information

5.1 Our Houses

Our Houses are the core foundation for student pastoral care. They are named after four extraordinary Dominican Sisters from the Holy Cross Congregation, who were instrumental in establishing our College and the Cabra story.

Our House Structure is the core foundation for student pastoral care. All relationships and procedures within the House reflect the College's belief in the centrality of care and restorative processes. The House Structure offers smaller community to enhance connectedness and an 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.

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



SASHA FROST
Moore House Leader
7, 9, 11

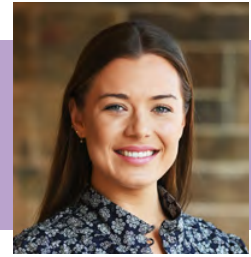
Murphy House



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



ERIN HAEUSLER
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. Columba Boylan loved reading and was often found supervising the libraries for communities and students.



LAURA FOTI
Boylan House Leader
8, 10, 12



JEAN-MARIE RUIZ
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. Catherine Kavanagh was a faithful religious and true Dominican.



JOSHUA WHITWELL
Kavanagh House Leader
8, 10, 12



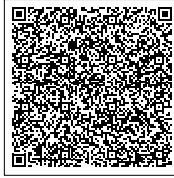
MATT LOBASSO
Kavanagh House Leader
7, 9, 11

5.2 Obtaining Learning Resources

Cabra is pleased to work with Campion Education; a convenient, local and trusted platform for all your textbook and stationery needs.

Steps to order:

1. Visit [Campion Education Online](#), tap on 'Parents order here', and enter your email, or mobile to create an account.
2. Tap on '**Order Now**' when you are ready to place an order.
3. Add your student. You can search for their school's name using the '**Search School**' field. You can also use their school email address, if known.
4. Enter the Resource List Code **8VXY**
5. Follow the prompts to select the year level for your student. Then select the resources you need by expanding subjects and adding items.
6. Select your delivery method as one of the following:
 - a. Home Delivery** – order by your school's order date for delivery to your nominated address by the date organised with your school.
 - b. Orders placed after the order-by date** - online orders after the order-by will be at an increased delivery cost. Every effort is made to deliver your order in time for the start of school. To help expedite delivery, please place your order as soon as possible.
 - c. Shop in-store** – anytime, during business hours, at your local retail service centre.
7. Complete your details, check the summary, and submit your payment. And you're done!



What to do if you need support

Campion Education looks forward to supporting your child's learning through their world-leading digital platform and their safe home delivery service for texts and physical resources for school families. Please see the links below on how Campion Education, and their MyConnect2 portal works and how we will work together to support your child's ongoing educational needs.

- [How to Purchase Books](#) on Campion Education
- [How to order Digital Resources](#) for MyConnect2

Assistance in another language:

Click on [How to place your order](#) and pick from the languages displayed on the left-hand side.

For further assistance, please access the '[Support for Parents and Students](#)' link via the Campion Education Online page, send them an email (click on the [link](#)) or call Campion Education on 08 8337 4544.

In the first instance, please get in touch with Campion Education for any support with ordering, returns or exchanges. If the question is more specific to the College, please email booklist@cabra.catholic.edu.au

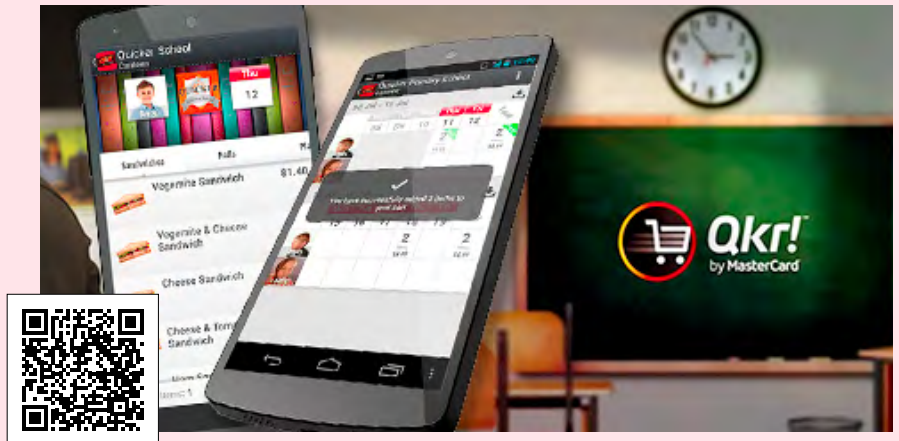
Ordering and Payments

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/>



5.3 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/



EFTPOS facilities are available in the canteen.

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

5.4 Pickup/Drop Off Zones

School Zone 40kph Speed Restrictions:

On Cross Road and on other streets near the college, the speed limit is marked as 40kph, when students are present from 8:00-9:15am and 2:00-4:00pm.

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.

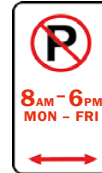
No Stopping (Standing) & Continuous Yellow Edge Line



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

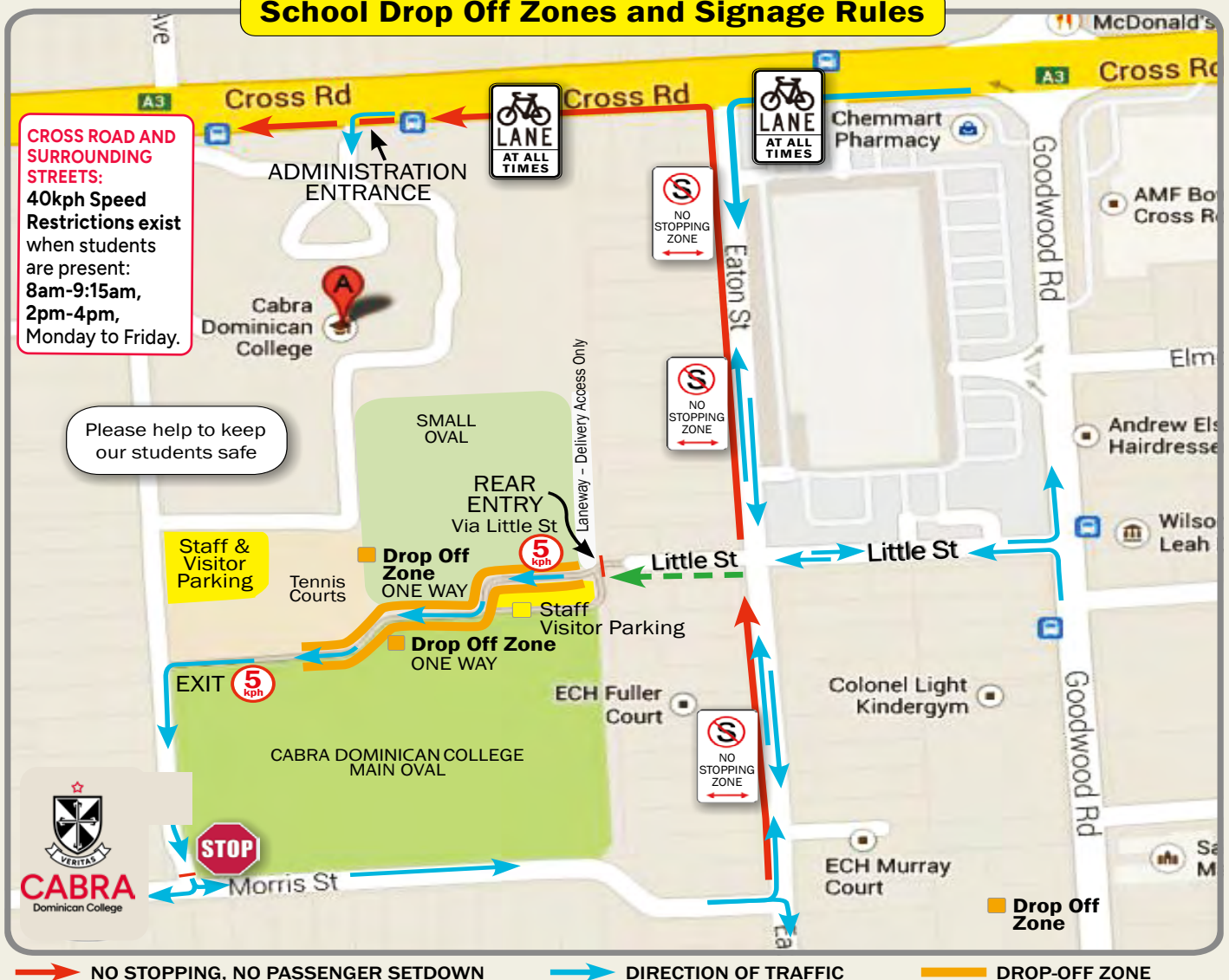


Stopping to set down or pick up a passenger is not permitted.

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

Before School	8.25 - 8.45
	8.45 - 8.50
1	8.50 - 9.35
2	9.35 - 10.20
R	10.20 - 10.45
	10.40 - 10.45
3	10.45 - 11.30
4	11.30 - 12.15
5	12.15 - 1.00
L1	1.00 - 1.20
L2	1.20 - 1.40
	1.40 - 1.45
6	1.45 - 2.30
7	2.30 - 3.15
After School	3.15 - 3.35

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@noone.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 or long 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

Shoes

Traditional black leather lace-up shoes to be worn with both summer and winter formal uniform. No boots, runners, canvas, skate shoes or branded sneakers are to be worn.

Jewellery

- No more than 2 earrings in each ear. Plain sleepers or studs only, no hoops or dangly earrings.
- There is to be no nose, septum or eyebrow rings. Any further piercings must be either free of jewellery or retained with small clear spacer or retainer only.
- A simple chain with a religious symbol can be worn.
- No more than 2 rings can be worn. If rings are worn, the students may be asked to remove them if they present as a work health and safety concern in practical subjects.
- No bracelets to be worn.
- If there are religious or cultural reasons for wearing jewellery, families are asked to be proactive and discuss this with their House Leader.

Make-Up & Nails

- A moderate approach is called for and limited to light natural make up or tinted moisturizer to be worn.
- No eyeliner, eye shadow or false eyelashes can be worn.
- No coloured nail polish, or coloured acrylic nails can be worn.

6 Staff Members 2026

(as at 19/12/2025)

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	Deborah Lubatti
Director of Students	David Raggett

House Leaders	
Boylan House 7, 9, 11	Jean-Marie Ruiz
Boylan House 8, 10, 12	Laura Foti
Kavanagh House 7, 9, 11	Matt LoBasso
Kavanagh House 8, 10, 12	Joshua Whitwell
Moore House 7, 9, 11	Sasha Frost
Moore House 8, 10, 12	Alex Jackson
Murphy House 7, 9, 11	Tara Yeates
Murphy House 8, 10, 12	Erin Haeusler

Leaders	
Diverse Learning	Caitlin Batty
Innovation: Middle Years	Kim Jones
Innovation: Senior Years	Maria Zuni
Innovation: Staff Professional Practice	Henry Whiting
Co-Curricular Sport	Joel Morizzi

Leaders of Learning	
English	Sally Scott
Food Technology	Sian Giorgio
HASS	Nico Hilleson-Perrett
Health/Physical Education	Maddison Wheatley-Harris
Languages and EALD	Elena Guastella
Mathematics	Ben Heath
Performing Arts	Giselle Becker
Resources & Literacies	Jessica Sanderson-Brewster, Emily Crosbie
Science	Brayden Heyward-Ferors
Visual Art and Digital/Design Technology	Kate Rowberry

Coordinators	
Academic Challenge and Enrichment (ACE)	Kate Rowberry
Daily Coordinator and Timetabler	Karen Wilmot
Diverse Learning (Boylan, Kavanagh)	Yalinda Allen
Diverse Learning (Moore, Murphy)	Chloe Wilczek
Future Pathways: Careers & University Liaison	Nicole van den Brink
Future Pathways: VET & Transition	Rowena Watson
Mission	Maisie Henderson
Music Co-Curricular	Jackie Wilde
Student Leadership	Lucy Jenner

Teaching Staff (Not already listed)		
Michael Armstrong	Celeste Becker	Shaun Beilby
William Braund	Madeline Bray	Sarah Dart
Chris DeSilva	Sophie Evans	Justine Forrest
Jessica Griffiths	Ellie Hammond	Brennan Howie
Gemma Heath	Ebony Heitmann	Matthew Knight
Rob Jarrad	Matthew Jarrad	Phil Lamb
Ally Ladas	Xuan Lam	Jake Linden
Zach Lamont	Sally Lawrey	Mairi McIntosh
Filomena Mercurio	Bradley McCarthy	Carey Murray

Teaching Staff (Not already listed)		
Grace McKnight	Bradley Muldoon	Steven Olds
Michael O'Dea	Sarah O'Neill	Liam Phillips
Taunia Parker	Paul Phillips	Alex Radzikiewicz
Abbey Phin	Julianne Price	Sarah Russell
Aless Raschella	Jessica Rossi	Carmen Stasic
Maree Samuel	Carol Smith	Natalia Veljkovic
Matt Sullivan	John Swincer	Flavio Zandona
Paul von der Borch	Mike Whinnen	

Diverse Learning Support Officers		
Jodi Aristidou	Tina Bonalini	Amy Bottroff
Chantel Caporrella	Sarah Clarke	Angela Dawodu
Elijah Luke	Melissa Munn	Michelle Neilson
Keeleigh Obst	Sharyn Paris	Barb Thompson
Daniel van Eekeren	Jenny Veale	Imogen Young

Social Work Team	
Social Work Director	Tania Davison-Bennett
Wellbeing Support Practitioner	Michelle Roberts
Social Work Practitioner	Summer Curran
Wellbeing Support Worker	Tori Trimboli

Administration	
Art/Design Technology Assistant	David Thorn, Angela Giuliani
College Administration	Irena Oleszczyk
Diverse Learning Admin Officer	Tracey Pole
Daily Operations Support	Dominique Bakonyi
EA to the Principal & Board	Belinda Matthews
Finance Director	Ali Martin
Finance – Senior Finance Officer	Vibeke Jackson
Finance – Family Accounts Officer	Georgina Byrt
Finance Officer	Nikki Collins
Food Technology Officer	Aaron Wolf
Front Office and Admin Support (Reception)	Shannen Hiern
Human Resources Director	Donna Juncken
Human Resources Officer/Payroll	Aly Thornton
ICT Director	Barry Hallsworth
IT Systems Administrator	Ben Everett
ICT Support Officer	Chris Plouffe
Learning and Teaching PA	Victoria Spencer
Library	Joyce Crawford, Geri Mills, Renae Porter-Westphalen
Marketing & Communications Manager	Anna Garcia
Marketing & Social Media Coordinator	Yvette Lagozzino
Music Administrator	Matt Madden
Property Manager	Rob Perryman
Senior Property Officer	Chris Davies
Property Officers	Andrew Rowe
Property Assistant	Matt Grindley
Purchasing Manager	Ray Byrne
Registrar	Kylie Bowman
Risk and Compliance Manager	Lucy Barker
Science Laboratory Manager	Mahnaz Dadkhah
Sport Administrator	Jessica Simons
Sport AFL Trainee	Bre Coombe
Student Services Manager	Cassie Wilmot
Student Services Officers	Maddie Appleby, Andrea Emerson, Kim Terrell
Student Wellbeing PA	Peter Hyer/ Rhianna Mallon

7 Student Wellbeing and Pastoral Care

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 House Leaders and Director of Students, 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 The Wellbeing Space

The Wellbeing Space is available for students who need a safe and calm environment to pause, rest, re-set, and then re-engage with their learning. This space is open daily from 10:45am to 3:00pm, with a member of the Social Work Team on duty during these hours. Students may choose to have a brief check in with the Duty Worker, who will assess their immediate needs and determine next steps. This may involve arranging a follow-up appointment with a practitioner or coordinating support from another staff member who is best placed to address the student's needs.

When students enter the Wellbeing Space, they are asked to complete a Reflection Form. This helps the Social Work Team understand why the young person is presenting and what support they may require. We recognise that at times students simply need a short break to settle themselves

before resuming learning. If they are not waiting to meet with the Duty Worker, students may access this space for a short amount of time to regulate and prepare for a return to class.

If a student is unable to re-engage with their learning after this time, the duty worker will contact parents to arrange for the young person to be collected. This approach acknowledges that when a young person is not in a position to participate in learning, school may not be the most suitable environment for them at that point in time.

The Wellbeing Space is not an alternative learning environment. Students are not able to use this space as a substitute classroom or a place to complete classwork, as students are best supported in their learning by being present in lessons.

7.3.2 The Social Work Team At Cabra

The Social Work Team at Cabra provides a confidential, responsive, and student-centred service that supports young people in relation to their wellbeing and mental health. The team includes Social Work Practitioners, a Wellbeing Support Practitioner, a Wellbeing Support Officer, and students on professional placement from a range of allied health disciplines. Together, the team offers professional insight, support and trauma informed responses to students, families, and staff.

A practitioner is available each day to respond to immediate student needs through the Wellbeing Space duty system, and from there an appointment may be arranged for the young person to meet with a practitioner. During these appointments, practitioners offer a brief but purposeful intervention model, typically delivered over up to three focused sessions. These sessions aim to stabilise concerns, build protective coping skills, explore underlying issues, and identify meaningful next steps.

When a student requires therapeutic or ongoing support, the team can assist families in accessing external services. The Social Work Team is also the first point of contact for liaising with external professionals already involved with a young person. Acting as a conduit between home, school and external providers, the team helps ensure that relevant information and support strategies are communicated clearly, so the young person's needs can be met within the College environment.

The Social Work Team is led by the Social Work Director, who plays a key role in meeting with families and House Leaders when concerns relate both to pastoral matters and the young person's wellbeing or mental health. This collaborative approach ensures that families are well supported in understanding the different avenues of support available and that the student's needs are responded to through the most appropriate channels.

Referrals to the Social Work Team can be made in a number of ways:

- by a student presenting to the Wellbeing Space,
- by staff or parents submitting a request through the SEQTA portal, or
- by emailing wellbeingreferrals@cabra.catholic.edu.au



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 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; enhancing their sense of belonging and community.

There is a broad range of activities available at Cabra which can enrich students' 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 to provide multiple exposure to areas for interested students. We encourage students to get involved in a number of co-curricular activities that can extend them beyond their experience in the classroom.

Debating and Public Speaking

Debating
Mock Trial
Evatt Competition
Global Citizenship Award
Ethics Olympiad

STEM

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

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



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 Leader of Co-Curricular Sport, 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 Leader of Co-Curricular Sport

Sport		
Athletics	Netball	Table Tennis
Basketball	Soccer	Tennis
Cricket	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

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, 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	
Jazz Combo	

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

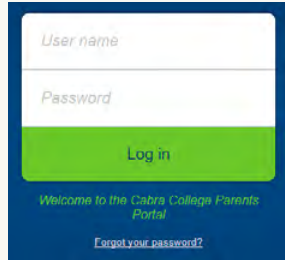
Phone: 8179 2406 or email:
music@cabra.catholic.edu.au






9 Accessing Learning Information on SEQTA

SEQTA is Cabra’s teaching and learning ecosystem that connects all members of the College allowing staff, students and parents to interact and collaborate in a supportive online learning community.

Students, parents 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
<https://parent.cabra.catholic.edu.au>
-  **Teach** For teachers

9.1 “How To” Guide for Parents

9.1.1 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.



9.1.2 Student’s Academic Progress

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




9.1.3 Student’s Academic Reports

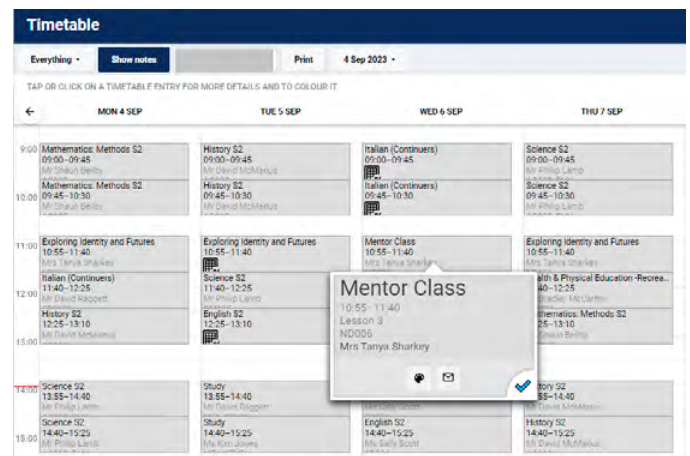
Parents are able to access students’ academic reports via the SEQTA Engage portal at the end of each semester. An email is sent to parents notifying them of the date which the academic reports are released to the digital portals.



9.1.4 Student’s Timetable and Attendance

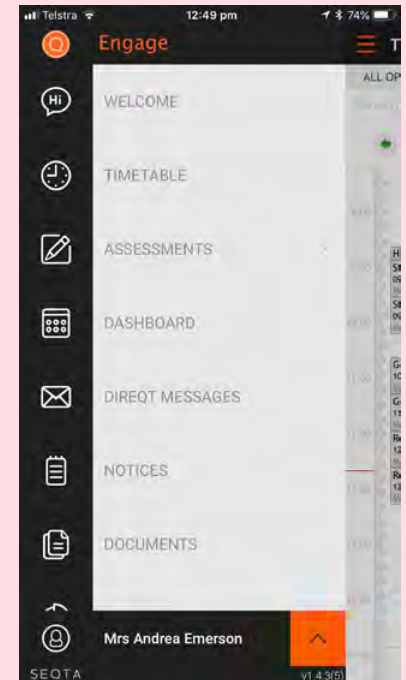
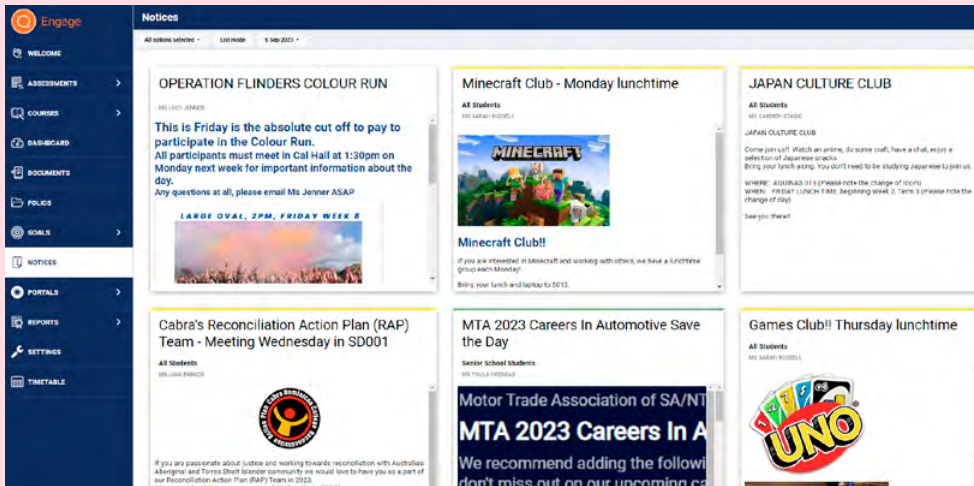
Parents are also able to access a live view of their child’s **Timetable** in order to monitor attendance. When a lesson is selected it will provide a view of the attendance record for that lesson in the form of a tick if the student is present in the lesson, a cross if the student is absent and a tick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



9.1.5 Daily Notices

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



9.2 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.

9.2.1 SEQTA Alerts

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

9.2.2 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.

9.2.3 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.

9.2.4 Reporting

Formal reports are available to parents 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.

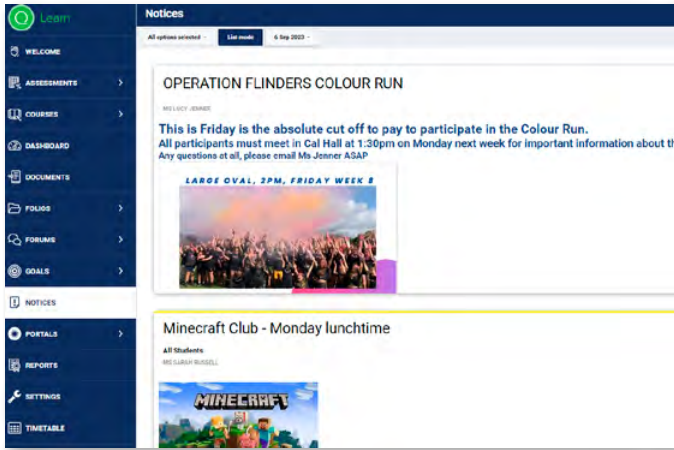
We report on student achievement in the following ways:

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

9.3 “How To” Guide for Students

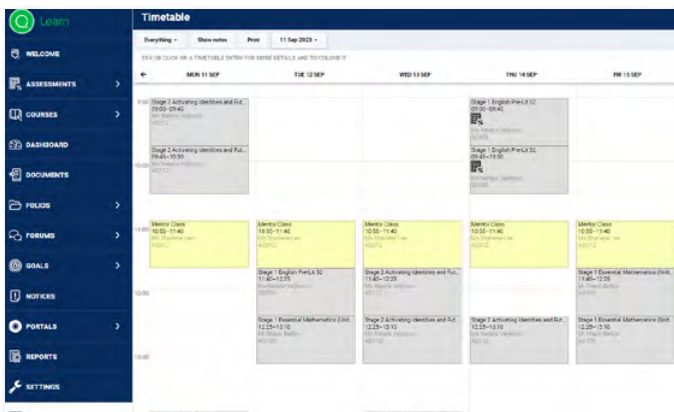
9.3.1 Daily Notices

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



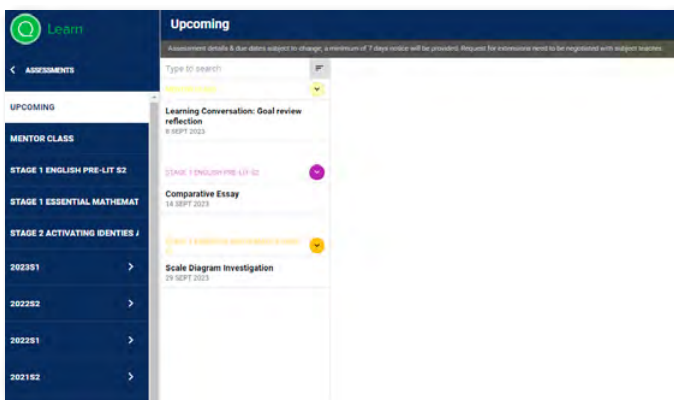
9.3.2 Access to a Student Timetable

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



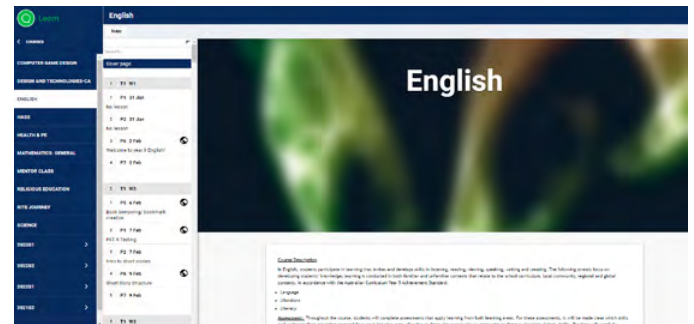
9.3.3 Assignment Due Dates and Submitting Work

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’.



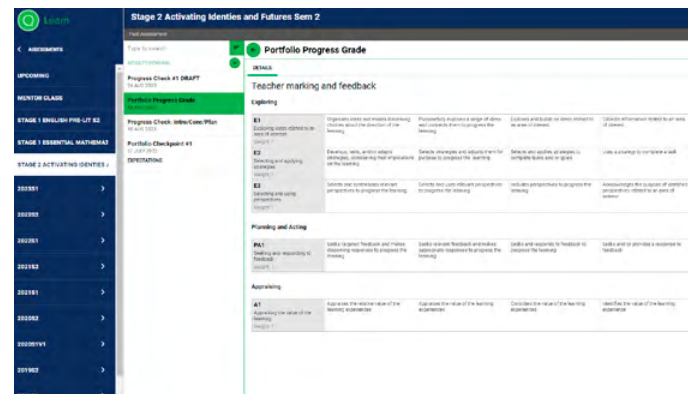
9.3.4 Subject and Assessment Outlines

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.



9.3.5 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.



9.3.6 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.

10 Dimensions of Learning

10.1 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 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.

10.2 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, Catholic Education SA (CESA) Crossway and Made in the Image of God (MITIOG) Curriculum and the 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

SACE

www.sace.sa.edu.au

Catholic Education South Australia

[Religious Education](#)

Child Protection Curriculum

[Keeping Safe](#)

10.3 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.

10.4 Assessment Guidelines

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, Assessment and Reporting policy, ACARA and SACE.

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

- Seek to learn and commit to meeting the requirements of each subject.
- Make good use of the opportunities to demonstrate what they know and understand.
- Maintain a good record of attendance, punctuality, conduct and progress.
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests and other concerns pertaining to assessment.
- Submit evidence of learning that is authentically their own, acknowledging sources, particularly the use of Artificial Intelligence, maintaining a strong standard of ethics and integrity.

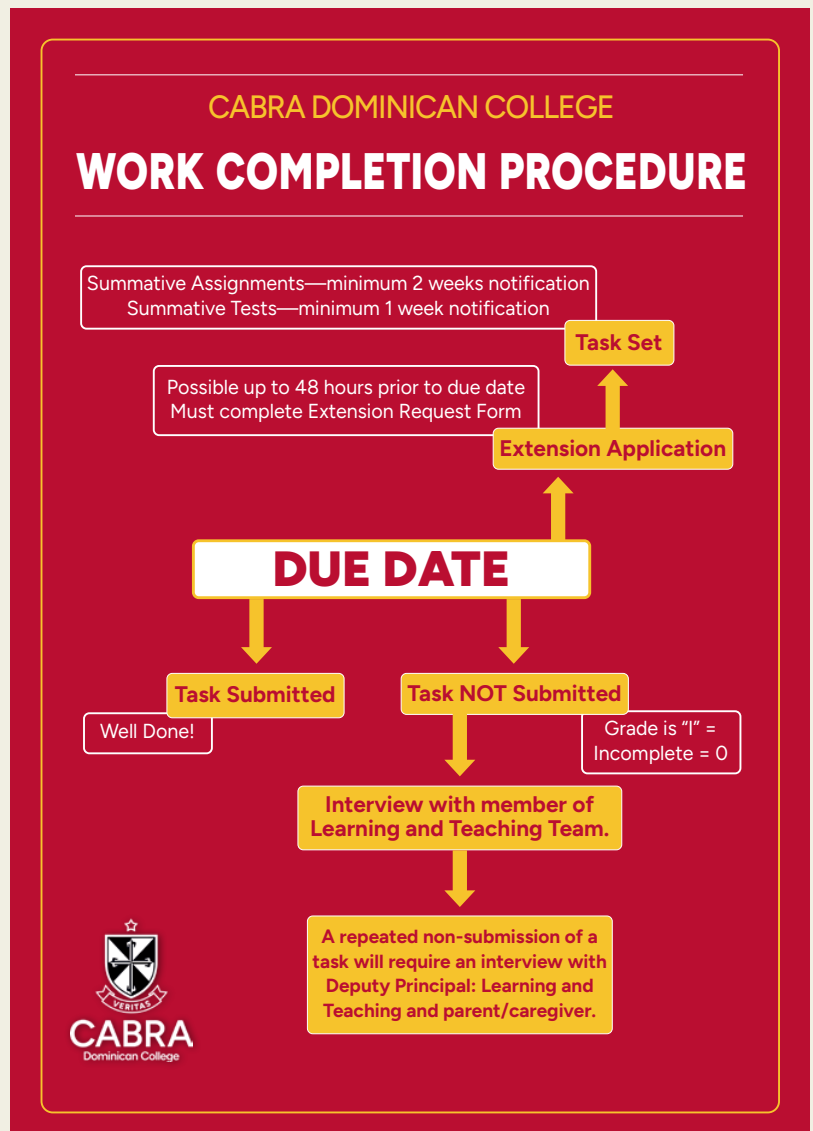
10.5 Missing or Insufficient Evidence of Learning

- When a student does not provide any evidence for an assessment type, then "I" is recorded for insufficient evidence.
- Teachers are required to set students 'Checkpoints' for learning to support students in the ongoing learning and teaching cycle, to make tasks manageable, and to verify the authentic assessment of student learning. When students miss checkpoints, it poses a challenge in regards to the teacher's responsibility to provide feedback to support academic growth, and to authenticate the submission of assessment type.

10.6 Work Completion

The purpose of Work Completion is to support students in maintaining personal accountability for their learning, an opportunity to seek support and to ensure there is a sense of equity and authenticity for all students in the submission of assessment tasks.

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



10.7 Academic Honesty

Students are expected to develop personal integrity and agency through good practice in learning and assessment that promotes a culture of academic honesty. Students should only be submitting work that is based on their individual and original ideas and acknowledges the words, thoughts and material of others using appropriate referencing.

Academic Dishonesty is evidenced by student behaviour which provides a misleading or deceptive basis for admission, assessment, academic progression or another academic advantage to which the student is not entitled. This may include:

- **plagiarism:** the act of representing the creative work of another as one's own original work, without appropriate acknowledgment of the author or source;
- **collusion:** the presentation of an assessment piece by a student as their own, which is in fact the result of unauthorised collaboration with another (peer, parent, tutor, etc) or the over support or drafting of a student's work, compromising the author's authenticity;
- **duplication of work:** presenting the same work for different assessment components without consultation with the teacher;
- **misconduct in tests/examinations and other summative assessments:** including taking unauthorised material/devices into tests/examinations; receiving or disclosing information to another student, or engaging in inappropriate behaviours which may distract other students or provide unfair advantage to self or others;
- **fabrication of data:** presenting data that has been purchased, plagiarised or invented by the student rather than collected from surveys, interviews, experiments, or other such processes. Students are also expected to use AI tools ethically and responsibly. AI can be used to assist learning but not to bypass independent thinking or academic effort. Any use of AI in assessments must align with the task's design and be approved by the teacher.
- If AI tools are used to correct spelling or grammar, this must be clearly acknowledged and referenced at the end of the assignment in question.

If AI tools are used to rewrite content, draft, explain concepts, summarise or generate new ideas, a Generative AI reference and a brief explanation of its use with prompts must be included. If a student's work has been submitted and found to be academically dishonest via means of plagiarism, etc, or the misuse of AI, penalties will be applied.

10.8 Absence due to planned Holidays

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. Families can apply for a short-term exemption, via Student Services, for planned holidays that fall in the school term. In doing so, the following implications to learning are worth nothing in the discernment;

- Cabra offers a face-to-face learning experience. As such, it is not the expectation of the College that teachers offer or deliver online learning opportunities to students whilst travelling.
- Teachers are also not expected to 'catch up' students after a period of travel. Students are welcome to access after-school tutoring, if they require help in the understanding or mastery of key academic concepts
- The learning experiences missed by the students can, where practicable and reasonable, be removed by the teacher as to not penalise the grades.
- It is the responsibility of the student to discuss with the teacher their period of absence, and negotiate any learning or deadlines, as may be required.
- In regard to SACE, some submissions are set by the SACE Board and as such, the College can not offer flexibility in these deadlines. Again, it is the student's responsibility to discuss and negotiate this with the teacher, or the Director of Learning and Teaching.

10.9 Examinations

- Parents are requested to ensure that students are available to sit all examinations during the scheduled examination period that is advertised each year.
- Students who miss examinations planned or otherwise, will not be permitted to sit examinations before or after the scheduled examination period. The purpose of the examination is to ensure the validity of the assessment type, for the cohort. Year 10 and Stage 1 exams are an important academic rite, in the lead up to Stage 2 exams.

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.

10.10 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 have in supporting and monitoring their child's homework. Parents 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 Mentor 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.

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.

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



11 Student Code of Conduct

The Student Code of Conduct is accessible via

SEQTA > under **School Documents**

Please refer to the Code of Conduct and the associated schedules, as listed below, for further information.

Schedule 1: Process for Responding to Poor Student Behaviour

Schedule 2: Unacceptable Behaviours, Classifications and Possible Outcomes

Schedule 3: ICT Acceptable Use / Social Media Platforms

Schedule 4: Attendance and Engagement

Schedule 5: Bullying and Harassment Prevention

Schedule 6: Prohibited Substance

Schedule 7: Uniform and Personal Presentation



12 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 their full potential
- to feel valued, accepted and cared for as a unique individual
- to have their 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/>

