



CABRA
Dominican College



2025 Performance Report

Image: Principal, Dr Helen Riekie, pictured with Sr Bernadette Kiley OP and 2025 College Captains, Sally Ryan and Henry Francis.



“In all of this, we recognise the sacredness of life and the importance of noticing and celebrating the good.

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School Context

At the first 2025 meeting, the Board approved the school's Annual Development Plan. As always, priorities are viewed through the lens of our College vision, mission and identity and our current strategic plan which is also embedded in all the work undertaken directly by the Board. Our work in 2025 included the following key areas.

Child Safeguarding

Child safeguarding remains a core responsibility. In 2025, the Board commissioned an external audit by Australian Catholic Safeguarding Ltd, which confirmed strong compliance with National Catholic Safeguarding Standards. As part of Dominican Education Australia, Cabra is among the first independent Catholic schools to complete this audit.

Strategic Planning

Our current strategic plan concludes in 2025 after four successful years. Planning for the next cycle is well advanced. We look forward to sharing the new plan with the community in early 2026. I thank the broader Cabra community especially Sr Bernadette Kiley, Leader of our Holy Cross Congregation of Dominican Sisters for their contributions to our consultation and planning process.

Master Plan

In 2025 we broke ground on Stage 2 of the current Master Plan, the historic redevelopment of the Aquinas Precinct. The culmination of significant preparations including the relocation of learning spaces and the discovery of challenging latent conditions, the build is progressing well and we are on track to celebrate our 140th anniversary in 2026 with the opening of a new suite of contemporary learning spaces, an auditorium large enough to accommodate an entire year level and a landscaped precinct that integrates Aquinas with our campus and provides a new outward facing presence on Cross Road.



2025 Board of Directors

Chair: Mary-Ann Royle
(following the retirement of Michael Dahl in July 2025)

Deputy Chair: Craig Battams

Directors: Christopher Allen
Jan Chorley
Kate Mathew
Matthew McInnes
Elysia Ryan
Meredyth Stewart
Bridget Shinnick
Christine Simpson

Executive Officer: Helen Riekie

Company Secretary: Karl Barber

Subcommittee Achievements

In 2025, our Governance, Finance and Risk, and Futures subcommittees delivered significant outcomes that strengthen the College's governance and future planning. With their contribution, the Board:

- Finalised our self-assessment against Dominican Education Australia's accountability framework.
- Implemented our Board Review Action Plan following the 2024 external review, providing a roadmap for continuous improvement.
- Enhanced safeguarding and risk management through investment in reporting tools
- Confirmed the College is well positioned financially to support major investments such as the Aquinas Precinct Project now and in the future.
- Identified strategic initiatives with material impact, reporting on enrolment strategy and planning for our future stewardship of land currently under the Dominican Sisters' administration.

Mary-Ann Royle, Board Chair



Principal

2025 has been an exciting year for our College, full of growth, achievement and many reasons for gratitude. As a community, we have continued to place our students at the centre of all we do, nurturing their learning, wellbeing and sense of belonging.

A major milestone has been the commencement of the Aquinas Precinct Project. The demolition of the old Aquinas building and the construction of our new facility have been significant undertakings, and it is a credit to staff and students that high-quality learning, particularly in Science, has continued so strongly throughout this period. The flexibility, professionalism and goodwill shown by all involved have been outstanding.

Student participation in co-curricular life has been both extensive and enriching. Through debating, music, sport, dance and many other pursuits, students have formed new friendships, developed skills and contributed generously to the life of the College. Highlights included our Tournament of Minds team reaching the national finals in Sydney, students hosting visitors from our Japanese sister school, basketball teams competing on the Gold Coast, Italian students enjoying

a three-week immersion, and our ensembles performing at Generations in Jazz. Shrek Jr – The Musical filled St Dominic's Hall with colour and energy, delighting audiences and welcoming local primary schools into our community.

The newly formed Parent and Community Committee has brought fresh energy and its members' generous volunteering is sincerely appreciated. Alumni engagement has also remained strong, with four reunions held on campus and rich stories shared of life beyond school and enduring friendships. Rites of passage such as Year 12 assemblies, Masses and graduations, along with Rite Journey celebrations and camps for Years 7 - 9, have provided important opportunities for reflection, growth and celebration. Social justice initiatives, led by the Green Team, Reconciliation Action Plan team and House-based fundraising, have continued to deepen our commitment to care for creation and stand with those in need.

In all of this, we recognise the sacredness of life and the importance of noticing and celebrating the good. Our college community is a hopeful and life-giving place to be.

Dr Helen Riekie, Principal



Our why

“Wellbeing is no longer a side conversation — it is central to education, shaping how students build confidence, balance technology, and stay connected to what truly matters.”



Staff

Our outstanding staff are driven to inspire every student to seek excellence and be remarkable in their own way. In 2025, the South Australian Certification Committee certified Mr Henry Whiting as a Highly Accomplished Teacher and Mr Alex Jackson and Ms Kimberley Jones as Lead Teachers. Cabra now has six nationally certified teachers on staff – a reflection of the College's commitment to excellence.

To nurture and develop the leadership capacity of staff members in leadership roles, Cabra uses a professional appraisal process. In 2025, four leaders completed an appraisal, with a total of 25 leaders at Cabra having now undertaken this professional development since 2023. The process involves the collection of data from a variety of stakeholders and a reflective conversation focussed on continual improvement. In 2026, the College will build on this work and explore the next steps in our approach to leadership development.

Staff Professional Learning

In January 2025, Dr Nathaniel Swain conducted a practical workshop for Teachers and Curriculum ESOs on the Explicit Teaching of Literacy. In follow up to the professional learning program, teachers met in faculty groups each week to plan the integration of "Write to Learn" principles and single paragraph outlines in curriculum content.

In April, four staff members undertook the 2025 Dominican Education Australia pilgrimage to Spain and France. The pilgrimage was a unique opportunity for these staff members to enhance their understanding of St Dominic de Guzman and the Dominican charism. Unlike a tour, the pilgrimage to "The Lands of Dominic" was a deeply personal and inherently spiritual journey due to the daily encounter and learning related to history, art, architecture, anthropology, religion and spirituality. The experience was one of relationship building between Dominican Education Australia Ministries, Trustees and Staff.

In Term 2, teaching staff selected from a range of professional learning workshops, based on their own learning needs. Expert teachers led professional learning on a range of topics including Supporting Gifted and Talented Students, SACE Modified, Mini Whiteboards and Retrieval Practice, Metacognition, Restorative Conversations, Metacognitive Practice in Numeracy, Supporting ASD Students, and Navigating Difficult Conversations.

In September, we also welcomed Rebecca Starling to conduct a Wellbeing Professional Development Masterclass with the Star Hunch Board for all ESO Staff. This session covered emotional intelligence, interpersonal skills, self-awareness and emotional regulation.

In December all staff completed training to attain their Provide First Aid in an Education and Care Setting certificate.

Staff Standards and Qualifications

Cabra staff hold qualifications as shown in the table below:

Bachelor degree	200
Certificate III or IV	66
Diploma (incl Graduate, Advanced)	76
Doctorate	5
Graduate Certificate	56
Masters Degree	42

Workforce Composition

Teaching staff	88
Full-time equivalent teaching staff	78.8
Non-teaching staff	63
Full-time equivalent non-teaching staff	48.1

One staff member identifies as Aboriginal or Torres Strait Islander.



Students

Student Wellbeing

2025 has been a year defined by transformation. Our students have not only excelled academically but have also shown remarkable resilience in navigating the complexities of modern life. New friendships have sparked, old ones have matured, and together they've built a culture of encouragement and care. These shared experiences remind us that education is as much about human connection as it is about achievement.

Wellbeing is no longer a side conversation—it's central to education. Students are navigating the realities of digital overload, shifting social expectations, and the need for authentic communication. These issues can affect confidence, sleep, and relationships, underscoring the importance of equipping students with strategies to maintain balance and focus. Our role has been to provide tools that help them balance technology with real-world connection, ensuring they develop resilience, empathy, and confidence in who they are.

The delivery of pastoral care and the College's STAR Wellbeing Framework across 2025 was made possible through the dedication of Mentor Teachers, House Leaders, and the Director of Students. Their commitment to continuous improvement ensured that lessons remained relevant, engaging, and responsive to student needs. It included elements of the Child Protection Curriculum and together we are trying to create meaningful experiences to ensure wellbeing is woven into every part of the Cabra experience.

Throughout the year, we welcomed experts who shared insights on issues that matter most to young people today - digital safety, mental health, resilience, and respectful relationships. These experiences enriched our curriculum and gave students the confidence to face the complexities of life beyond the classroom.



Student Enrolments

Year Level	2025 Male	2025 Female	2025 Total
Year 7	102	98	200
Year 8	104	116	220
Year 9	91	90	181
Year 10	87	98	185
Year 11	97	87	184
Year 12	85	99	184
	566	588	1154



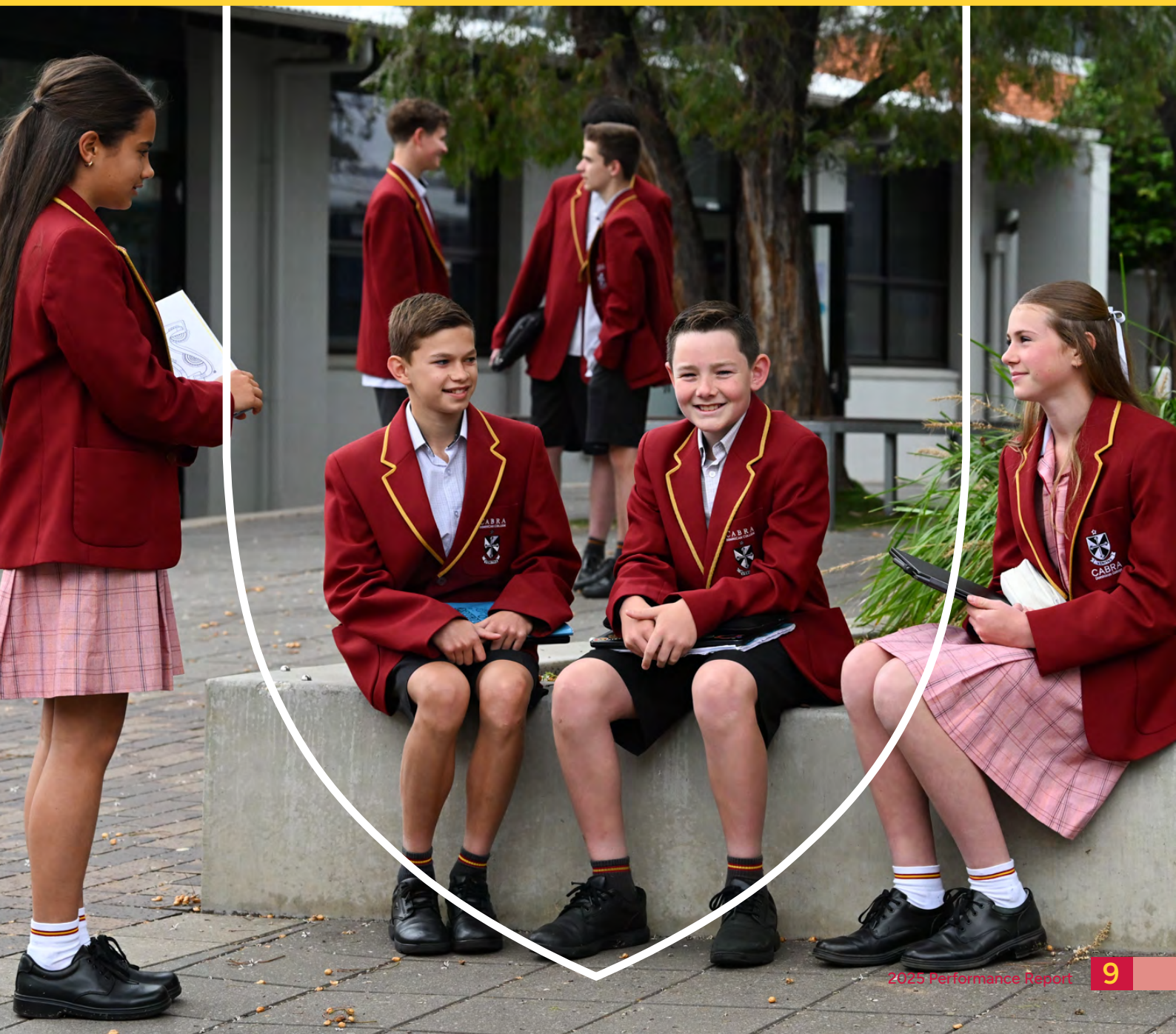
Student Attendance

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. 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. Mentor Teachers and House Leaders follow up with families after more than two days of unexplained absence. If the absence continues, the matter is referred to the Director of Students or Deputy Principal: Student Wellbeing and Leadership.

The full process is outlined in our **Attendance Policy and Procedure**, available to families on SEQTA.

Student Attendance Statistics

Year Level	Attendance Percentage 2023	Attendance Percentage 2024	Attendance Percentage 2025
Year 7	91.69	92.13	92.33
Year 8	90.71	90.2	90.08
Year 9	88.9	89.5	88.23
Year 10	89.11	88.31	88.19
Year 11	88.95	88.61	83.91
Year 12	90.4	89.03	87.84



Learning

The opportunities for learning at Cabra are vast: over 40 SACE subjects, approximately 30 students studying at university as part of their SACE, and a multitude of excursions, incursions, and real-world learning experiences delivered by various faculties. These opportunities enable students to navigate the twists and turns of their learning journeys with grit, resilience, and a sense of purpose—as agents of change in our world.

SACE Results

2025 saw the most outstanding Stage 2 SACE results for Cabra in the last decade. Our staff and students engage in learning with a synthesized vision of excellence, determination and resilience. These results are the lived experience of truth and possibility, where the breadth of opportunities for each student has allowed them to shape their own pathway in an everchanging world.

- 100% SACE completion
- 42 A+ Merits
- 128 A+ grades
- 12.7% of all grades were A+ compared with 6% as the state average
- 57 students achieved an ATAR above 90 (33.3%)
- 33 students achieved an ATAR above 95 (20.1%)
- 50.6% of students achieved a grade in the 'A Band' compared to the state average of 36.53%
- 35 students completed University topics as part of their SACE
- 106 students successfully completed a VET course as part of their SACE (58%)

Dr Helen Northey Dux of the College: Amelie Wescombe, ATAR 99.35

Proxime Accessit and Governor's Commendation for Excellence Award: Leo French, ATAR 99.20

NAPLAN Results

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	553	555	550	548	561
Year 9	582	603	578	577	588

NAPLAN participation for Cabra is 96%

NAPLAN participation for all Australian students is 95%



Post School Destinations

Future Pathways encourages students of all year levels to purposefully develop a pathway towards study and employment in their life beyond school. With a focus on life after secondary school, our pathways programs allow students to choose from Australian Tertiary Admission Rank (ATAR) subjects, Vocational Education and Training (VET) options and Extension Studies.

This year, the Future Pathways team conducted more than 200 one-on-one career counselling sessions with students in Years 10, 11, and 12, focusing on subject selections, external studies, goals, career planning and guidance.

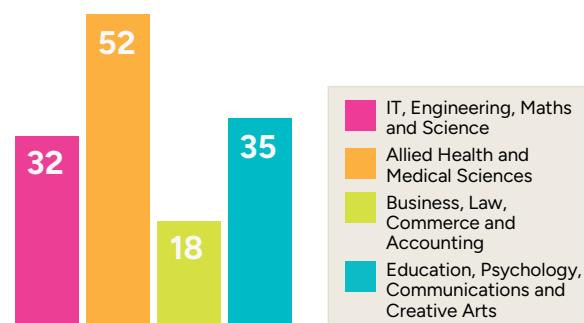
2025 Future Pathways at a glance

- over 160 Vocational Education and Training (VET) enrolments
- 30 plus students participated in either a work experience or placement
- 35 Year 12 students completed University Extension Studies
- 50 Year 12 students sat the Flinders uniTEST
- 600 plus attendees at the Future Pathways Career Expo

For the Class of 2025

- 144 students applied to University through SATAC
- 137 received an offer (95%)
- 120 received an offer to their 1st preference (83%)
- 12 received an offer to their 2nd preference (8%)

2025 University Offers by Study Area



Learning Areas Key Numbers	Students
IT, Engineering, Maths and Science	
Engineering	15
Science	6
Information Technology	5
Allied Health and Medical Sciences	
Occupational Therapy	14
Physiotherapy	8
Nursing/Midwifery	8
Health and Medical Sciences	6
Paramedicine	4
Business, Law, Commerce and Accounting	
Business	7
Law	6
Commerce	4
Education, Psychology, Communications and Creative Arts	
Teaching	13
Psychology	8

Finance

Category	2022	2023	2024
Education Fees	\$10,214,842	\$9,979,695	\$10,474,265
Other fees, charges and income	\$480,159	\$1,869,440	\$1,160,026
Government grants	\$18,236,442	\$17,956,755	\$18,596,700
Total	\$28,931,443	\$29,805,890	\$30,230,991



Parent, Student and Teacher Satisfaction Survey Results

In 2025, Cabra used the National School Improvement (NSI) Partnerships School Climate Suite to collect perception data from staff, teachers, students, parents and caregivers. The NSI School Climate Suite was developed in response to research at Curtin University that suggested school climate is related to student academic, emotional and behavioural success at school. The School Climate Suite is comprised of research-based, robust, reliable and empirically validated instruments designed to assess the perceptions of school members essential to the educative process. The constructs measured are strong indicators of important outcomes and support educational change efforts.

Respondents are asked to respond to statements using a five-point response scale of Almost Never, Rarely, Sometimes, Often and Almost Always. They first respond about their perceived (actual) experiences at school and then about their ideal (preferred) experience.

Examination of the school climate suite data highlighted the following successes, i.e., the constructs with the lowest “actual/preferred” discrepancy in each survey:

Student Voice – What’s Happening in this School (WHITS) Survey

Expectations for Success: The extent to which students feel that their teachers expect them to succeed and challenge them to learn.

Safe Environment: The extent to which students feel physically safe in different areas of the school.

Peer Connectedness: The extent to which students feel that they have formed positive relationships with students.

Staff Voice – School Organisational Climate Survey (SOCS)

Shared School Mission: The extent to which staff understand, agree with and are committed to the mission and goals of the school.

Safe Environment: The extent to which staff feel emotionally and physically safe at different times and in different areas of the school.

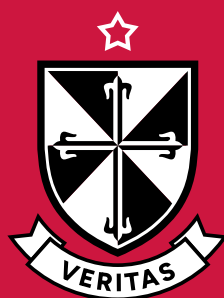
Providing Individual Support (Middle Leaders): The extent to which middle leadership respect school staff and are concerned about their personal feelings and needs.

Parent and Caregiver Voice – Parent and Caregiver Survey (PACS)

Feeling Safe: The extent to which parents/caregivers’ views of whether their child/children are emotionally and physically safe at the school.

Welcoming School: The extent to which parents/caregivers feel welcome at the school.

Affirming Diversity: The extent to which parents/caregivers feel that the backgrounds of families and social issues are acknowledged and valued.



CABRA

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