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1. General Information

Concordia College is a co-educational Year 7-12 school of the Lutheran Church of Australia, situated in Highgate, 5 kms south of Adelaide’s CBD.

Concordia College works in close cooperation with St John’s Lutheran School Highgate, a primary school situated at the eastern end of the campus. The two schools are governed by a common School Council and share the same Mission and Vision Statements.

Vision Statement


Mission Statement

Our mission is to provide a vibrant education, rich in opportunities, delivered within a caring, supportive environment and informed by the gospel of Jesus. Our learning community connects people, ideas and experiences allowing us to strive confidently to engage, achieve and serve.

Curriculum Frameworks

Concordia College is an IBO (International Baccalaureate Organisation) school and offers the IB Middle Years Programme (IBMYP) to all students in Years 7 – 10. Year 11 and 12 students are able to study either the IB Diploma Programme (IBDP) or the South Australian Certificate of Education (SACE). Students can undertake VET studies within the SACE.
Student Enrichment Programs

Concordia College seeks to enhance and enrich student outcomes during the important teenage years by offering a spectrum of experiences to engage students. These include:

- **Values development** through a range of pastoral support programs, guest speakers and service activities
- Development of **spiritual values**, in part achieved through group worship in chapel three mornings per week and a Year 12 retreat
- Timetabled **Pastoral Care** lessons that sequentially develop personal capabilities in a range of areas including personal resilience, the development of healthy relationships and life choices, development of study techniques and the exploration of future pathways
- **Peer Support** programs
- Embedding the **International Baccalaureate Learner Profile** into school curriculum
- A strong **Music** program that incorporates: music extension opportunities in the Middle Years, instrumental tuition, opportunities to play and perform in a wide variety of ensembles and bands, involvement in ‘Generations in Jazz’ in Mt Gambier, Balaklava Eisteddfod, ABODA music, the Harmony in the Chapel concert series, Concordia in Concert, Vocal Cabaret, Middle School Vocal Concert, Ensemble Workshop Day, Vocal Workshop Day, Carol Service as well as performances at external venues such as various Lutheran Homes and Probus groups
- Annual school **musical** was ‘The Sound of Music’ in 2014
- **Middle School Showcase**
- **Performing and Visual Arts** opportunities
- **Media** facilities incorporating a fully equipped TV studio
- Diverse **sport** program involving interschool sport in mid-week and Saturday matches as well as ‘Knockout’ sport competitions where appropriate. The Senior Girls Volleyball, Senior Boys Volleyball and Senior Boys Basketball teams competed at national level. Year 7 Girls Basketball team came second in the state.
- Structured **Outdoor Education** program of camps for Years 7-9
- **Trips and school camps**: Year 7 trip to Canberra, Year 8 and Year 9 Outdoor Education camps, Year 10 Peer Support camp
- **Co-curricular activities** include various special interest clubs, Year 11 Peer Support program, Year 12 mentoring.
- **Extra-curricular activities** include an annual Ski Trip, three teams in Pedal Prix and Tournament of the Minds
- **Student Exchanges and Aid visits** – annual student exchange with Germany, annual trip to the Kalahari Desert to tutor disadvantaged secondary students, biennial involvement with a Habitat for Humanity program in the Philippines, service trip to improve student outcomes through sport in the Football Outreach Vanuatu program, connection with exchange organisations to host Japanese students within...
families from Kogakuin Junior School for 2 weeks in July, sister school relationship with Heshan Middle School in Fujian Province, China, and periodic cultural understanding visits to overseas destinations

- **Overseas Music Tour** – to Europe, notably to World War 1 battlefields with performances in towns, villages and Paris War Memorial

- **Special curricular initiatives** – Challenge Based Learning for Year 7 & 8 students (a methodology that engages students in collaborative inquiry, using digital technology to address research problems), Learning to Learn program for Year 7 students, Year 7 Team Building days at Woodside Activity Centre, Year 9 single gender home class arrangement, school community garden applies sustainable farming methods and used by Year 7 Food Technology and Learning Support classes, literacy groups in Years 7 & 8, social skills program for identified students, TutE program for students identified as gifted or of high intellectual potential, Farm to Fork curriculum program.

- **Community outreach** to social welfare support groups including blood donations to the Red Cross bus, helping at the Mary Magdalene centre, collecting for Salvation Army Red Shield Appeal, Forum support for various local, national and international charities, 40 Hour Famine.

- **Student leadership opportunities** – Year 12 Action Leaders, Year 11 Peer Support Leaders, Year 9 Ambassadors, Sport and Music captains, peer educators, Health and Wellbeing Group, Forum representatives and Environment Group.

- **Celebratory Assemblies and worship services** – whole school assemblies occur fortnightly and at the end of each term.

Furthermore, student outcomes are improved indirectly through

- Courses for parents run by the Parents and Friends Association, the school counsellors and the College to enhance parent knowledge and awareness

- Voluntary parent involvement with Pedal Prix and through P&F events and within school organisations such as School Council, Foundation, P&F and the Concordia Old Collegians Association

- Diverse guests – speakers, ministers, musicians

- Community use of school facilities eg The Suaviter, chapel, gymnasium, meeting rooms, media centre, classrooms

- Staff involvement in professional organisations eg Subject Teachers Associations, SACE and IBO examination and moderation panels. Staff members present at IB workshops internationally.

### Student enrolment information

The annual school census in August 2014 showed the following demographics:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>149</td>
</tr>
<tr>
<td>9</td>
<td>152</td>
</tr>
<tr>
<td>10</td>
<td>151</td>
</tr>
<tr>
<td>11</td>
<td>160</td>
</tr>
<tr>
<td>12</td>
<td>143</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>855</strong></td>
</tr>
</tbody>
</table>

These numbers include 13 international students and six indigenous students. The student male to female ratio was approximately 53:47 (included Year 7s and internationals) in 2014.

Concordia seeks to meet the needs of students with a variety of disabilities – physical, intellectual and behavioural – and has a reputation for endeavouring to meet the needs for the students with special needs.
2. Teacher Standards and Qualifications

All teaching staff at Concordia meet the requirements of the Teachers Registration Board which includes mandatory notification, first aid training, and a criminal history check. All teachers were involved in targeted professional development aligned with the Australian Professional Standards for teachers.

The following table provides a summary of the qualifications of permanent teachers.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree or higher</td>
<td>12</td>
</tr>
<tr>
<td>Two Bachelor Degrees</td>
<td>11</td>
</tr>
<tr>
<td>Bachelor plus Diploma</td>
<td>27</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>20</td>
</tr>
<tr>
<td>Diploma of Teaching</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Workforce Composition

Concordia College has a total staff of 138 of which 90 are teachers (including Year 7 teachers). Of the teaching staff, the balance of gender is 42% male and 58% female. There is no indigenous member of staff. To endeavour to help all students reach their full potential, Concordia has a number of staff with specialist training, for example VET Coordinator, Middle and Senior School Learning Leaders, IB Diploma and IB MYP Coordinator, Special Education teachers, Student Exchange Coordinator, International Students Coordinator, School Pastor, School Counsellors and a Director of Student Learning.
4. Student Attendance at School

The rate of attendance is based on data collected over the last 20 school days of May 2014. The average attendance rate is quoted as a percentage and is calculated using the number of days students did not attend relative to the number of days students were required to attend school. It excludes absences due to students participating in representative sporting events.

<table>
<thead>
<tr>
<th>Year level</th>
<th>Total enrolments</th>
<th>% attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>100</td>
<td>94%</td>
</tr>
<tr>
<td>Year 8</td>
<td>149</td>
<td>93%</td>
</tr>
<tr>
<td>Year 9</td>
<td>152</td>
<td>94%</td>
</tr>
<tr>
<td>Year 10</td>
<td>150</td>
<td>91%</td>
</tr>
<tr>
<td>Year 11</td>
<td>151</td>
<td>91%</td>
</tr>
<tr>
<td>Year 12</td>
<td>144</td>
<td>92%</td>
</tr>
</tbody>
</table>

Accuracy of records and record keeping and efficiency in obtaining accurate information are important in recording non-attendance.

A non-attendance database is maintained recording date and reason for non-attendance. This is updated daily, and continuously during the day. If the school has not been notified by parent/caregiver of a student’s absence, the parent/caregiver is contacted by SMS message at 11am. Repeated non-attendance is reported to Head of School who meet with the family to discuss the issue.
5. Senior Secondary Outcomes

The following information relates to students who completed Year 12 in 2014:

Total number of Year 12 students = 145

**VET**

Number of students undertaking some VET courses Semester 2 = 30
% students undertaking some VET training = 8.3% of all student enrolment
Number of students completed a VET certificate in Year 12 = 12
Total Number of students completed a VET certificate = 30
% students completed a VET certificate =93% of all students undertaking VET in Year 12

**SACE**

Number of Year 12 students completing SACE Stage 2 = 138
% eligible students completing SACE = 99.24%
Number of Merit Certificates issued (subject scores of ‘20’) = 10
Total number of students studying at least one Stage 2 subject = 147
Number of SACE students receiving an Australian Tertiary Admission Rank = 129
Number of students in Years 8 – 11 who undertook at least one Stage 2 subject = 18
% SACE subject grades which were rated as ‘A’ = 37.4%
% SACE subject grades which were rated as ‘B’ = 44.6
Median ATAR achieved by SACE students = 80.2

**IBDP**

Number of students completing IBDP = 5
% eligible students completing IBDP = 100%
Number of IBDP Merits = 6
% IBDP subject grades rated as a 7 = 20%
% IBDP subject grades rated as a 6 = 63%
Median ATAR achieved by IBDP students = 97.89

**OVERALL**

% students with ATAR above 95% = 18.7%
% students with ATAR above 90% = 32.1%
% students with ATAR above 80% = 60.5%
6. Student Outcomes in Standardised National Literacy and Numeracy Testing

In 2014, Years 7 and 9 students at Concordia College participated in the National Assessment Program – Literacy and Numeracy and achieved the following performance outcomes:

<table>
<thead>
<tr>
<th>Percentage at or above the National Minimum Standard</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>94</td>
<td>94</td>
<td>93</td>
<td>93</td>
<td>97</td>
</tr>
<tr>
<td>Year 9</td>
<td>97</td>
<td>97</td>
<td>97</td>
<td>98</td>
<td>99</td>
</tr>
</tbody>
</table>

Note: One student from Year 7 and NAPLAN tests was determined as ‘below minimum standard’

7. Community Satisfaction with Concordia College

Concordia College continues to enjoy high staff and student retention rates. A Parent Communication Survey conducted in 2014 indicated a high level of parent satisfaction, 98% of respondents indicated that they would recommend the school to others on the basis of their experience. Three teachers left the College (two through retirement and one for a promotion) in 2014. Departing students generally have an exit interview or, in the case of Year 12 students, participate in an exit survey. A number of changes have been implemented as a result of this feedback.

Parent functions continue to attract strong support from families in the college community. These include Year level dinners designed to enable parents of children at each year get to know each other on an informal basis and Mother’s and Father’s Day breakfasts.

Feedback from students is sought and supplied by students through Forum, School Leaders, Action Leaders, and Year level groups, and from parents, through the P&F, Foundation and Old Collegians as well as directly from staff in positions of responsibility.
8. Post School Destinations

A review of destinations conducted in February 2015 showed the following destinations for the full time students who completed Year 12 at the end of 2014:

**Educational Institutions:**
- Accepted into University courses: 126
  (some have chosen to take a ‘gap year’)
- Accepted into TAFE courses: 10

**Labour Force:**
- Apprenticeships/Work/Other: 9

**TOTAL:** 145
9. School Income Broken Down by Funding Source

The following information indicates the sources of income in 2014 of Concordia College.

<table>
<thead>
<tr>
<th>Income for year ended 31 December 2014</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition and other fees from students</td>
<td>9 429 724</td>
</tr>
<tr>
<td>Commonwealth government grants</td>
<td>5 376 150</td>
</tr>
<tr>
<td>State government grants</td>
<td>1 023 836</td>
</tr>
<tr>
<td>Other income</td>
<td>524 754</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>16 354 464</strong></td>
</tr>
<tr>
<td><strong>Capital income</strong></td>
<td></td>
</tr>
<tr>
<td>Commonwealth government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Other capital income</td>
<td>65 130</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>65 130</strong></td>
</tr>
<tr>
<td><strong>Total income from all sources</strong></td>
<td><strong>16 419 594</strong></td>
</tr>
</tbody>
</table>