

1. Contextual Information about the school

School Profile

Concordia College consists of two co-educational campuses: St John's Campus (Early Learning Centre to Year 6) and Concordia Campus (Year 7 to 12) located on a single site in Adelaide's eastern suburbs, just 5km from the CBD. Uniquely positioned for access to the city and the hills, and located close to major transport routes, Concordia attracts students from across Adelaide, with around one third of our students travelling in by school bus.

Concordia College is an authorised International Baccalaureate (IB) World School implementing three IB programmes - Diploma Programme, Middle Years Programme and the Primary Years Programme. As well as the IB Diploma, Senior school students are also able to undertake the South Australian Certificate of Education (SACE). Concordia College is a member of the Lutheran Schools Association and has a strong Christian ethos.

Our Vision

Engage. Achieve. Serve.

Our Mission

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.

Our Values

Our values define our learning community and guide our relationships and interactions.

CARING - Support each other

As a caring community, we believe we are better together. We act in the spirit of grace because we recognise God's love for us. We actively look for opportunities to support each other as we learn and grow.

INTEGRITY - Consistent in our convictions

We commit to being authentic and honest in everything we do.

PERSONAL EXCELLENCE - Be our best

We will challenge and encourage each other to achieve our personal best in all of our endeavors.

RESPECT - Value each other

We accept and celebrate differences and believe that they enhance and enrich our community. We aim to make people feel valued and appreciated.

RESPONSIBILITY - Own our actions

We take personal accountability for our learning and actions. We build a sense of social responsibility and commit to making a positive difference in our communities and in the world.

Vision for Learning

Engage	Relationships	Supportive, caring and professional staff develop a sense of connectedness with each learner, enabling all members of the community to become partners in learning. The school deliberately and intentionally shares and lives the good news of Jesus Christ with students, families, staff and the broader community.
	Learner Centred	A focus on the continual development of the art and science of teaching enables relevant, personally challenging and creative interactions that enhance the learning environment and outcomes for all learners.
	Learner Qualities	All learners are encouraged to see themselves as a member of an internationally minded community. They are supported to become curious, open-minded, principled and reflective people, who value others and care for the world.

Achieve	Mindset	All learners are challenged to reflectively consider their attitudes towards learning and shape them positively in order to thrive.
	Enriched Learning	All learners receive significant, relevant, engaging and challenging experiences for learning and faith development in all aspects of school life.
	Growth	All learners are provided with a structured and supportive environment so that they may achieve depth and rigour in their learning and develop resilience for their journey through life.

Serve	In our School In our Community In our World	As a response to the gospel of Jesus Christ the school community has the opportunity to extend their learning through service and are empowered to choose and reflect on their actions to make a difference in the school, the community and the world.
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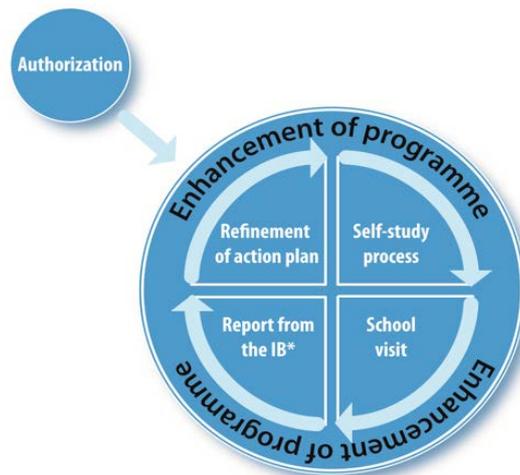
2. Self-assessment, evaluation, performance and process

Self-assessment and evaluation at Concordia College is an essential process where feedback and evidence is sought from a number of sources regarding the credibility and effectiveness of the teaching and learning programs.

Main Assessment Tool

Concordia College's main assessment tool is the IB evaluation process which is based on the following standards: Philosophy, Organisation and Curriculum. The IB evaluation is conducted every five years. As part of the process, the school engages in an extensive self-study involving staff, students, parents and school board.

IB Programme evaluation is an ongoing process of action and reflection. This process is supported by the school's continuous action plan, which is based on the *Programme standards and practices*. The IB evaluation process should be considered as a verification of this ongoing process in the school. This is shown in the diagram below.



Additional Assessment and Data Collection Tools

The analysis of other forms of data such as the Quality Schools Survey Tool, National Assessment Program Literacy and Numeracy (NAPLAN), SACE, Early Years Learning Framework (EYLF) and IB results, standardised diagnostic and student report data and ongoing classroom assessment is also used to provide evidence and inform the school improvement process.

The Quality Schools (QS) survey tool is grounded in the Vocational Practices element of the Lutheran Education Australia (LEA) leadership and formation framework *Growing Deep*. It has the specific purpose of focussing on the ongoing development, support and growth for school improvement and to enhance the understanding of Lutheran schools as an integral part of the Lutheran Church of Australia (LCA).

3. Concordia College Improvement Process

There are three stages to the Concordia College improvement process. These are review, implementation and refinement, all of which are continuously monitored.

Review

Guiding questions: What are we reviewing, Why are we doing this? Where are we now? Where do we want to go? What will we analyse? How can we improve practices, student learning and well-being? Who will be involved? How will teachers, students and parents be involved? Why are we changing?

Considerations for developing an action plan for this phase:

- Analyse the collected data to verify the current situation
- External educational initiatives / best practices
- Engage external consultants
- Revision of organisational structures
- Outcomes of self study (IB format e.g. observations, recommendations) and Quality School Survey
- Affirm or revise program plan to achieve outcomes
- The design of vision statements/purpose statement, policy, procedures and/or protocols that align with the vision for learning
- Plan for implementation
- Process for collecting information and measuring success
- Identify areas for change

Implementation

Guiding questions: How do we get where we want to be? Who is making this happen? What actions need to be taken and by whom to improve practices, student learning and well-being? What is different in the classroom? Where is the vision or purpose working well?

Considerations for the continued development of the action plan for this phase:

- Collection of relevant data
- Recommendations from review phase (outline strategies, budget, responsibility, year outcomes)
- Adopt /refine program plan to achieve outcomes
- Communication of review rational, process and findings to staff
- Building knowledge of initiatives
- Establishment of common expectations to implement initiatives effectively
- Professional development requirements - Professional Learning Plan (PLP)
- Acquiring resources (human, teaching, building) to support new initiatives
- Design of teaching strategies, best practices samples, units that reflect initiatives and pedagogy
- Implementation of best practice and support structures
- Develop / revise school documentation / website to ensure it reflects the School's Vision for Learning and findings from the review phase. Documents may include vision statement, policy, procedures and protocols, teaching strategies and samples of best practice.

Refinement

Guiding questions: How will our practices reflect the findings of the review? How will the findings of the review improve practices, student learning and wellbeing? How do we know we have achieved our vision?

Considerations for developing an action plan for this phase:

- Collection of relevant data
- Development and management of common expectations
- Refined professional development needs
- Refinement of PLPs
- Modelling best practice
- Building professional learning environments to support implementation of the review findings
- Support for teachers during the process of implementation

Monitoring

Guiding questions: How are we measuring progress and achievement? What tools are we using to monitor progress? What does the evidence suggest? Are we meeting our goals? How are we reporting what we are monitoring? Do we have a timeline in place? Who will monitor progress? What are our indicators of success?

The implementation of the School Improvement Plan is monitored by the Concordia College Education Committee and reported regularly meeting to the College Board by the Principals.

Considerations for developing this phase:

- Set goals and targets
- Set appropriate timelines
- Prepare a reporting template
- Record milestones
- Ensure processes are in place for collecting and analysing data
- Ensure processes are in place for tracking progress and outcomes
- Assign responsibilities to appropriate staff

Model for School Improvement



4. Improvement Focus / Foci

Following an extensive collection and analysis of the data and information gathered using the main assessment tool and other sources (as referred to on page 3), the following school improvement focus areas have been identified. School leaders at each campus will lead the school improvement process of review, implementation, refinement and monitoring, to realise the Vision for Learning.

2017

St John's Campus

Language

Concordia Campus

Differentiation

Continuous Reporting

2018

St John's Campus

Assessment and reporting

Concordia Campus

Differentiation

Continuous Reporting

5. Annual Review and Reporting

The Principals will meet regularly with the leaders responsible for each focus area of the SIP to monitor progress and report regularly to the School Board. Progress will also be made available to the school community through various media. They will also ensure that the plan is reviewed at the end of each year and changes made as appropriate.

The Principals will collaborate to write one report for the SIP at the end of each year and publish this on the College website.