School Performance
Report 2017
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1. GENERAL INFORMATION

Concordia College is a co-educational Early Learning Centre (ELC) to Year 12 School of the Lutheran Church of Australia. Concordia comprises two campuses, located adjacent to one another in Highgate, five kilometres south of Adelaide’s CBD. The St John’s Campus is located at 20 Highgate Street, Highgate while the Concordia Campus is located at 24 Winchester Street, Highgate.

Following the amalgamation of St John’s Lutheran School and Concordia College to form Concordia College Inc. in January 2016, strong enrolments have continued, with the provision of quality education across all year levels. Catering for students from ELC to Year 6, the St John’s Campus curriculum is based on the International Baccalaureate (IB) Primary Years Program (PYP). The Concordia Campus caters for students from Year 7 to Year 12, with Middle School students studying the IB Middle Years Programme (MYP) while students in Years 11 and 12 can choose to study the South Australian Certificate of Education (SACE) or the IB Diploma Programme (IBDP).

Concordia College’s governing body is the Concordia Board Inc, currently consisting of eight Board members with five consultant members and is chaired by Mrs Sylvia Andersons.

Both campuses share a common Mission and Vision Statement.

Our Vision Statement

Our 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.
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
Be consistent with 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 endeavours.

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
Our own 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 our world.

As an International Baccalaureate Organisation (IBO) World School we also acknowledge the Mission Statement of the IBO.

The Mission Statement of the International Baccalaureate Organization
The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
To this end the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
Concordia College as a Lutheran School

Lutheran schools seek to be secure places that offer care and support to all members of their communities.

Lutheran schools respect individual gifts and differences. The schools are communities in which each individual is valued. Lutheran school curriculums incorporate the requirements of the state education system and are designed to promote healthy growth in all aspects of our students’ lives.

Lutheran schools integrate the Christian biblical faith in Jesus as Saviour and Lord into all aspects of learning and life.

Lifelong Qualities for Learners

CORE STATEMENT

As central to their mission and ministry, Lutheran schools seek to nurture individuals who are...

+ aware of their humanity
+ open to the influence of the Holy Spirit
+ growing in and living according to a cohesive worldview

while...

Living in community and reflecting characteristics of God through core values, especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation

and...

Contributing to communities by being...

+ self-directed, insightful investigators and learners
+ discerning, resourceful problem solvers and implementers
+ adept, creative producers and contributors
+ open, responsive communicators and facilitators
+ principled, resilient leaders and collaborators
+ caring, steadfast supporters and advocates.
Student Body

While a significant number of students live within walking distance of the school, many families travel from various parts of Adelaide’s metropolitan area, particularly from the eastern and southern suburbs.

Since the amalgamation at the beginning of 2016, Concordia has operated as an Early Learning Centre to Year 12 College with approximately 1300 students. Concordia College comprises two campuses with the Early Years (ELC – Year 3) and the Primary Years (Years 4 – 6) located at the St John’s Campus while the Middle School (Years 7 – 9) and the Senior School (Years 10 – 12) are located at the Concordia Campus. The Early Learning Centre (ELC) was established for 4 – 5 year old children in 2007.

Curriculum Frameworks

St John’s Campus has an ELC (Early Learning Centre) and offers the IB (International Baccalaureate) PYP (Primary Years Programme).

Concordia Campus 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 (Vocational Education and Training) studies within the SACE.

Student Enrichment Program – St John’s Campus

Further to the academic programme, the St John’s Campus offer a broad educational experience, including:
- sport
- music
- community service
- student leadership

A camping program is also a strong component of the school curriculum. Students participate in:
- a sleepover in Year 2
- camps from Years 3 – 6

There is also an extensive sports program in operation at the St John’s Campus which includes teams in:
- cricket
- soccer
- basketball
- softball
- tennis
- netball
- table tennis
- cross country
- chess
- ‘Have-a-Go’ programs are featured in the Early Years.

St John’s Campus enters teams in various SAPSASA events with outstanding results in several of the competitions.

Choirs are offered to students at every level
- A band opportunity for the primary students has resulted in a large and diverse group, including:
  - Percussion
  - Recorder group
  - String ensembles

Concerts are scheduled each year for choirs, bands and individual students to present items to the community.

Students also go into the community to share their musical skills.

The school’s commitment to service enables students and the wider community to explore their role in issues like social justice, human rights and development. Opportunities for service include:

- support given to organisations like ‘Australian Lutheran World Service’ and ‘Lutheran Community Care’

St John’s Campus continues to develop its formal partnership with schools in the Siassi Islands, PNG. During the past three years, we have
had teachers from St John’s Campus visit Siassi as well as visitors coming to us. This is continuing into the future as we strive to develop and strengthen our connection between the learning communities

+ the Leadership Program within the school has enabled eight Year 6 students to be elected by their peers to fulfil the role of School Leader
+ students also elect one boy and one girl from each class each semester to represent their class on the SRC
+ eight Year 6 students are also elected to the position of House Captain
+ regular assemblies and chapel services with student input
+ Grandparents’ and Special Friends’ Morning
  ○ in 2017, students from ELC to Year 3 were provided with the opportunity to worship through a special Chapel service and share their learning with grandparents and special visitors
+ three School Services were held over three Sundays in Terms 1 to 3, at which clusters of classes had significant input.

+ **values development** through a range of pastoral support programs, guest speakers and service activities

+ **opportunities for spiritual growth** such as:
  ○ whole school worship in Chapel services on three mornings per week
  ○ sequenced Christian Studies Program from Years 7 – 12
  ○ student-led Chapel services and lunchtime youth group
  ○ Vetamorphus, a practical Christian leadership course offered as a subject choice in Year 11
  ○ meditation and reflection offered at various year level gatherings
  ○ opportunities to attend outside events, such as Bible masterclasses
  ○ some year levels involved in a mindfulness program
  ○ internal events encouraging exploration of Christian spirituality
  ○ discovering a servant heart through engagement with a broad range of organisations, both locally and abroad

+ **timetabled Pastoral Care lessons** that sequentially develop **personal capabilities** in
  ○ personal resilience
  ○ building/development of healthy relationships
  ○ mental health and well-being
  ○ making informed life choices
  ○ development of study techniques
  ○ the exploration of future pathways

+ **Peer Support programs**

+ **Peer Mentoring programs**
  ○ Restorative practices
  ○ cyber safety
  ○ leadership
  ○ sexual health
  ○ drug and alcohol awareness/education
  ○ stress management
  ○ mindfulness

+ **the Inclusive Learning program** which recognises that inclusion is essential in a quality education setting. The program builds on the strengths of individual students. Both the Learning Support and Gifted Education

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### Student Enrichment Programs – Concordia Campus

Concordia Campus seeks to enhance and enrich student outcomes during the important teenage years by offering a spectrum of experiences to engage students. These include:
programs cater for students through differentiation in the classroom, small group initiatives and through opportunities for involvement in events such as competitions and conferences

+ embedding the **International Baccalaureate Learner Profile** into the school curricula

+ a strong **Music** program that incorporates:
  - music extension opportunities in the Middle and Senior Years
  - instrumental tuition
  - opportunities to play and perform in a wide variety of ensembles and bands
  - involvement in ‘Generations in Jazz’ in Mt Gambier
  - Ensembles Workshop Day, with:
    - Strings Workshop Day
    - Bands Workshop Day
  - ABODA Music Festival
  - Harmony in the Chapel concerts
  - Concordia in Concert
  - Senior Vocal Cabaret
  - Middle School Vocal Concert
  - Choir

+ Workshop Day
+ Valedictory Service
+ Carols Service
+ Community performances at Lutheran Homes, Nursing Homes and Living Choice Retirement Village
+ The annual school **musical** which in 2017 was a production of ‘Annie’.

+ Middle School Showcase
+ **performing and visual arts** opportunities
+ **Media** facilities incorporating a fully-equipped TV studio
+ diverse co-curricular and extra-curricular **sporting programs** involving interschool sport in mid-week and Saturday matches as well as ‘Knockout’ sport competitions where appropriate:
  - Promoted to the Pool A State-wide KO after winning the Pool B KO Championship in 2016, the 1st XVIII Football had a convincing first round win but with a 3-point loss, narrowly missed progressing to the 3rd round. Meanwhile an undefeated Wednesday afternoon season resulted in being Premiers of the Southern Zone competition for the second successive year
  - The Senior Girls Volleyball and Senior Boys Volleyball teams competed at the national schools championships in Melbourne. Both won Bronze in Division 3
  - The combined Boys and Girls teams again retained Concordia’s place in the A2 division of the SSSSA Graded Athletics Championships finishing 6th from nine competing schools
  - In IGSSA Athletics the girls finished 4th in a very strong competition, our best result ever
  - The Boys Athletics team finished 2nd of eight schools in the B Grade of Achilles Cup
  - The Mixed Senior KO Hockey team won the state-wide SSSSA Championship for the second successive year
  - The combined Swimming team finished 1st in E Grade of the SSSSA Graded Swimming Championships, with the boys winning their division within that combined result and the girls placing 4th and progressed to D Grade for 2018
  - The 8/9 Boys Cricket progressed to the finals of the one-day KO competition – a 3-way draw was declared when
the day was ultimately washed out
○ The Drive Tennis team held its place in A Grade
○ Waverley International Netball Competition representation
○ IGSSA Volleyball Senior A and Senior B shield runner ups with Middle A team winning their grand final and finishing 1st
○ IGSSA Senior B Netball team finished runner up after being defeated in the grand final
○ IGSSA Middle Football Competition in which the girls were runner-up
○ IGSSA Senior A Premier League Tennis finished 4th
○ SAPSASA Boys Basketball won the State Competition
○ SAPSASA Boys Cricket made the quarter finals
○ IGSSA Senior A Basketball were defeated in grand final to finish 2nd
○ IGSSA Middle A Soccer finished equal 3rd.

+ student exchanges and exposure visits - secondary students working with schools from around the world through:
  ○ annual Year 11 student exchange with Germany (Bavaria)
  ○ biennial involvement with a Habitat for Humanity build in Cambodia with other South Australian Lutheran Colleges
  ○ biennial service trip to improve student outcomes through sport in the Football Outreach Vanuatu program
  ○ biennial immersion to Central Australia to connect with Aboriginal communities and culture
  ○ connection with exchange organisations to host Japanese students within families from Kogakuin Junior School, Tokyo Joshi and Miyagi Gakuin Schools
  ○ sister school and exchange relationship with Satya Wacana Christian School in Central Java, Indonesia
  ○ and periodic cultural understanding visits to overseas destinations.

+ overseas Music/Arts Tours:
  ○ In 2016 Concordia’s Concert Band and Big Band One travelled to a number of cities and towns in Japan to perform concerts in a variety of venues and school settings. This was not only an opportunity to share our music but was also an opportunity for the students to authentically experience some Japanese culture. In July of 2018, a Studio Orchestra and small choir will travel to France and Belgium to perform concerts which will assist in commemorating the 100th anniversary of the end of World War I
  ○ Opportunity for students in Year 11 and 12 to participate in a Europe Art Tour for three weeks (occurs every two years). A full and rich cultural trip for students who have an interest in the Arts.

+ 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
  ○ Year 12 Retreat

+ co-curricular activities include various special interest clubs and Peer Mentoring, Support and Teaching programs

+ extra-curricular activities include
  ○ an annual Ski Trip
  ○ Pedal Prix
  ○ Debating
special curricular initiatives
- Challenge-based Learning for Year 7 and 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 is used by Year 7 Food Technology and Learning Support classes
- Small focus groups
- Individual Education Programs for special needs students
- 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:
- helping at the Mary Magdalene Drop-in Centre
- collecting for the Salvation Army Red Shield Appeal
- student involvement in the 40 Hour Famine
- raising awareness of a variety of other local organisations, with opportunities for student-led initiatives
- a Pastoral Care program that incorporates service learning
- hearing from speakers representing various organisations in classes and on excursions
- Forum support for various local, national and international charities.

student leadership opportunities include:
- Year 12 Action Leaders
- Year 11 Peer Support Leaders
- Year 10 Peer Mentors
- Year 9 Ambassadors
- Year 8 Leaders
- House Captains

- Student Leaders (including College Captains and Deputies)
- Year Level House Leaders
- Sport and Music Captains
- Forum representatives

celebratory Assemblies and worship services – whole campus 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 (P&F), 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 the College Board, Foundation, P&F and the Concordia Old Collegians Association

diverse guests – speakers, ministers, musicians

community use of the campus facilities e.g. The Suaviter, the Chapel, gymnasium, meeting rooms, Media Centre and classrooms

staff involvement in professional organisations e.g. Subject Teachers Associations, SACE and IBO examination and moderation panels. Staff members present at IB workshops internationally.
Governance
The Concordia College Board continues to have equal representation from both campuses of the College. The Board is chaired by Sylvia Andersons and has eight members including the Chair and has five consultants to the Board. The Board has had eight official meetings throughout the year, and generally holds two Board Development Days each year.

Parent Involvement
The parent body from the St John’s Campus, Links, has once again given great financial support to the Campus, as well as building and promoting community. This is done through school lunches in Terms 2 and 3, and ice-blocks in Terms 1 and 4. The St John’s Campus BBQ in Term 1 and the major event were very successful community events. A number of other activities are also supported by Links. The St John’s Campus Community Carer, provides leadership and support to students, parents and staff, and works closely with all year level coordinators (parents representing every class) to help build and promote community.

Student enrolment information
The annual school census on 4 August 2017 showed the following demographics:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>50</td>
</tr>
<tr>
<td>Year 1</td>
<td>52</td>
</tr>
<tr>
<td>Year 2</td>
<td>52</td>
</tr>
<tr>
<td>Year 3</td>
<td>52</td>
</tr>
<tr>
<td>Year 4</td>
<td>56</td>
</tr>
<tr>
<td>Year 5</td>
<td>56</td>
</tr>
<tr>
<td>Year 6</td>
<td>56</td>
</tr>
<tr>
<td>Year 7</td>
<td>125</td>
</tr>
<tr>
<td>Year 8</td>
<td>144</td>
</tr>
<tr>
<td>Year 9</td>
<td>150</td>
</tr>
<tr>
<td>Year 10</td>
<td>164</td>
</tr>
<tr>
<td>Year 11</td>
<td>153</td>
</tr>
<tr>
<td>Year 12</td>
<td>154</td>
</tr>
<tr>
<td>Total</td>
<td>1264</td>
</tr>
</tbody>
</table>

These numbers include 32 international students, no exchange students and three indigenous students. The student male to female ratio at St John’s Campus was approximately 1:1 and the Concordia Campus was approximately 1.23:1 (which included Year 7s and internationals) in 2017.

Our Early Learning Centre and Out of School Hours Care have both been acknowledged as centres of excellence. They have both been rated as Exceeding National Quality Standard by the Australian Children’s Education and Care Quality Authority. Concordia College is one of two schools that have achieved this rating for both ELC and OSHC.

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

We have a highly qualified, dynamic and innovative teaching staff, with all teaching staff at Concordia meeting the requirements of the Teachers Registration Board which includes teacher’s registration, relevant qualifications, RAN training, first aid training, and a criminal history check. All teachers are involved in targeted professional development (PD) aligned with the Australian Professional Standards for Teachers. All teachers have a Professional Learning Plan (PLP) that is linked to the College's strategic intentions and 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>1. Masters Degree or higher</td>
<td>18</td>
</tr>
<tr>
<td>2. Bachelor Degrees</td>
<td>40</td>
</tr>
<tr>
<td>3. Bachelor plus Diploma</td>
<td>34</td>
</tr>
<tr>
<td>4. Bachelor of Education</td>
<td>21</td>
</tr>
<tr>
<td>5. Bachelor of Education – Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>6. Diploma of Teaching</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>122</strong></td>
</tr>
</tbody>
</table>

2. WORKFORCE COMPOSITION

Concordia College has a total staff of 197 of which 90 are teachers at Concordia Campus and 32 are teachers at St John’s Campus, with 10 teachers on leave and 11 teachers on fixed term contracts. Of the teaching staff at Concordia Campus, the balance of gender is 32% male and 68% female. Of the teaching staff at St John’s Campus, the balance of gender is 22% male and 78% female. To endeavour to support all students in their learning, Concordia College has staff with specialist training. For example, at St John’s Campus there are qualified Learning Support, Music, Visual Art, Physical Education and German staff. St John’s Campus has a Deputy Principal, an IB PYP Coordinator and a Well-being Coordinator. At the Concordia Campus there is an IB MYP and an IB DP Coordinator, SACE Coordinator and VET Coordinator. There are Heads of School, Assistant Heads of School, Middle and Senior School Pastoral Leaders, a Special Education Coordinator, International Students Coordinator, School Pastor, two School Counsellors, a Director of Student Learning, teachers and support staff. In 2017, no staff employed at Concordia College identified as Indigenous.
3. STUDENT ATTENDANCE AT SCHOOL

The rate of attendance is based on declared data provided on the My School website for Year 1 to Year 10 in Semester 1, 2017.

<table>
<thead>
<tr>
<th>Year level</th>
<th>Total enrolments</th>
<th>% attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>St John's Campus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>53</td>
<td>93.19</td>
</tr>
<tr>
<td>Year 2</td>
<td>52</td>
<td>93.76</td>
</tr>
<tr>
<td>Year 3</td>
<td>53</td>
<td>94.97</td>
</tr>
<tr>
<td>Year 4</td>
<td>56</td>
<td>96.30</td>
</tr>
<tr>
<td>Year 5</td>
<td>57</td>
<td>94.90</td>
</tr>
<tr>
<td>Year 6</td>
<td>56</td>
<td>94.43</td>
</tr>
<tr>
<td><strong>Concordia Campus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>126</td>
<td>93.39</td>
</tr>
<tr>
<td>Year 8</td>
<td>147</td>
<td>94.67</td>
</tr>
<tr>
<td>Year 9</td>
<td>151</td>
<td>91.84</td>
</tr>
<tr>
<td>Year 10</td>
<td>175</td>
<td>91.48</td>
</tr>
<tr>
<td>Year 11</td>
<td>154</td>
<td>94.39</td>
</tr>
<tr>
<td>Year 12</td>
<td>157</td>
<td>93.40</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 a parent/caregiver of a student’s absence, the parent/caregiver is contacted by SMS message at 11am. Repeated non-attendance is reported to the Head of School who meets with the family to discuss the issue.
4. SENIOR SECONDARY OUTCOMES

The following information relates to students who completed Year 12 in 2017:

<table>
<thead>
<tr>
<th><strong>Total number of Year 12 students</strong></th>
<th>156</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VET</strong></td>
<td></td>
</tr>
<tr>
<td>Number of students undertaking some VET courses Semester 2</td>
<td>39</td>
</tr>
<tr>
<td>% students undertaking some VET training (of eligible Year 12 students)</td>
<td>8%</td>
</tr>
<tr>
<td>Number of students completed a VET certificate in Year 12</td>
<td>11</td>
</tr>
<tr>
<td>Total Number of students completed a VET certificate</td>
<td>36</td>
</tr>
<tr>
<td>% eligible students completed a VET certificate</td>
<td>25%</td>
</tr>
<tr>
<td><strong>SACE</strong></td>
<td></td>
</tr>
<tr>
<td>Number of Year 12 students completing SACE Stage 2</td>
<td>135</td>
</tr>
<tr>
<td>% eligible students completing SACE</td>
<td>99%</td>
</tr>
<tr>
<td>Number of SACE Merit Certificates issued (subject scores out of ‘20’)</td>
<td>17</td>
</tr>
<tr>
<td>Total number of students studying at least one SACE Stage 2 subject</td>
<td>139</td>
</tr>
<tr>
<td>Number of SACE students receiving an Australian Tertiary Admission Rank</td>
<td>127</td>
</tr>
<tr>
<td>% SACE subject grades which were rated as ‘A’</td>
<td>16%</td>
</tr>
<tr>
<td>% SACE subject grades which were rated as ‘B’</td>
<td>37%</td>
</tr>
<tr>
<td>Median ATAR achieved by SACE students</td>
<td>81</td>
</tr>
<tr>
<td><strong>IBDP</strong></td>
<td></td>
</tr>
<tr>
<td>Number of students completing IBDP</td>
<td>15</td>
</tr>
<tr>
<td>% eligible students completing IBDP</td>
<td>88%</td>
</tr>
<tr>
<td>Number of IBDP Merits</td>
<td>2</td>
</tr>
<tr>
<td>% IBDP subject grades rated as a 7</td>
<td>21%</td>
</tr>
<tr>
<td>% IBDP subject grades rated as a 6</td>
<td>38%</td>
</tr>
<tr>
<td>Median ATAR achieved by IBDP students</td>
<td>87.3</td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
<td></td>
</tr>
<tr>
<td>% students with ATAR of 95% or above</td>
<td>13.4%</td>
</tr>
<tr>
<td>% students with ATAR of 90% or above</td>
<td>28.9%</td>
</tr>
<tr>
<td>% students with ATAR of 80% or above</td>
<td>54.3%</td>
</tr>
</tbody>
</table>
5. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2017, Years 3, 5, 7 and 9 students at Concordia College participated in the National Assessment Program - Literacy and Numeracy (NAPLAN) 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 3</td>
<td>96</td>
<td>100</td>
<td>100</td>
<td>98</td>
<td>100</td>
</tr>
<tr>
<td>Year 5</td>
<td>96</td>
<td>98</td>
<td>98</td>
<td>91</td>
<td>96</td>
</tr>
<tr>
<td>Year 7</td>
<td>98</td>
<td>98</td>
<td>98</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>Year 9</td>
<td>90</td>
<td>90</td>
<td>99</td>
<td>97</td>
<td>100</td>
</tr>
</tbody>
</table>
Concordia College continues to enjoy high staff and student retention rates. The Principal, three teachers and one Lutheran Service Officer (LSO) left the College (one for work elsewhere, four through retirement and none for promotion) in 2017. 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 a family BBQ for Year 7 & 8 families, year level functions designed to enable parents of children in a year level get to know each other on an informal basis, as well as and Mother’s and Father’s Day breakfasts. Around 1,200 parents of Concordia Campus students and 500 old collegians attended at least one community event in 2017 (excluding Twilight Tea).

The College also enjoys strong volunteer support. 320 parents volunteered at community events held on the Concordia Campus in 2017.

Feedback from students is sought and supplied through Forum, School Leaders, Action Leaders, and year level groups, and from parents through the P&F and parent surveys, The Foundation and Concordia Old Collegians Association as well as directly from staff in positions of responsibility.
7. POST SCHOOL DESTINATIONS

Of the students who commenced post-secondary life in 2018, a total of 138 students applied for tertiary entry, including 5 internationals and of those 130 gained places

<table>
<thead>
<tr>
<th>Educational Institutions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted into university courses</td>
<td>125</td>
</tr>
<tr>
<td>Adelaide University</td>
<td></td>
</tr>
<tr>
<td>ALC</td>
<td></td>
</tr>
<tr>
<td>Flinders University</td>
<td>35</td>
</tr>
<tr>
<td>Interstate</td>
<td>41</td>
</tr>
<tr>
<td>Tabor</td>
<td></td>
</tr>
<tr>
<td>University of SA</td>
<td>49</td>
</tr>
<tr>
<td>Accepted into TAFE courses</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total of tertiary entries</strong></td>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>

Some may have chosen to take a ‘gap year’

<table>
<thead>
<tr>
<th>Labour Force:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeships/Work/Other</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>130</strong></td>
</tr>
</tbody>
</table>
8. SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

The following information indicates the sources of income in 2017 of Concordia College.

<table>
<thead>
<tr>
<th>Income for year ended 31 December 2017</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td></td>
</tr>
<tr>
<td>Tuition and other receipts from students</td>
<td>11,735,663</td>
</tr>
<tr>
<td>Commonwealth government grants</td>
<td>9,839,561</td>
</tr>
<tr>
<td>State government grants</td>
<td>1,879,986</td>
</tr>
<tr>
<td>Other income</td>
<td>3,604,553</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>27,059,763</strong></td>
</tr>
<tr>
<td>Capital income</td>
<td></td>
</tr>
<tr>
<td>Commonwealth government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Other capital income</td>
<td>41,249</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>41,249</strong></td>
</tr>
<tr>
<td><strong>Total income from all sources</strong></td>
<td><strong>27,101,012</strong></td>
</tr>
</tbody>
</table>