

# Concordia College

## School Performance Report 2025

**Firm in Principle, Gentle in Manner**

*Fortiter in Re, Suaviter in Modo*



# Contents

Introduction . . . . .	3
Vision, Mission, Values and Motto . . . . .	5
Inclusive Learning . . . . .	6
Enrolments, Indigenous Students . . . . .	7
School Attendance Information . . . . .	8
Community Satisfaction . . . . .	9
Senior Secondary Outcomes . . . . .	10
NAPLAN Results . . . . .	11
Teachers' Standards & Qualifications . . . . .	13
Workforce Composition . . . . .	14
Student Enrichment Programs . . . . .	15
Music . . . . .	17
Art . . . . .	19
Sports . . . . .	21
Media . . . . .	23
Digital Technologies . . . . .	25
School Trips . . . . .	26
Special Curricular Initiatives . . . . .	28
School Incomes . . . . .	29



# Introduction

Founded in 1890, Concordia College has a rich history and tradition as an academic and caring school. We encourage and support young people to be successful, independent learners. At Concordia College, we provide a vibrant education rich in opportunities, delivered in a supportive environment, empowered by the love of Jesus Christ.

Concordia College offers continuous education from Early Learning (3 years of age) to Year 12 with three campuses:

- + **Blackwood**
  - + St Peters Campus (ELC to Year 6)
- + **Highgate**
  - + St John's Campus (ELC to Year 6)
  - + Concordia Campus (Year 7 to Year 12)

Our campuses are small enough for students to feel secure and confident, while benefiting from the many advantages of a larger school. Concordia College inspires young people to actively engage in lifelong learning, achieve their best, and become global citizens who serve with an open heart.

We have a strong commitment to academic engagement, success and achievement. Concordia College offers a wide range of learning and co-curricular opportunities that encourage students to discover and develop their talents and interests including STEM, Music and Sport – within a safe and supportive environment.

Christian faith and spirituality underpins the practices of Concordia College. It is an important aspect of school life. In fulfilling our mission we provide opportunities for students to learn and grow through service to reflect on their own spiritual development.

In 2025, students studied the PYP and MYP International Baccalaureate, selecting from a broad range of subjects as part of a well-balanced curriculum, which allowed them to gain the South Australian Certificate of Education (SACE) on completion of Year 12. Our hope is for all Concordia graduates to leave with a quiet but confident and resilient sense of who they are and that they will be able to achieve in all that they aspire to do.





*Inspiring and equipping hearts, hands and minds for a world of possibilities.*

# Vision

Inspiring and equipping hearts, hands and minds for a world of possibilities.

# Mission

We aim to provide a vibrant education, rich in opportunities, delivered within a caring, supportive environment, empowered by the love of Jesus Christ. We seek to inspire young people to actively engage in lifelong learning, achieve their best and become global citizens who serve with an open heart.

# Values

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

- + Integrity: Our actions align with our words, even when it is difficult.
- + Courage: We embrace challenge and take healthy risks.
- + Aspiration: We strive for continuous growth and improvement.
- + Care: We show respect and kindness to ourselves and others.
- + Connection: We welcome, include and appreciate others.
- + Grace: We show humility, gratitude and forgiveness.

# Motto

*Fortiter in Re, Suaviter in Modo*  
Firm in Principle, Gentle in Manner



# Inclusive Learning

Inclusive Education and Learning at Concordia College (ELC to Year 12) recognises that diversity builds a rich community and works within the principles of the Inclusive Learning Policy and Response to Intervention guidelines.

At Concordia College, we celebrate student diversity, valuing inclusive practices and recognising individual difference as a positive feature of our school community.

## + St John's Campus

- + Students with disabilities included in NCCD data | 84
- + Quality Differentiated Teaching Practice (QDTP) | 10
- + Supplementary Adjustments | 58
- + Substantial Adjustments | 16

## + St Peters Campus

- + Students with disabilities included in NCCD data | 43
- + Quality Differentiated Teaching Practice (QDTP) | 12
- + Supplementary Adjustments | 30
- + Substantial Adjustments | 0
- + Extensive | 1

## + Concordia Campus

- + Students with disabilities included in NCCD data | 154
- + Quality Differentiated Teaching Practice (QDTP) | 103
- + Supplementary Adjustments | 41
- + Substantial Adjustments | 10
- + Extensive | 0



# Enrolments, Indigenous Students

Year Level	Total Enrolments
<b>St Peters Campus</b>	
Reception	1
Year 2	2
Year 3	1
Year 4	2
<b>St John's and Concordia Campuses</b>	
Year 1	1
Year 3	1
Year 5	1
Year 8	2
Year 10	2
Year 11	1





# School Attendance Information

The school provides multiple channels to communicate student absence. When a student is absent without explanation, an SMS text message is sent to the parent or guardian by 10.00am seeking clarification of the reason for the absence, as well as a follow-up phone call when required. Longer-term absences are arranged through parental communication with the relevant School Leader or Principal.

## St Peters Campus

Year Level	Total Enrolments	% Attendance
<b>Primary School</b>		
Year 1	12	94.9
Year 2	18	94.4
Year 3	13	93.3
Year 4	13	94.0
Year 5	11	89.4
Year 6	6	92.6

As per the Federal Government requirements (effective Semester 1 2025).

## St John's and Concordia Campuses

Year Level	Total Enrolments	% Attendance
<b>Primary School</b>		
Year 1	47	93.98
Year 2	51	93.51
Year 3	52	94.04
Year 4	74	92.76
Year 5	84	92.92
Year 6	78	92.16
<b>Middle School</b>		
Year 7	152	92.98
Year 8	147	89.89
Year 9	142	91.74
Year 10	159	91.41

As per the Federal Government requirements (effective Semester 1 2025), these figures reflect Reception to Year 10 only.

# Community Satisfaction

Concordia College continues to experience high staff and student retention rates.

On the **Concordia Campus** 9 (nine) teachers left the College (4 due to new positions, 5 for retirement) in 2025. 8 (eight) LSOs resigned in 2025 (2 for retirement, 2 for career progression, and 4 for personal reasons). 1 (one) member of the Executive team resigned in 2025 (for personal reasons).

On the **St John's Campus** 5 (five) teachers left the College (3 due to new positions, 2 for retirement), 2 (two) members of the Leadership team resigned in 2025 (for career progression) and 5 (five) LSOs resigned in 2025 (due to new positions).

On the **St Peters Campus** 1 (one) member of the Executive team resigned in 2025 (for career progression), 2 (two) teachers resigned (due to new positions) and 2 (two) LSOs resigned in 2025 (1 for retirement, and 1 for personal reasons).

Community engagement remains a valued and vibrant aspect of the College's life, with parents continuing to participate enthusiastically in a wide range of community events and activities. These occasions provide meaningful opportunities for families to build connections, develop relationships and actively engage with the College.

Throughout the year, the College welcomed strong attendance at numerous events, including the Parent Information Evenings, Grandparents and Special Friends' Days, Parents & Friends Community Coffee Catch-ups, Mother's and Father's Day Breakfasts, Quiz Night, City to Bay Fun Run and regular meetings of the Parents & Friends and Class Connectors. Collectively, these initiatives contribute significantly to the inclusive and connected culture that defines our College community.

The College values the perspectives of our community and actively seeks opportunities for consultation and feedback. Students contribute through Forums, School Leaders and Action Leaders teams, as well as year level groups. Parents share their insights through the Parents & Friends and post-event surveys, while staff and Old Concordians share their insights through surveys and the Old Concordians' Association. Together, these contributions help inform decision-making and support the ongoing growth and development of the College.



# Senior Secondary Outcomes

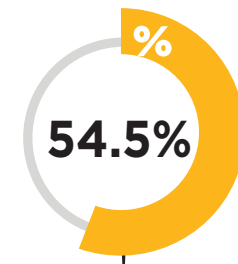
- + **100%** SACE completion in 2025
- + Highest ATAR was **99.65** - this was the College Dux
- + **17** merits were achieved by 16 students across 11 subjects
- + **10.15%** of grades were A+ grades
- + **54.5%** of grades awarded were in the A Band
- + **87%** of grades were in the A and B bands
- + **34** students used VET courses studied in either Year 11 or 12 to complete their SACE
- + **34%** of students achieved an ATAR above 90
- + **54%** of students achieved an ATAR above 80
- + **81%** of students received their first choice in round 1 offers from SA universities
- + **6%** of students achieved their second choice in round 1 offers from SA universities.

The most popular university courses are:

- + **15** students are studying engineering
- + **12** students are studying business courses
- + **11** students are studying education.



SACE completion in 2025



achieved 'A' subject grades



ATAR of 99 or above



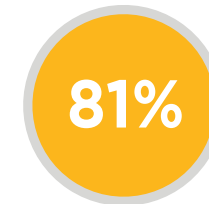
Dux Michael Pope 99.65



ATAR above 90



Number of SACE Merits issued (in 11 subjects)



Students received an offer for their first preference

# NAPLAN Results

## Student Outcomes in Standardised National Literacy and Numeracy Testing

### Year 3 & 5 – St John’s Campus

In Year 3, the majority of students are performing at the Strong or Exceeding proficiency levels across most domains, with Writing emerging as a particular strength.

Year 5 students have demonstrated especially strong performance in Reading, with a high proportion achieving at the Exceeding proficiency level. Writing and Spelling are also areas of notable strength. Importantly, every Year 5 student improved their NAPLAN score relative to their Year 3 results. Students who commenced Year 3 with lower achievement levels have demonstrated some of the strongest growth trajectories.

When compared with all Australian students, both Year 3 and Year 5 cohorts are performing above or well above the national average across most NAPLAN domains, reflecting the strong academic progress and achievement of students across the College.

### Year 3 & 5 – St Peters Campus

NAPLAN results indicate that students in Years 3 and 5 are performing predominantly within the Strong proficiency band across Reading, Writing, Grammar and Punctuation, and Numeracy.

Year 5 results demonstrate sustained growth, reflecting the impact of explicit teaching practices.

In NAPLAN, Reading and Writing continue to be areas of strength, while Spelling has been identified as an area for continued development.

# NAPLAN Results

## Student Outcomes in Standardised National Literacy and Numeracy Testing

### Year 7 & 9 - Concordia Campus

Concordia's Year 7 and Year 9 mean NAPLAN results were above the national mean across all assessments.

For Year 7, over 85% of students were 'strong' or 'exceeding' in reading; over 80% were 'strong' or 'exceeding' for numeracy, writing and spelling; and over 75% were 'strong' or 'exceeding' for grammar and punctuation.

For Year 9, over 90% were 'strong' or 'exceeding' for numeracy; over 80% of students were 'strong' or 'exceeding' for writing, reading, and grammar and punctuation; and over 75% were 'strong' or 'exceeding' for spelling.

Comparative growth data for Year 9 shows significant improvement between Year 7 and 9, with student scores increasing overall. Growth data for individual students in Year 7 and 9 also shows the majority of students showing improvement.



# Teachers' Standards & Qualifications

All teaching staff at Concordia College meet the requirements of the Teachers Registration Board which includes teacher registration; relevant qualifications; Responding to Risks of Harm, Abuse & Neglect training (RRHAN-EC); First Aid training; and a Working with Children Check. All teachers are involved in targeted professional learning (PL) aligned with the Australian Professional Standards for Teachers. Teachers have a Professional Learning Plan (PLP).

Qualifications	Number of Teachers
Bachelor of Education	83
Bachelor of Teaching	9
Bachelor Degree (inc Honours)	108
Graduate Certificate	14
Graduate Diploma	56
Masters	47
PhD	1
Certificate II - Diploma	68
<b>Total Teacher Qualifications</b>	<b>386</b>



# Workforce Composition

Concordia College has a total staff of 241 of which 91 are teachers at **Concordia Campus**, 37 are teachers at **St John's Campus**, and 10 are teachers at **St Peters Campus**, which includes our Early Learning Centres.

At Concordia College all teaching staff are qualified and registered teachers.

- Of the teaching staff at **Concordia Campus**, the balance of gender is 43% male and 57% female.
- Of the teaching staff at **St John's Campus**, the balance of gender is 12% male and 88% female. All permanent and fixed-term teaching staff at the Early Learning Centre are female.
- Of the teaching staff at **St Peters Campus**, Blackwood, the balance of gender is 12% male and 88% female. All teaching staff at the Early Learning Centre are female.

To support all students in their learning, Concordia College has staff with specialist training. At all campuses, there are qualified Inclusive Learning, Music, Visual Art, Physical Education, Digital Technologies, and Languages staff.

The Executive Leadership team at Concordia College, headed by the Head of College, comprises the Principals of all three campuses, Director of Learning & Wellbeing, Director of People & Culture, Director of Marketing & Community Relations, Director of Business Operations, and the College Pastor.

The leadership team at **St John's Campus**, headed by the Principal, comprises the Primary School Leader, Junior Primary Leader, Upper Primary Leader, ELC Director and the Inclusive Learning Coordinator.

The leadership team at **St Peters Campus**, headed by the Principal, comprises the Primary School Learning Leader, the Inclusive Learning Coordinator and ELC Director.

The leadership team at **Concordia Campus**, headed by the Principal, comprises the School Leaders, School Learning Leaders, and the College Logistics Coordinator.

Concordia Campus also features Subject Coordinators, Year Level Leaders, an Inclusive Learning Coordinator, and two School Counsellors.

These leadership teams, together with all teachers and support staff, contribute to the education and wellbeing of all students.

In 2025, no staff employed at Concordia College identified as Indigenous.





# Student Enrichment Programs

## Student Leadership

Students are provided with many different opportunities to practice servant leadership during their time at the College. Our leaders accept the need to serve the College community by contributing ideas, modelling positive behaviour, supporting school events and offering guidance to other students. We want every student to develop similar qualities and will provide opportunities for them to develop their leadership skills and demonstrate service. Major Programs include:

- + Student Forum (Year 7-12)
- + Middle School Student Leader Program x 16 (Year 9)
- + Student Leaders x 8 (Year 12)
- + House Captains and Deputy House Captains x 16 (Year 12) and 2 x House Captains per year Level
- + Peer Support Program
- + LESNW Leaders Day

The Middle School Student Leaders are a group of 16 students in Year 9. This group performs a variety of duties including:

- + Attending community events as representatives of the College
- + Appearing in promotional material
- + Speaking at College events and occasions

- + Providing service to the wider community through fundraising & appeals
- + Developing the sense of community within the Middle School
- + Supporting the transition and induction of new students into the Middle School
- + Leading and engaging in: initial Middle School Student Leader program meeting, Middle School assemblies, devotions, College Tours and other College and community-based functions
- + Supporting environmental issues within the College and wider communities
- + Taking part in student leadership training opportunities

Our Year 12 students are offered the opportunity to serve the community as Student Leaders. We elect two School Captains, two Deputy School Captains, and four Student Leaders who serve the community in a range of ways across the year. We also offer the chance for enrichment through our Action Leaders (unlimited number) and House Leader programs (16 positions available). Students in these programs meet and collaborate regularly with staff and engage in training activities, as well as leading fundraising and awareness raising events.

## Primary School

Students at the St John's and St Peters campuses are involved in classroom devotions and whole school worship throughout the week. Students can also take part in leading church services at their supporting congregations throughout the school year. These times of spiritual development allow students to feel connected to one another and the school community, and to grow in the knowledge that they are valued and loved children of God.

Our students' wellbeing and social and emotional development is nurtured and fostered through:

- + Regular classroom learning engagements and explicitly taught curriculum focused on research-based brain development and regulation strategies
- + Opportunities to participate in teacher-facilitated, extra-curricular 'lunch clubs' and Morning Break Clubs, allowing students to experience a sense of belonging as they develop and form new friendships and social skills
- + Specialised small group social skill development programs facilitated by the School Counsellor, Inclusive Learning co-educators and the campus Chaplain to support students in navigating the challenges of friendships and developing their social skills
- + Class meetings
- + Whole school meetings.

## Middle & Senior School

We offer a range of opportunities from Year 7-12 for students to grow in faith and develop a sound sense of personal wellbeing, including:

- + A faith-formation elective at Year 11 (Veta Morphus)
- + Values and Wellbeing Development through a range of pastoral support programs, guest speakers and service activities
- + The development of spiritual values through whole school worship and Chapel services throughout the week across each campus
- + Christian Studies Program across Years 7-12
- + Discovering a servant heart through engagement with a broad range of organisations, local and abroad
- + Student-led Chapel services
- + Prayer and reflection offered at various year level gatherings
- + Opportunities to attend outside events, such as the *ALWS Walk My Way* activity
- + Attendance at the Bible Society masterclasses
- + Internal events encouraging exploration of Christian spirituality.



# Music Programs

## Concordia's comprehensive Year 7 - 12

### Music program includes:

- + Curriculum Music lessons for all students (compulsory in Years 7 and 8), as well as music extension opportunities in the Middle Years (Special Interest Music) and Senior Years in SACE.
- + Instrumental (incorporating all band and orchestral instruments) and vocal tuition is available to all students.
- + An extensive Ensemble program including specialised and year level Choirs, Jazz Bands, Big Bands, Rock Bands, String Orchestras, Concert Bands, and small chamber ensembles.

We offered extensive performance opportunities including:

- + 100 students participated in the Year 7 - 12 musical "Mamma Mia" at Futures Church to large audiences.
- + 7 of our Large ensembles competed at the 2025 ABODA Music Festival held at Westminster School. Our Orchestra was again the overall winner in their section, and String Ensemble, Wind Ensemble and Big Band 1 received GOLD awards.
- + Winter Winds held in the Chapel featured 120 students from all campuses performing in small and large ensembles.

- + Concordia in Concert, which featured music from the stage and screen, had over 250 performers. It was held in the Fortiter to an audience of 600 people.
- + Year 7 and 8 SIM (Special Interest Music) was introduced online - with full classes.
- + Middle School Vocal Concert featuring choirs and soloists from the Middle School, was held in the Chapel in Term 4.
- + Voices of Concordia - celebrating all our choirs, jazz ensembles and vocal soloists. Held early in Term 3, this was a beautiful event showcasing the vocal strength of our students.
- + Big Band 1 was invited to perform at the Southern Jazz Club in Term 4.
- + Small ensemble performances at community events and externally at various retirement homes.
- + Many vocal and instrumental groups supported the Valedictory Service.
- + The Carols Service in the Chapel and Lights Up at Living Choice featured many music ensembles and choirs.
- + Regular provision of Music to support Chapel services, and ensembles performed at assemblies.
- + Ensemble performances at Old Concordians' Association events including Harmony in the Chapel.



### Music Trips:

- + In 2025, we were pleased to return to Generations in Jazz in Mt Gambier, with 74 students representing the school in our Jazz Combo, two Big Bands, and three Vocal Ensembles. Students participated in performances, workshops, and concerts alongside some of Australia's leading jazz musicians and educators.
- + Our students achieved outstanding results, with the Jazz Combo and Big Band 1 winning their divisions. Three students were selected for Superband 2, and Big Band 1 received the Best Saxophone Section Award.
- + Students also attended two intensive music camps at Nunyara Conference Centre. Our Big Bands and Vocal Ensembles attended in Term 1, while our String Ensembles participated in Term 2. These camps provided valuable opportunities to work with guest clinicians and directors, further developing students' musical skills and ensemble performance.

# Music Programs

## Primary Campuses

- + St John's and St Peters campuses participated in weekly specialist Music lessons across Reception – Year 6.
- + Instrumental lessons (incorporating all band and orchestral instruments) and vocal tuition were available to students.
- + Students at St John's Campus participated in weekly choir sessions.
- + A range of extra-curricular music opportunities happened across each week at St John's Campus including String Ensemble, Concert Band, Rock Band, Vocal Ensemble, Chapel Band and Percussion Ensemble.
- + Performance opportunities included School Services, Chapel, String Soiree, Voices of Concordia, Band evening, MADD Festival and courtyard gatherings.



## St Peters Campus – Choir

A small group of students formed a choir as part of a special interest group. Opportunities were created to allow students to perform at an end of year service and other campus events.

## Year 4 Band Program

In 2025, the St John's and St Peters campuses combined to deliver a Year 4 Instrumental Music Program. During Term 2, all Year 4 students learned an instrument in small groups with specialist instructors and participated in a band ensemble. At the conclusion of the program, all 90 students performed together for their parents and caregivers, showcasing the skills they had developed throughout the term. The program proved highly successful, with many students choosing to continue their musical studies through private lessons after its completion.

## Year 2 String Program

During Term 2, all Year 2 students from St John's and St Peters campuses participated in a strings program, learning the violin, viola or cello in small groups during their regular Music lessons. At the end of the term, students came together at their respective campuses to perform for parents and caregivers, showcasing the skills they had developed throughout the program. Many students were inspired to continue their musical journey and enrolled in our Instrumental Music Program following the conclusion of the course.



# Art Program

Students in the Primary School participate in weekly Visual Arts lessons that foster creativity, imagination and artistic confidence. Through a diverse range of experiences in drawing, painting, collage, textiles, sculpture, printmaking and mixed media, students explore the elements and principles of art while developing their technical skills and personal approaches to creative expression. Students are encouraged to reflect on, discuss and respond to artworks, deepening their understanding of art and its role in communicating ideas and stories.

Learning experiences are tailored to each year level. In the Junior Primary years, students investigate colour, line and texture, explore Impressionist artworks and engage with the creative design process. Year 3 students place a strong focus on observational drawing, developing mark-making techniques to represent texture, detail and form in their artwork. As students progress through the Middle and Upper Primary years, they continue to refine their drawing and painting skills, experiment with a variety of materials and techniques, and create increasingly sophisticated mixed-media works.

In Year 6, students explore the visual language of street art, investigating how artists use imagery, colour and text to communicate messages and engage audiences.

Across all year levels, students participate in artist studies that introduce them to a wide range of creative practitioners, including Aboriginal and Torres Strait Islander artists. These explorations provide valuable insights into diverse artistic perspectives, cultures and techniques, inspiring students to make meaningful connections and develop their own artistic voice.

The Visual Arts and Creative Arts learning pathway at Concordia College provides students with a sequential and inquiry-based approach to arts education from Years 7-12, developing students as both artists and learners of the arts.

Within the IB MYP Arts framework, students are encouraged to function as artists through curiosity, experimentation, reflection and creative problem-solving. By developing curiosity about themselves, others and the world around them, students become effective learners, inquirers and critical thinkers.



# Art Program

Students are provided with opportunities to research, identify and discuss issues, offer insights and opinions, explore solutions and resolutions, and reflect upon, appreciate and evaluate artworks and creative practices.

In Year 7, students explore the Elements of Art through a semester-based program that introduces foundational skills and techniques across both two-dimensional and three-dimensional artforms. Students investigate artists from a range of cultures and time periods and apply their understanding through practical experimentation with diverse media.

This learning is extended in Year 8 through the study of the Principles of Art and Design. Students engage in units of inquiry that are framed through Key Concepts, Related Concepts and Global Contexts, aligning with the MYP philosophy. Students continue to develop technical and conceptual understanding through increasingly sophisticated applications of media, artistic processes, and visual communication.



In Year 9, students synthesise their understanding of the Elements and Principles of Art through thematic and concept-driven investigations. Areas of study may include themes such as personal identity, culture and the environment, allowing students to engage in deeper conceptual thinking across a range of artforms and media practices.

Year 10 Pre-SACE Visual Arts introduces students to increasingly independent artmaking and conceptual exploration. Students investigate themes such as symbolism in art and the impact of individuals within urban environments while developing technical proficiency across a range of media. Assessment tasks include practical applications alongside historical, analytical and reflective responses using appropriate visual arts language.

Year 10 Creative Arts - Design focuses on visual communication and design thinking, encouraging students to combine seeing, feeling, thinking and creating through practical and conceptual design processes. Students create design solutions and products that respond to a variety of contexts including environmental, graphic and product design.



Through inquiry and reflection, students research and discuss issues, evaluate design practices and develop creative responses to contemporary ideas and challenges.

In Years 11 and 12, students undertake SACE Visual Arts and/or SACE Creative Arts. These courses provide opportunities for comprehensive and individually designed investigations guided by classroom teaching and engagement with external practitioners. Students explore diverse artistic and cultural contexts while developing advanced skills in concept development, practical resolution, analysis and reflective practice. This culminates in the exhibition and presentation of student work to a wider audience.

Throughout the program, students are supported through excursions to relevant exhibitions, artist-in-residence opportunities and access to studio facilities beyond class time. Students are encouraged to further extend their artistic practice through additional support and independent creative exploration.

# Sports

Our comprehensive sport program across the school year, split into summer and winter seasons, with team entries based on voluntary student nomination, was again a very strong aspect of the College's co-curricular program.

Multiple teams, catering for the breadth of year levels from Year 2-12, were entered into seasonal competitions administered by the Independent Girls Schools Sports Association (IGSSA), Sports Association for Adelaide Schools (SAAS) and the Southern Zones sector of School Sport SA (SSSA). Our St John's Campus entered competitions administered by IGSSA, SAAS, Basketball SA, Southern Area Junior Softball Association and the South Australian Cricket Association.

Concordia teams across the Primary School and the Middle and Senior School were again entered in single-day Interschool SSSA events in swimming, athletics and cross country. We also entered numerous teams in state-wide knockout (KO) competitions, also via the SSSA affiliation.

All sports within the College's official seasonal program were again supported by learning offered to our Year 7-10 cohorts through Concordia's Physical Education curriculum.

Students seeking leadership development had the opportunity to engage in peer coaching, Reception-Year 2 Auskick coaching, administering at Interschool Year 4-6 athletics and cross country events, and supporting as officials at various KO or swimming meets involving our teams.

We also started a new Strength and Conditioning program offered to the Middle and Senior School students.

The December Gold Coast trip for National Schools competitions in both boys' and girls' volleyball and basketball, as well as the Waverley Netball trip were again exciting features of the sporting program.

**Summer Sports 2025/26:** Athletics (boys and girls), cricket (boys and girls), tennis (boys and girls), volleyball (boys and girls), basketball (girls) and swimming (mixed).

**Winter Sports 2025/26:** Football (boys and girls), soccer (boys and girls), netball (girls), basketball (boys) and cross country (boys and girls).

**2025 Knockout Involvements:** Basketball (boys and girls), volleyball (boys and girls), football (boys), netball (girls) and soccer (boys).



# Sports

## St John's Campus

### Sport Team Offerings (Boys and Girls):

**Summer:** Cricket, softball, basketball, netball, tennis and volleyball

**Winter:** Soccer, netball, volleyball, basketball, chess, cross country and AFL

**Have a Go Sports** for Year 1–2 students included basketball, netball, Auskick, soccer and tennis

### Reception–Year 2 Swimming Lessons

Students at St John's Campus from Reception to Year 2 take part in a four-day swimming program, developing confidence and essential water safety skills. These lessons help our younger students learn how to stay safe and enjoy being in and around water.

### Year 3–4 Surf Life Saving Lessons

Students in Years 3–4 at St John's Campus participated in Surf Life Saving lessons at SA Aquatic Centre, due to algal bloom issues at Somerton Park. They learnt surf safety, rescue skills and how to be confident and responsible in the water — a fun, active way to build lifelong water safety awareness.



## St Peters Campus

### Sport Team Offerings (Boys and Girls):

**Summer:** Cricket, softball, basketball, netball, tennis and volleyball

**Winter:** Soccer, netball, volleyball, basketball, chess and cross country

Our St Peters Campus entered competitions administered by Basketball SA and Life Be In It (Netball) and were also involved in single-day district Athletics, Cross Country and 5-a-side Soccer events. Students from the St Peters Campus also competed in the boys' basketball state-wide knockout competition, Mountain Biking Championship and Pedal Prix.

Summer and Winter Sports offered at the St Peters Campus in 2025/26 included the team sports offered at the St John's Campus.

In addition to this the Kelly Multi-Sports Program was offered to students in Reception–Year 3.

## Reception–Year 2 Swimming Lessons

Students at St Peters Campus from Reception–Year 2 take part in an eight-day swimming program, developing confidence and essential water safety skills. These lessons help our younger students learn how to stay safe and enjoy being in and around water.

## Year 3–6 Surf Life Saving Lessons

Students in Years 3–6 at St Peters Campus participate in Surf Life Saving lessons at Brighton Beach. They learn surf safety, rescue skills and how to be confident and responsible at the beach — a fun, active way to build lifelong water safety awareness.



# Media

The Media program at the Concordia Campus offers students a dynamic and evolving curriculum that fosters creativity, critical thinking, and technical skill development. Beginning in Year 9 and continuing through to Year 12, students engage with a wide range of media forms and production processes, developing both practical and analytical capabilities.

In Year 9, students explore the foundational concepts of Media, focusing on both videography and photography. They learn the basics of shot types, framing, composition, lighting, exposure, and editing. Collaborative tasks encourage teamwork and creativity as students produce short advertisements and event highlight reels. The photography component sees students complete a series of themed tasks — nature, architecture, food, and a free choice — resulting in the creation of digital mini magazines that showcase their evolving aesthetic and technical skills.

Year 10 students deepen their understanding of media techniques and conventions through a more focused exploration of advertising and audience engagement. They learn how persuasive strategies and production techniques are used to shape viewer response and develop their own creative campaigns accordingly. Additional units include documentary production, where students practise interviewing, which strengthens planning and post-production skills. In photography, students investigate more advanced camera settings, lighting approaches, and digital editing tools to produce a diverse range of creative, real-world products.



# Media

In Years 11 and 12, students engage in SACE Media, Integrated Learning TV and Digital Media, and/or Photography. These courses are designed to foster both independence and collaboration as well as real-world problem-solving skills through a wide range of practical and analytical tasks.

In Year 11 Media, students begin by reflecting on their own media consumption to analyse how products are crafted to target specific demographics and audiences. They explore the impact of audio on visual storytelling by collaboratively creating a Foley soundscape for a short film. A director study allows students to examine the recurring visual and thematic elements in a filmmaker's body of work before applying those techniques in their own short film. They also work in small teams to produce promotional videos for The Adelaide Botanic Gardens.

In Year 12, the course builds further independence and extends collaborative learning. Students plan and deliver a Media workshop for a selected group of Year 7 students - an opportunity that not only consolidates their knowledge but also develops their communication and

leadership skills. A major collaborative task involves producing a promotional video for an external organisation (Tourism SA, Wild Flour Café, The Golden Fleece Café), which requires students to undertake comprehensive research, analyse industry examples, and apply professional-level production planning. The final component of the course is a Personal Endeavour Project, where students conceptualise, produce and evaluate a media product of their choosing, ranging from coming-of-age short films to music videos or photographic booklets. This project gives students a platform to explore individual interests while demonstrating autonomy, creativity and a sophisticated understanding of media production processes.

Together, the Year 11 and 12 programs provide a rigorous and authentic learning experience that encourages students to think critically, collaborate effectively, and produce meaningful, high-quality work grounded in industry practice.



# Digital Technologies

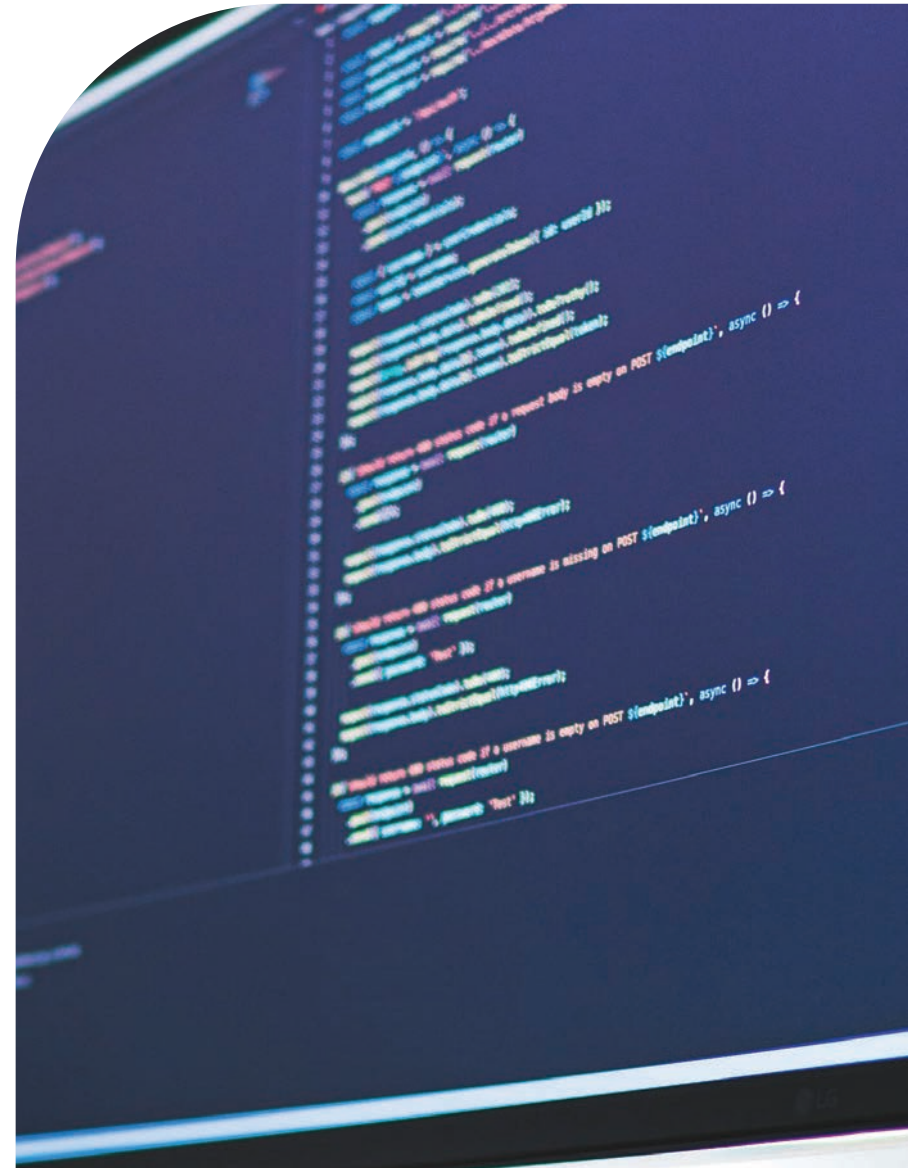
The Digital Technologies program at Concordia Campus was offered from Years 7-12, with students from both the St John's and St Peters campuses also engaging in Digital Technologies learning through weekly STEM specialist lessons from ELC to Year 6.

In Years 7 and 8, students focused on the fundamentals of computer programming and computational thinking. Year 7 students used block-based programming platforms such as Scratch to develop interactive animations and games, while Year 8 students progressed to text-based programming using languages such as Python. Through these experiences, students learned the importance of breaking complex problems into smaller, manageable steps and developing precise instructions to achieve successful outcomes.

Students in Years 9 and 10 were introduced to web development and game design using a range of industry-relevant software and programming tools. They identified authentic problems and applied the design process to research, plan, develop, and evaluate their own digital solutions.

During this stage, students expanded their understanding of programming concepts, including the use of complex data structures such as arrays and objects.

In Years 11 and 12, students designed and developed a range of Digital Solutions using programming languages including Python, JavaScript, and PHP. There was a strong focus on solving real-world problems for clients and working collaboratively within project teams. Students applied contemporary development methodologies, regularly reflecting on their progress and refining their solutions to produce high-quality outcomes that were presented to a professional standard.



# School Trips

## Senior School Ski Trip 2025

We again headed off for our Ski Trip during the July school holidays with 32 excited Year 12 students and 4 teachers travelling to Queenstown, New Zealand. Everyone enjoyed two full days of skiing at Coronet Peak and one at the Remarkables, giving the group the opportunity to work on their skiing skills throughout the week. Students also enjoyed the Shotover Jet Boat, and lunch at Fergberger mixed in with some free time enjoying the local area and shops. It was a great experience for all staff and students and the memories made will stay with them for years to come.



## Year 6 Canberra Trip

The St John's Campus Year 6s and some of the new Year 6 students from St Peters Campus headed off to Canberra in Term 2, which provided great opportunities to strengthen cross-campus connections. Our itinerary included a tour of Parliament House, where students had the opportunity to sit in the House of Representatives and ask questions about how laws are made. The students also visited Government House, where they learned about the role of the Governor General and the importance of leadership and responsibility in public life. The Australian War Memorial and Questacon provided a rich and diverse overview of Australia's history, science and systems of democracy. Throughout the week students demonstrated maturity, teamwork and resilience. They successfully navigated airport procedures with confidence, represented our school with pride and participated fully in all activities with enthusiasm. Many students stepped outside their comfort zones, supporting one another and building stronger friendships and independence along the way. It was truly rewarding to see our students so engaged in real-world learning experiences, applying their knowledge, asking thoughtful questions and showing curiosity about the world around them. We are

incredibly proud of their behaviour, teamwork and positive attitudes throughout the trip. The Canberra experience not only strengthened their understanding of government and civic responsibility but also helped shape them into more confident, capable and compassionate learners and citizens.



## Year 4 Adelaide Zoo

Year 4 students from St John's Campus visited the Adelaide Zoo and Monarto Zoo throughout the term as part of their Unit of Inquiry to inquire into an animal and find out as much as they can about its features and habitat. The students had fun observing the animal in more detail and learning about their unique features.

## Year 2 AFL Max Sleepover

Year 2 students were excited to go to AFL Max for the Year 2 sleepover for 2025. The students enjoyed embracing healthy eating, mindfulness, teamwork and exercise. They had a great time!

# School Trips

## Reception Stay Up Late and Year 1 Sleepover

The Reception and Year 1 students from St Peters Campus enjoyed a special 'stay up late' evening at school. The Year 1s stayed on for an overnight sleepover at school in tents. This one-night adventure is a gentle, fun introduction to school camps, helping students build confidence and independence while spending time with friends and teachers in a safe, familiar environment.

## Year 3/4 Aldinga Camp

The Year 3/4 students from St Peters Campus headed to Aldinga for a two-day camp exploring the beach and Conservation Park. This experience deepens their understanding of Kurna significant sites, Aboriginal studies, aquatics safety, and coastal ecology, combining hands-on learning with fun and adventure by the sea.

## Year 5 Mylor Adventure Camp

Our Year 5 students from St Peters and St John's campuses joined together for a three-day adventure at Mylor Adventure Camp. They enjoyed activities such as low ropes, flying fox, archery, canoeing and the ever-popular Gaga Ball. It was a fantastic experience for building connections, teamwork and friendships across both campuses.

## Year 1 Local Pond Exploration

As part of their Sharing the Planet unit of inquiry on living things, our Year 1 students at St Peters Campus visited the local pond at Blackwood Park. This hands-on adventure sparked curiosity as students observed plants and animals in their natural habitat, searched for insects and discovered how living things depend on each other. It was a wonderful way to connect classroom learning with the local environment and inspire young explorers to care for the world around them.

## Year 2 Road Safety Centre Visit

The Year 2 students from St Peters Campus visited the Road Safety Centre, where they learnt how to be safe pedestrians, cyclists and passengers. Through hands-on activities and real-life scenarios, they built important road safety skills in a fun and practical setting.



# Special Curricular Initiatives

All campuses have been involved in service-learning activities to support people in need outside our immediate community. We focus on projects that are local, national and international. We support Australian Lutheran World Service, The Salvation Army, World Vision and Lutheran Care. Students and families are encouraged to raise funds, participate in walk-a-thons and bring goods and clothes for Winter and Christmas appeals. Guest speakers and other learning opportunities are provided to increase the understanding of the need for support of the many people who are disadvantaged in our world. Student Leaders take the initiative to promote and lead these activities.



# School Income

The following information indicates the sources of income in 2025 of Concordia College.

## St John's and Concordia Campuses

Income for year ended 31 December 2025	\$
<b>Recurrent income</b>	
Tuition and other receipts from students	\$16,182,558
Commonwealth government grants	\$11,631,955
State government grants	\$2,623,427
Other income	\$6,176,819
Total recurrent income	<b>\$36,614,760</b>
<b>Capital income</b>	
Commonwealth government capital grants	
Other capital income	\$393,997
Total capital income	<b>\$393,997</b>
<b>Total income from all sources</b>	<b>\$37,008,756</b>

## St Peters Campus

Income for year ended 31 December 2025	\$
<b>Recurrent income</b>	
Tuition and other receipts from students	\$671,825
Commonwealth government grants	\$1,224,848
State government grants	\$367,301
Other income	\$621,268
Total recurrent income	<b>\$2,885,242</b>
<b>Capital income</b>	
Commonwealth government capital grants	
Other capital income	—
Total capital income	—
<b>Total income from all sources</b>	<b>\$2,885,242</b>



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