

Community

Autumn 2025 | Issue 80

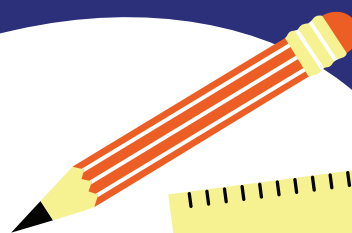


extraordinary

[in](#) [t](#) [@](#) ConcordiaCollegeAdelaide [f](#) OldConcordiansAssociation



CONCORDIA
COLLEGE



• 2025 •

Quiz Night

THEME **Bring a School Subject to Life**

Saturday 31 May

5.30pm for a 6.00pm start - 10pm

Wirrkuta Trruku

(St John's Campus Activity Hall)



P&F

CONCORDIA
PARENTS & FRIENDS

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The crew for our 2025 musical production of **Mamma Mia!**



The pit band for our 2025 musical production of **Mamma Mia!**

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Students performing in our 2025 musical production of **Mamma Mia!**

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From the Head of College

The Power of Community at Concordia College

At Concordia College, we are more than just a collection of individuals. We are a community—a vibrant, connected and aspirational community that thrives on shared experiences, values and faith. This is what makes us unique. From the youngest learners in our Early Learning Centre to our Year 12 graduates preparing for their next chapter, every student, staff member and family is part of something greater than themselves.

As we did at the Commencement Service, gathering together at the start of the school year is a powerful reminder of this. With more than 1,500 students and 250 staff across multiple campuses, we don't often stand in the same place at the same time. However, when we do we are reminded that separate locations or different year levels do not define our College. Instead, we are bound together by faith, learning and a commitment to each other.

Whether through whole-school celebrations, cross-campus collaborations, or the small, daily acts of kindness that strengthen relationships, Concordia is a place where community is not just spoken about—it is lived.

This sense of togetherness is what sets us apart. As we reflected at the Commencement Service, our call is to be 'salt and light' in the world—to bring out the best in each other and to shine through service, encouragement and compassion. At Concordia, no one walks alone. We celebrate together in moments of joy, support each other through challenges and commit to making this a place where everyone belongs. Through this unity, we create an environment where students flourish, not just academically, but as people of character and faith.





Our College motto—***Firm in Principle, Gentle in Manner***—is at the heart of this. As we were reminded at our Installation Services, it is more than a statement—it is a way of life. It challenges us to stand for what is right, to act with courage and conviction, while always approaching others with kindness and humility. True strength is found in balancing boldness with compassion, which we seek to instil in every student who walks through our doors.

As we look to the year ahead, let us embrace the privilege of being part of this remarkable community. Let us commit to lifting each other up, fostering a culture of encouragement and respect, and living out our faith in ways that make a difference.

Thank you for being part of this journey. May 2025 be a year of growth, service and unity as we continue to build a community where every person is valued and every heart is inspired.

Paul Weinert
Head of College





Principals' Report

At Concordia College, the ELC to Year 12 journey is more than just an academic pathway; it's a transformative experience that shapes young lives holistically, preparing students to thrive in an ever-changing world. From the earliest years in our Early Learning Centre—where curiosity is nurtured through play and exploration—to the final days of Year 12—where students emerge as confident, compassionate and capable leaders—our community is united by a shared commitment to empowering, connecting and challenging every learner.

This journey is brought to life by students at our College who find and develop their passions through the extraordinary opportunities at Concordia.

When asked about her journey at Concordia, Georgina Archibald—one of our 2024 College Student Leaders—said,

"Starting in ELC, over my fifteen years of schooling, Concordia became a second home. I was encouraged to always pursue my passions, develop leadership skills and grow in my faith, all while being part of a community that values both excellence and connections. From Primary School to Senior School, I always felt fully supported and encouraged to reach my full potential, both as a student and an individual. Concordia goes beyond just classroom lessons, by providing practical learning opportunities that I took advantage of very early on through the music and sport program. Now as an Old Collegian I leave Concordia with lifelong connections in a community that challenged and continues to empower me, and for that I will forever be thankful."

The student experience at our Primary School campuses is designed to foster a love of learning, curiosity, wonder and risk taking. Experiences such as the Primary Years Programme Exhibition (PYPX), learning through play, our band and strings programme and involvement in whole-school events, such as Concordia in Concert, encourage personalised and individual pathways that are then nurtured and developed.

"The PYPX was good because I got to learn about social media. I didn't know a lot, but I now know some things for the future. I am already thinking about my Exhibition for this year which will be 'Wellbeing Dogs - how they help people and what breeds of dogs are best for different needs.'"

— Charlotte, Year 6

"Being involved in Concordia in Concert was amazing. I got to sing with a really big choir and kids from the whole College. I was very happy performing and love singing." — Kayden, Year 7

In 2025, Concordia College has reimagined learning offerings for our Middle and Senior School students, which ensures that every student can engage in a personalised learning journey from Year 9. The daily structure allows students to engage in subjects and areas of interest across the Senior School years, so that they can accelerate their study and launch into the world of work with the knowledge of how they best learn and how they can best serve the community.

With evidence of this holistic education playing out every day, Concordia's ELC to Year 12 journey inspires students to reach their full potential—academically, emotionally and spiritually.

Bronwyn Wilson

Principal – St Peters Campus

Paul Bannister

Principal – St John's Campus

Penny McKenzie

Principal – Concordia Campus



Ministry

An Easter Reflection

People can often judge a society or a community by the way it treats its weakest members. It doesn't sit well with us to have a system that favours the wealthy and powerful, while exploiting those who cannot defend themselves. It can surprise people to realise that societies have not always thought this way, even ones in the Western world. So, what was the turning point for this enormous shift in perspective? When did people decide it was better to raise up those in need, rather than shrug it off as nature taking its course in the survival of the fittest?

The world in which we live seemed to change forever after the story of Jesus dying on the cross. When Christians first declared that it was God himself on that cross, it gave people a new perspective on how we see the weak, the vulnerable, the oppressed and the victimised. If our God can suffer, if he can be weak, if he can be a victim, could it be that he identifies with others who are the same? By using his infinite power to be counted with the weak, the oppressed and the victim, could Jesus actually be showing us a new way to understand true strength and power?

In Term 1, we explored ideas such as these through the Middle and Senior School spiritual theme, *The Story That Changes the World*. We wondered at how values like compassion, equality, consent, freedom and enlightenment came to be the norm in our society, given they certainly were not normal at the time of Christ. We marvelled at the implausibility that a carpenter from the middle of nowhere, preaching about love, could end up spreading his kingdom far wider and with far greater significance than any Roman Emperor who dominated this period of history.



Still, it happened. Slowly, Jesus' kingdom worked its way into the hearts of people, then into the communities they filled, making compassion, equality and consent the markers of a decent society. Serving others became noble, when it was once considered the dirty work of a slave. This change occurred when Jesus washed his disciples' feet, died as a slave on a cross and wore a crown of thorns to display his royal power. A *new* kind of power, one fuelled by love and grace, came to dominate our culture so comprehensively that we now think it's normal, even natural.

However, it's far from natural. Jesus' love is **supernatural**, for he is the strong one who sacrifices himself for the weak, flipping the way nature seems to work. We hope this supernatural love of Christ has been renewed in our community this Easter as his story continues to change the world.

Dale Gosden
College Pastor

International Students



In 2024 international student enrolments returned to pre-COVID numbers with increasing enquiries from overseas students seeking Concordia College as their destination school.

Short-term study experience was introduced across the College campuses with a number of South Korean students joining St Peters Campus and Ginevra in Year 11 visiting from Italy and attending Concordia during Semester 2.

Through StudyAdelaide, 35 agents from many different countries were welcomed by the Head of College and Principals for a tour of our Highgate campuses. Overwhelmingly, agents were impressed with the College's facilities and appreciated the opportunity to enter classrooms and observe students at St John's Campus.

A significant highlight for our international students program last year was one of our Year 12 students from Vietnam, Ruby, receiving a Principal's Service Award at the Valedictory Service. The Award recognised her contribution in supporting the College's international students program by appearing in promotional materials, including several produced by StudyAdelaide.

We wish the graduating students Cindy, Aurora and Ruby future success as they embark on their university pathways.

Steve Eden

Head of International Student Programs



Ginevra

Year 11 International Student in 2024

"My experience at Concordia College was a chapter in my life that I will never forget. It allowed me to meet many people, immerse myself in a different culture, and understand how school is organised on the other side of the world. It is a very different school system compared to the Italian system; it is one that puts the student at the centre, not just the education. I am very grateful to all of the teachers who helped me during this time and to all the students, now friends, who supported me in this journey."



Ruby

Year 12 International Student in 2024

"Looking back on my time at Concordia College, I'm really grateful for the experiences and the supportive environment. My dedicated teachers, the engaging curriculum and the strong sense of community encouraged me to take on new challenges, and to develop both academically and personally. I especially loved studying Maths and Media, which equipped me with invaluable knowledge and skills that I now apply in my university studies."

Currently, I'm at the University of Adelaide studying a double degree: a Bachelor of Secondary Teaching with a Bachelor of Mathematics and Computer Science. My time at Concordia played a big role in getting me here—I was inspired by its great learning environment and my amazing teachers. They motivated me to become one of those passionate educators who help young students to learn and grow."



Learning Well

In 2025 we are launching the **Learning Well** framework, an update to the Unlocking Futures in Action framework that positions Learning and Wellbeing together as key drivers for connecting, challenging and empowering learners at Concordia College. This framework is built directly for the classroom. It combines the *Instructional Model*, which outlines teaching practices that align with our evidence of how students learn best, with the new *Wellbeing Model*, which is designed to support a common and actionable understanding of wellbeing in our community.

The *Wellbeing Model* defines Wellbeing as “*the equilibrium between the challenges an individual is facing, and the resources they have to face them*”. This can be visualised as a ‘seesaw’, with challenges on one side and resources on the other. When we encounter a challenge in our life, our system of resources and challenges comes into a state of imbalance. At this point we are forced to adapt our resources to meet the challenge. Our wellbeing ‘dips’ if we are unable to correct the balance, which occurs when we do not have sufficient resources to meet a challenge or when we have insufficient challenge to meet our resources.

The *Wellbeing Model*, adapted from Dodge et al. (2012), has been chosen because it is:

- Simple – it can be easily understood and communicated
- Universal – it applies to all individuals, regardless of age, gender or race
- Agentic – it empowers individuals to take responsibility for their own wellbeing and be active in responding to imbalances
- Useful – it can be used proactively and reactively
- Individualised – it does not present ‘one-size-fits-all’ solutions or approaches
- Normalises challenge – it does not discourage challenge or promote avoidance of challenge; it is not healthy to always sit in our comfort zone or avoid discomfort.

The **Learning Well** framework is designed to help Concordia be a community where individuals are encouraged to be agents of their own learning and wellbeing, rather than leaving it to ‘default’ or as a responsibility of another party.

Mathew Disher

Director of Learning & Wellbeing ELC-12

Reference: Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222-235



Celebrating Achievement

With excitement and a sense of pride we farewelled the Year 12 Class of 2024 at our Valedictory Service in October. This formally acknowledged the significant milestone of completing classes and preparing to enter a new phase of their lives in 2025, while remaining connected to the College as Old Concordians.

Valedictory Awards, recognising significant contributions in a range of areas—including sports, the arts and service to our community—were presented to 27 of our Year 12s on the night. With grateful hearts, we thank these students for their contributions to Concordia College throughout their time here.

Following the examination period, we celebrated again with our amazing Year 12 graduates, whose dedication and hard work set a new standard of excellence to which younger students can aspire. In particular, we congratulated Concordia College Dukes Aristo and Jared, both of whom achieved an Australian Tertiary Admission Rank (ATAR) of 99.95. To have not one but two students achieve the highest possible ATAR is truly outstanding and we can't wait to see what these students do in the future.



Aristo



Jared

Here is a summary of the extraordinary achievements of our Year 12s in 2024:

- 100% SACE completion
- 25 Merits awarded across 11 subjects
- 3% of our students were in the top 1% nationally, 19% were in the top 5% nationally and 31% were in the top 10% nationally
- 51% of all grades awarded were in the A Grade band (17% above the state average)

Reflecting on the achievements of our Class of 2024 and the future that lies ahead of them, Penny McKenzie, Concordia Campus Principal, wrote,

"... Their success will go beyond the academic results—it will lie in the values they embody and the positive impact they will have on the world. As they step into the future, we celebrate their potential to lead with purpose, serve their communities, and contribute to building a better, more compassionate world. This graduating class exemplifies our mission to nurture minds and hearts for a greater good."

Our newest Old Concordians have left us with many fond memories of their time at the College and we wish them every success in their future endeavours.

— Congratulations!



Developing Student Leaders *at Concordia College*

At Concordia College, we provide meaningful leadership opportunities to nurture well-rounded, confident, and principled students. Our student leadership program has evolved across all year levels, empowering learners from an early age through campus-specific, cross-campus and interschool initiatives.

At St John's Campus, Reception to Year 5 students can join the Student Representative Council (SRC), while Year 6 students take on leadership roles in Sustainability, Sports, the Arts, Spirituality, Wellbeing and Culture. Meanwhile, at St Peters Campus, all Year 6 students engage in leadership roles that contribute to the school community.

Primary School leadership responsibilities include:

- Leading SRC meetings and whole-school gatherings
- Representing the College at ANZAC Day services
- Hosting student events and presenting to the College Board
- Supporting student learning and wellbeing initiatives

At Concordia Campus, leadership extends to Middle School Leaders, Year 7-12 Student Forum representatives, and Year 12 House and Action Leaders. Year 12 leaders, elected by staff and students, play a key role in shaping student culture, while leadership opportunities in sports, music, and other interest areas continue to grow.

Student Leaders across campuses gather for a training day each year, fostering teamwork and problem-solving skills. Year 6 leaders also attend the Lutheran Schools Student Leaders Day. In 2024, Forum representatives introduced 'St Peters Day' to strengthen cross-campus connections.

Servant leadership is central to our Christian ethos. We believe that by entrusting students with leadership responsibilities, we prepare them to positively impact both the College and the wider community.

Getting to Know

Our 2025 School Captains

Our Year 12 School Captains for this year, Jake and Lexi, have hit the ground running and are now well established in their roles, having already served in many ways across Term 1. To help provide some insights into life as a Student Leader in 2025, we did a quick Q&A with Jake and Lexi, who shared about what led them to get involved in leading their peers in this way and what they hope to achieve across the year.

Why did you want to get involved in student leadership?

Jake: Over the last few years, I have really felt the impact of the work of previous student leaders, and I wanted to make others feel the way I did. Their changes allowed me to have a voice on things I saw as important. I want to continue that, so everyone is heard and valued.

Lexi: Over my time at Concordia I have gained so much from the incredible leaders before me and seen all the amazing work they have done. I also wanted to use this opportunity to serve and be part of the community and grow my own skillset.

What do you think is unique or what do you value most about our student leadership program at Concordia?

Jake: I value the time that we get to spend with the Middle School Leader and Senior School Leader. Their guidance helps us develop our skills, but also makes our work more meaningful. We have a lot of important conversations and positive change happens.

Lexi: I really value the team aspect of leadership at Concordia and the way that teachers and leadership staff support everyone who is involved. Leaders can also easily see the purpose of our leadership clearly in serving the wider community at Concordia.



What is the most important thing you've learnt about leadership so far, since being installed as a School Captain?

Jake: Leadership is about being very adaptable. Things don't always go how you've planned them, or something might come up quickly, and I've learned how to adjust and keep moving forward. Challenges are a large part of being a leader, and how you solve them is very important.

Lexi: So far, I've seen how important it is to empathise and communicate with others and be amongst everyone.

What do you hope to achieve in your role this year?

Jake: A focus of mine for this year is relationships and a sense of community. I would love to continue previous traditions but bring some fresh ideas where students can get involved and feel connected.

Lexi: At the end of the year, I hope to look back and see year levels in the senior campus more connected and supportive of each other, continuing the amazing work of previous student leaders.

Do you have any advice for students who might be interested in getting involved in student leadership in the future?

Jake: Be brave and give it a go. There are so many ways to lead, and you don't have to have a fancy title to lead. Start small and step out of your comfort zone, taking every opportunity you can as each experience will teach you an important lesson.

Lexi: My advice would be to get yourself involved. Whether you end up in leadership or not, it is a wonderful opportunity to meet staff and students as well as to practise skills that you may never have thought of. I would also suggest thinking of your 'why' behind it, because this drives the decisions you make as a leader.

Student Learning

From Dialogue to Discovery: Perspectives on Artificial Intelligence (AI) and the Future of Learning

Dr Tianchong Wang

During my recent visit to a UNESCO STEM conference in Ethiopia, I witnessed African teenagers enthusiastically using ChatGPT to brainstorm project ideas. Like their peers worldwide, these students were naturally exploring AI tools, testing their limits and discovering new possibilities. What makes this moment truly extraordinary isn't merely their quick adoption of AI—it's how this emerging technology is reshaping classrooms. We are witnessing the emergence of a generation that will harness AI not just as a tool, but as a dynamic partner that amplifies their creative and critical thinking skills.

The true promise of AI in education isn't in delivering flawless answers, but in sparking curiosity and fostering critical thinking—the cornerstones of meaningful learning. For example, when a student challenges AI's analysis of a poem, they learn to think independently and defend their perspectives. Similarly, when a student questions AI's approach to a mathematical problem, they discover multiple paths to solutions and build confidence in their own logical reasoning.

This shift matters because today's students will live in a future where AI is ubiquitous. We must equip them with critical 'learning to learn' skills that transform every interaction with AI into a powerful opportunity for learning, unlearning and relearning. Whether they are delving into complex scientific theories, debating philosophical ideas or crafting original works of art, each engagement with AI deepens their intellectual agility.

The most successful AI-powered classrooms won't be defined by the incorporation of super advanced technologies. Additionally, meaningful AI use in education isn't about ensuring that AI always provides the right answers—it's about inspiring students to ask better questions.



Ultimately, we envision schools as nurturing environments where students feel empowered to challenge, question and explore alongside technology—spaces where every interaction is a learning opportunity, where curiosity outshines certainty and where the joy of discovery remains inherently human.

As we navigate this evolving educational landscape, our focus shouldn't be merely on what AI can do for our students, but on what they can learn about themselves through their interactions with AI. It is in these moments of exploration, questioning and discovery that our students develop the critical thinking, creativity and confidence they will need for the future.

This truth resonates from Addis Ababa to Adelaide, including at Concordia College, where students are eager to explore, question and create using AI. Children everywhere share the same desire to learn. Through meaningful engagement with technology, they unlock their full potential to shape the future. In these extraordinary times, we have an opportunity to reimagine education, fostering a new generation of thinkers, creators and leaders.

Dr Tianchong Wang is a lecturer in STEM in Innovative Education Futures at the College of Education, Psychology and Social Work, Flinders University, Australia. Concordia College is pleased to join with Dr Wang in exploring the role of AI in education, for the benefit of student learning.



Exhibitions

Primary Years Programme Exhibition (PYPX)

Year 6 students from both St Peters and St John's campuses proudly unveiled their Exhibition in Term 4, a significant milestone in their Primary Years Programme (PYP) journey. This event celebrated their learning achievements, creativity and dedication to creating positive change.

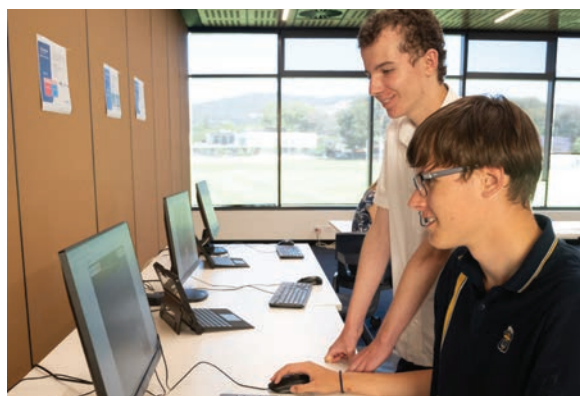
Students delved into topics that sparked their personal interests, linking their studies to global and local issues. Their projects inspired meaningful initiatives—from advocacy through artwork, models, and music to practical activities like organising beach clean-ups and leading sports clinics. Others embraced technology by designing apps, websites and films to spread their messages.

Families and friends were welcomed to explore these thoughtful displays, offering a glimpse into the students' educational journeys and the impactful actions they pursued. Each project told a distinct story of curiosity, determination and initiative.

Throughout the process, students received guidance from mentors, guest speakers and professionals in various fields. They developed key skills in teamwork, effective communication and managing their time, while demonstrating the core values of the IB Learner Profile.

This memorable event was the result of the hard work and support of students, staff, parents and volunteers. We are grateful to all who contributed to this remarkable showcase of learning and action.

A heartfelt congratulations to our Year 6 students for their incredible accomplishments and for inspiring us with their dedication and enthusiasm!



ELC to Year 12 'Launchpad' Learning Showcase

Our annual celebration of student learning, Launchpad, was held in Fortiter on Tuesday 19 November, showcasing amazing work from every Learning Area at Concordia Campus as well as a selection of work from St John's and St Peters campuses. Visitors were able to view many static displays of student-produced pieces for extended projects, as well as topics of work from the range of learning areas. Students confidently spoke of their learning, and the pride and passion they showed across the different learning areas was outstanding. There was further engagement as our students entertained the audience with music, dance performances and drama skits. Overall, it was an excellent celebration of all areas of learning across our community.

Rachel Saunders

Upper Primary Leader – St John's Campus

Nicolle Jakube

Primary School Learning Leader – St Peters Campus

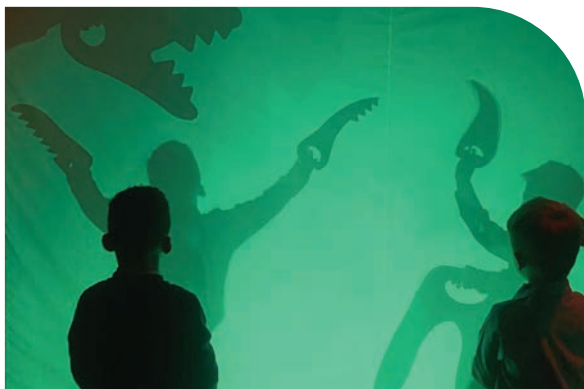
Emily Borowicki

Middle School Learning Leader

ELC and Primary School Highlights

Creating Creatures and Building Worlds in Drama

Reception students at our St John's Campus journeyed through light and space when they attended an interactive performance of *Superluminal*, presented by Patch Theatre. Students were captivated by the imaginative show and were lucky enough to have Temeka Lawlor—an actress, children's theatre maker, director and producer from Patch Theatre—visit the College for a special Drama workshop. Learning from Temeka's expert input, they explored light, created creatures and built imaginary worlds—an experience that sparked their creativity and extended their thinking as they delve into storytelling and the magic of Drama.



Making Machines in Year 1

While investigating simple machines in Term 4, St Peters Campus Year 1 students made marble runs and created catapults using wedges and incline planes. They enjoyed the chance to collaborate and share ideas, building some elaborate marble runs together before trying out some other machines to see how they worked, including pasta machines, whisks and an old-fashioned ice cream maker.



Year 3s Out and About

Taking learning beyond the classroom, our St John's Campus Year 3s relished opportunities to extend their learning with a range of firsthand experiences in Term 4. Getting up close with some native fauna at Cleland Wildlife Park, students explored the systems that scientists use to identify and classify Australian animals. Highlights included seeing Tasmanian devils, a hairy-nosed wombat, reptiles, a koala and a bandicoot as well as feeding tamar wallabies and kangaroos.

While learning about the work of the Metropolitan Fire Service, including the technological advancements that keep people safe, the students toured the Glen Osmond Fire Station. They skilfully hit targets with water from a fire hose and explored the fire truck with its portable firefighting equipment—an exciting opportunity.

Later, at Urrbrae Farm, students learnt more about the classification systems of animals featured in Australian agriculture as well as the need to conserve our Indigenous animals. Year 10 students from Urrbrae Agricultural High School guided our Year 3s around the farm trails, showcasing the astounding biodiversity, including mammals, reptiles, water birds, poultry, parrots, marsupials, insects and fish—all living just a stone's throw from Concordia!

To end the year, our Year 3s spent two days on camp at Nunyara Conference Centre in Belair, participating in adventure activities and social awareness challenges. Highlights included the sky-high tree climb, driving billy carts and working together on the giant seesaw, splash down, shelter build and plank path challenges.

Music, Art, Dance and Drama (MADD) Festival

Now in its second year, our MADD Festival celebrated the extraordinary creative talents of students from Years 3 to 6. Featuring enthusiastic contributions from St John's Campus and St Peters Campus, the festival spaces buzzed with energy and excitement thanks to a dynamic program of performances. Guests were entertained by the likes of our Chapel Band, Drama Clubs, Level 1 Dance, Chamber Strings, Junior Strings, Vocal Ensemble and Combined Choirs, in addition to bucket drumming and chair percussion. Amazing artwork was on display and attendees also had the opportunity to take part in a collaborative art project during the Festival. With so much to see and so many performances to enjoy, MADD Festival 2024 was an unforgettable celebration of the Arts.





Welcoming Grandparents and Special Friends

St John's Campus ELC children shared many memorable moments with their grandparents and special friends when they visited in Term 4, spending quality time together and engaging in play-based learning. Dressing up for the photobooth, blowing bubbles, piecing together puzzles and playing board games were all part of the fun before the children concluded this special time by performing a heartwarming song for their guests. We thank all who attended for making our Grandparents and Special Friends' Days such wonderful times of connection.

St Peters Campus Chefs

Reception and Year 2 students from St Peters Campus worked with Year 9 and 10 peers when they visited the Concordia Campus Food Design kitchens in Term 4. As well as practising key social skills while working with the older students, the Receptions learnt some new cooking techniques and enjoyed making delicious pizzas and festive fruit kebabs. During the Year 2s' visit, students produced some amazingly creative gingerbread houses. Both occasions were valuable times of cross-campus connection, with the kindness and patience of the older students creating a positive and encouraging environment in which our young chefs could learn and enjoy access to more of our extraordinary College facilities.



Off to a Great Start for 2025 at St Peters Campus

To focus on getting off to a great start at the beginning of the 2025 school year, St Peters Campus students and staff shared in activities designed to lay the foundation for a positive and enriching year. Week 1 centred around 'Setting up for Success', with 'Getting to Know You' activities and classroom agreements followed by a visit to the Heritage Centre and our whole-College Commencement Service. In Week 2, attention shifted to building community through friendship and collaboration, with the launch of our Buddy Program and students learning about the importance of emotional regulation, fairness and inclusion. A 'Festival of Friendship' was a highlight in Week 3 as we emphasised wellbeing and celebrating connections, featuring bright colours, friendship bracelets and collaborative art projects symbolising unity and care. To finish the week, students enjoyed a slip-and-slide, water play and a sausage sizzle.



Wellbeing Tea Time

Inspired by the book 'Luli and the Cup of Tea', our St Peters Campus Reception students have started a new class tradition—a Wellbeing Tea Time on Friday afternoons. Most weeks, the class gathers to share a warm drink, reflect on the week that is coming to a close and develop social skills in a calm and welcoming space. It's a chance to practise gratitude, listening to others and engaging in thoughtful conversation—a meaningful way to end each week!

Middle School Highlights

Once Upon a Festival

Around 30 of our Middle School students spent a day attending 'Once Upon a Festival' in Term 4, savouring the chance to learn from Australian authors and illustrators such as Claire Richards, Lili Wilkinson, Candice Fox, Michael Gerard Bauer and more. Through a day of workshops and talks, these creative professionals empowered our students with insights into their craft and the publishing industry. Students were then challenged to read voraciously while also writing and illustrating their own stories.

"I learnt I have to persevere if I want to pursue my dreams of being an author. It was a really inspiring experience. I had no idea how much we rely on stories to help build our reality." — Eva, Year 8



Year 10 Drama presents 'Bluebottles'

Through a series of fast-paced vignettes, our Year 10 Drama students of 2024 portrayed the hidden fears and anxieties that shape young people in a play called *Bluebottles*, by Caleb Lewis. Audience members resonated with the irony and black comedy in the script, and the ensemble rose to the challenges the play presented, showcasing their high-level performance, costume, multimedia and sound design skills.

Year 10 Fleurieu Peninsula Camp

Abseiling, surfing, hiking and soaking in the south coast scenery were just some of the items on the agenda for our Year 10s as they headed to the Fleurieu Peninsula late last year for a camp full of action, adventure and fun. Through the various activities, students had the opportunity to step out of their comfort zones and try new things while being immersed in nature. Reflecting on the experience, one of our students said,

“Due to the challenging activities, I was able to persevere through nerves, to encourage others to do the same and to try something new. I loved the feeling of being out in nature for the whole day, being disconnected from my phone and social media, and just bonding with my friends and classmates. My highlights from camp would have to be abseiling over the ocean, surfing with my friends and the feeling of achievement when looking back at the large, steep hill I had just climbed down on the hike.” — Lila, Year 10

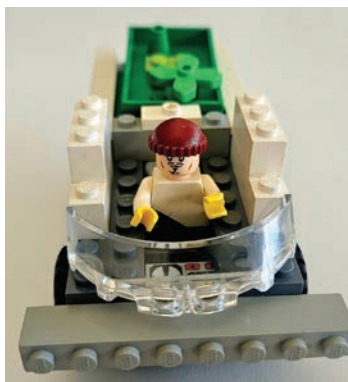


Ethics Olympiad

Having won a gold medal in the Middle School heats of the 2024 International Ethics Olympiad, a group of our Year 10 students accepted the invitation to compete in the international grand final in February. A prestigious competition that challenges students to think critically, communicate effectively and discuss complex ethical dilemmas respectfully, the Ethics Olympiad is a rigorous event and to make the international stage is truly an extraordinary achievement. The finals, held online, involved 46 of the top teams from Australia, Singapore, New Zealand, India and Hong Kong. Our team represented the College with distinction, demonstrating strong intellectual prowess and grace under pressure. Each of our finalists received a commemorative pin and we congratulate them on their success on the global stage.

Year 9 Geography 'Solutions in a Suitcase'

What do LEGO, alternative farming methods and a suitcase have in common? They were all part of a Year 9 Geography lesson on food security in Term 4! To help his class explore the topic of food security, Mr Whatley brought in a suitcase full of LEGO from which students were asked to build a prototype of a piece of innovative machinery that could assist with sustainable agricultural practice. Some of the brilliant ideas generated included a submarine seaweed harvester, a food-scrap mulcher and a multi-purpose tractor that draws recycled water.



Australian Business Week

To end the 2024 school year, our Year 10 students embraced the challenge of participating in Australian Business Week (ABW), an immersive experience in which students spend several days applying teamwork, creativity and critical thinking skills to simulate running a business. Taking on roles within their 'businesses', and working under the guidance of mentors, students created and managed a virtual company, developing products, crafting business plans and navigating real-world challenges using ABW's simulation software. The culmination of the week was the trade display and presentation day, where the businesses were showcased and students impressed with their innovative branding, compelling pitches and professionalism. At the concluding ceremony, we congratulated team 'Second Sun' as winners of the Overall Grand Champion award. A perfect example of our three educational pillars in action, ABW connects, challenges and empowers learners, helping them to be future-ready and to develop leadership, resilience and problem-solving skills.



Year 7 Victor Harbor Camp

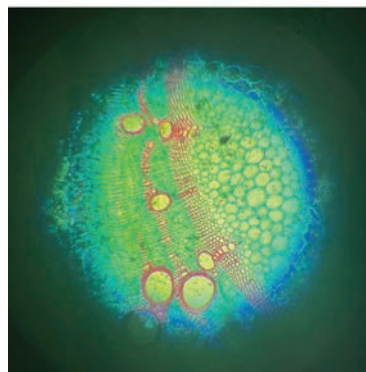
Our Year 7 Camp at Victor Harbor saw students bonding as they engaged in fun activities and challenged themselves to try new things early in Term 1, all while competing for points in a range of exciting challenges. The Flying Kiwi (high rope swing), obstacle courses, kayaking and bodyboarding all kept students busy and provided an exceptional opportunity for students to grow, to extend their capabilities and to create memories together—a perfect way to gel as a cohort in the first term of Middle School!



Senior School Highlights

Design, Technology and Engineering's Phenomenal Furniture Projects

Visitors to the Launchpad learning showcase were impressed at the range of products created by Year 12 Design, Technology and Engineering students in 2024, with a wide range of furniture pieces demonstrating the incredible skills students have developed through their coursework. As previous years have shown, when the culture is strong and expectations are high, anything is possible. The proof was evident in the quality of the items presented. Well done to all of the students involved, and especially to the recipients of the Most Outstanding Product, Peer Assessed Best Product, Resilience and overall Subject Awards.



Photos courtesy of NYSF 2025

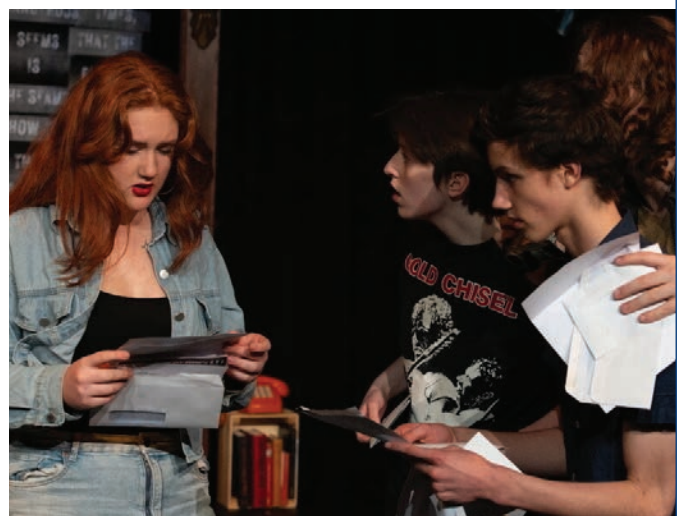
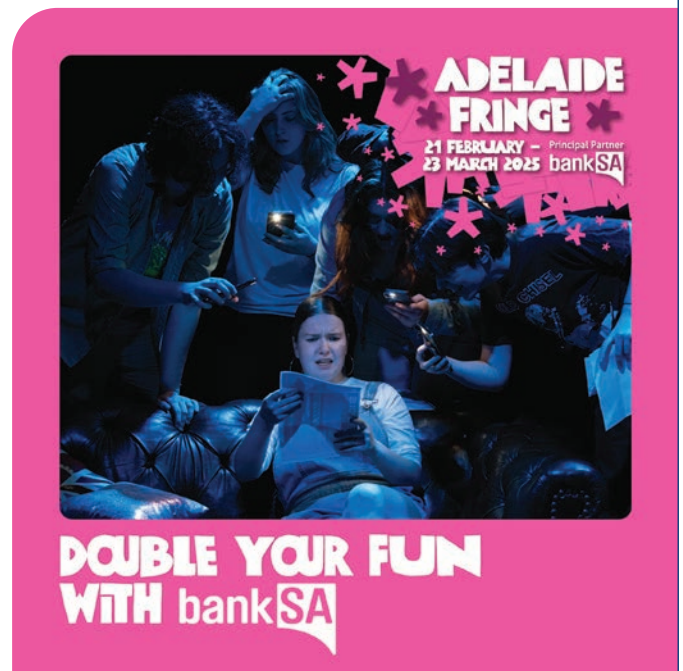
National Youth Science Forum

Year 12 student Angelina was one of the students from across Australia who was selected to attend the National Youth Science Forum (NYSF) held in Brisbane in January this year. Staying on campus in a university college setting for 10 days, participants were immersed in various science- and technology-related experiences—an extraordinary opportunity! Summarising her time at the NYSF, Angelina said,

"I was part of several industry visits where I got a glimpse behind the scenes of cutting-edge research, interacted with experts in their selective fields, engaged with industry partners and research providers, and learnt about universities and STEM career pathways. ... My personal highlight was having the chance to build connections with like-minded people from around Australia and to network with former NYSF participants. These people were strangers to me at the beginning, and now I have made connections and formed friendships with people from all around the country."

The Adelaide Fringe Comes to Concordia College

Connecting Concordia to the heightened creative landscape that emerges in February and March each year, the College's Drama Centre became an Adelaide Fringe venue for the first time this year, with a group of Year 12 students reprising their roles from their Year 11 Drama production in 2024, alongside a couple of new cast members. The show was 'Metropolis Now' - a play with songs, written by our Drama Coordinator, Aldo Longobardi. Inspired by 'RENT' and 'La Boheme', Metropolis Now explores a dystopian future where AI has ransacked the arts industry, corporate greed has escalated the cost of living and sustainability crises, and despite technological advancements, a cure for cancer remains elusive. The cast performed to an incredibly high standard and received excellent reviews from the Theatre Association of South Australia and from theatregoers, with several audience members either giving it a 'standing ovation' or listing the show as a 'hidden gem' on the Fringe website. Adding to the overall experience for audience members, our talented Food and Hospitality students sold delicious dumplings in the Drama Courtyard prior to the performances and on closing night our Jazz Combo provided wonderful music to add to the ambiance ahead of the final show. Thanks to all involved and all who attended for making our first foray into the Fringe such a success!



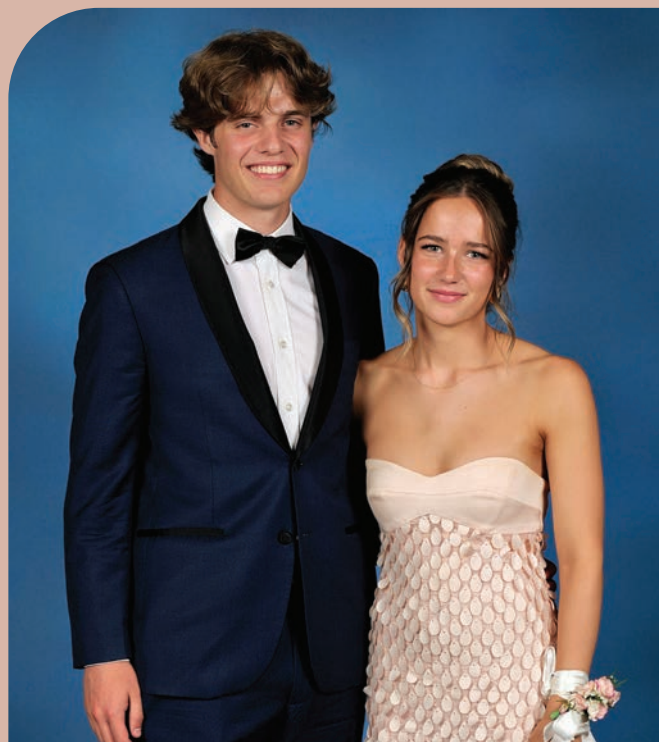
Stage 1 Industry and Entrepreneurial Solutions

In a course that fosters innovation, problem-solving and creativity, Stage 1 Industry and Entrepreneurial Solutions students develop unique solutions to real-world problems using a range of new technologies. Connecting students to industry, we are delighted to welcome a panel of judges at the end of the course each year, who listen to the students' product pitches, view their prototypes and give feedback on the students' work. The most marketable product and most well-developed idea are also identified by the judges, adding some friendly competition to this culminating activity. Well done to all of the students on producing some inspiring results, and thank you to our judges for generously giving us their time and expertise.



Year 12 Class of 2025 Formal

There was glitz and glamour galore at the 2025 Formal, one of the premier events on the calendar for our Year 12 students each year. This year's event, held at the National Wine Centre, was an outstanding celebration for students and staff alike, and the Year 12s represented themselves and the College commendably. We hope you enjoy some snapshots from a wonderful evening!







Primary School Sports Day

Following two consecutive Sports Day wins, Cheltenham’s chant threw down the challenge for the other House teams early in the day with the line, “Fast on the track, strong in the field; three in a row, we’ll bring home the shield!” Whether they could make it a three-peat remained to be seen, of course, but their energy and enthusiasm did help them to an early lead as they received 20 points for their ‘House rap’, with Malvern in second place on 15.

As students moved out from their House tents to compete in athletic and tabloid events, the College Oval was awash with colour, excitement, team spirit, determination and fun. Amidst an extraordinary family atmosphere with many parents and grandparents supporting our young athletes, it was encouraging to see students getting involved, taking on challenges and giving their best effort while maintaining a high level of sportsmanship and camaraderie. From sack races, Earthball, vortex throwing, bean bag throw and the egg and spoon race through to traditional events such as shot put, high jump and long jump, students competed in a wide range of activities to earn points towards their team’s tally.

The atmosphere during the final baton relays was electric as students charged home to the finish line in hopes of claiming some of the remaining points to help their House to victory. Following the relays, silence fell in preparation for the shield presentation, with Cheltenham announced as the winning House, fulfilling their pledge to ‘bring home the shield’ in 2025.

This event is a shining example of cross-campus collaboration in action. With students and staff from St John’s Campus and St Peters Campus participating in and overseeing the day’s events, along with valuable support from the Year 12 House Leaders, all three campuses contribute to the success of our combined Primary School Sports Day. Thanks to all who helped make the day possible and to the many family members who attended as spectators. We look forward to next year’s Sports Day with anticipation!

Final Results

Cheltenham	1,420
Malvern	1,408
Winchester	1,404
Highgate	1,357

Middle and Senior School Sports Day

Could Highgate hold onto the shield? Would Cheltenham charge to victory? Could Malvern make it back to top spot? Would Winchester win once more? The answer was anyone's guess as we commenced our annual Middle and Senior School Sports Day!

The weather was warm and the atmosphere was vibrant as students dressed in green, blue, gold and red flooded SA Athletics Stadium to compete for the Bartel Cup.

One of the major strengths of this event is that it allows space for serious athletes to strive to achieve their best in traditional athletic disciplines, but it also provides opportunities for students to earn points for their Houses through participation in events focused more on fun than finishing first. In 2025, House spirit was again strong as students competed in both the track and field events and the novelty events. Students are commended for the way they supported one another throughout the day.

Although the scoreboard isn't everything, updates on the big screen began to show that the race was on between hopeful Highgate and the challengers in Cheltenham. With Highgate aiming to retain their title as Sports Day winners after their victory last year, students waited with bated breath for the announcement of the final scores. In the end, with almost the same number of points as in 2024, Highgate went 'back-to-back', finishing as the winners of Sports Day 2025.

A huge thank you to all involved in such a successful Sports Day, and to those family members who came out, despite the warm weather, to show their support for our athletes. With more House activities yet to come in Terms 2 and 3, we look forward to seeing how the rest of the competition shapes up in the months ahead!

Final Results

Highgate	2,562
Cheltenham	2,527
Winchester	2,282
Malvern	2,258



Sports Highlights

Concordia students have been busy competing in a range of summer sports across Term 4 2024 and Term 1 2025. Here are some highlights.

Term 4, 2024

- Our Year 5/6 girls' basketball team from St John's Campus went through undefeated in the minor round games of the Large Schools Statewide Basketball Competition. They competed strongly in the finals, only narrowly missing out on playing in the grand final on countback.
- Six Concordia athletes competed in the All Schools Athletics State Championships in Term 4, with many incredible performances and a number of podium finishes. Overall, our students achieved four State Champion titles and 15 podium placements—excellent results!
- Early in Term 4, three teams represented Concordia at the Ekiden Relay, a statewide cross country event involving over 20 schools. Each team comprised eight students who combined to run more than 20km. Our students represented the College with amazing talent and camaraderie. Impressively, our senior girls' team finished in second place and our senior boys finished third.
- At the end of a successful year of Concordia basketball, our Senior A boys' team competed in Division 1 of the Australian Schools Basketball Championships and made it through to the quarter finals. Although the result of this match didn't go our way, the boys are commended on an amazing effort.
- A girls' team and a boys' team represented Concordia on the national stage at the Australian Volleyball Schools Cup, held on the Gold Coast in December. Our Open girls' team started confidently with wins before falling just short of the medal playoff rounds. Meanwhile, the boys faced tough competition and finished in 11th place out of 21 schools.
- A team of 21 represented the College at the School Sport SA (SSSA) Swimming Championship, with nearly all of our swimmers achieving personal best times and many placing first in individual events and team relays. Overall, we finished in fifth position, with our girls achieving fourth place in their category.
- Concordia's Middle A boys' cricket team remained undefeated across all six games in Term 4.





- Our Year 9/10 girls' and boys' knockout basketball teams both made it to the Finals Day. Our girls finished in fourth place and our boys won the grand final, finishing as statewide champions.
- Three St John's Campus students represented the Adelaide South East district in AFL and four represented the district in cricket at the SSSA State Carnival in Term 4. Both teams won the State Championship—an extraordinary effort!
- Middle A and B girls' basketball experienced success in Term 4, with both teams remaining undefeated.
- Our Year 7/8 girls' knockout volleyball team made it through to the Finals Day of the competition, finishing sixth in the state.



Term 1, 2025

- Our Middle A girls' basketball team won the Independent Girls Schools Sports Association (IGSSA) grand final for the second consecutive year on Wednesday 2 April after remaining undefeated all season. Congratulations to the girls on their success!
- After a strong season of girls' volleyball, with our Middle A team unfortunately bowing out in the semifinal, our Senior A team made it through to the grand final and finished as runner-up.
- Our Open B3 tennis team won all except for one game, finishing top of the table.
- Boys' volleyball had a strong season with our Open A1 team remaining undefeated until their semifinal match, which unfortunately didn't go their way. The Open B1 team finished the season at the top of their division.
- On Thursday 6 March, 19 students from the St John's Campus competed to the best of their abilities in the Adelaide South East Sapsasa swimming trials, finishing sixth overall.
- At the Mount Gambier eight-hour Pedal Prix race—the first race for our new hard-shell trike, 'Costa'—four Concordia teams comprising 28 Year 7 to Year 12 students competed against teams from around Australia. In the end, team Costa finished third in their category while teams Concorde and Shockwave also finished in the top 10 in their category.
- Late in Term 1, our Year 5/6 boys' cricket team won through to the quarter finals of the SSSA statewide competition.
- At the Interschool Athletics competition on Thursday 10 April, our girls' and boys' teams finished fifth in their gender groups and third overall on combined score, an excellent effort that sees us retain our place in the A1 Division 1 competition.

Musical: *Mamma Mia!*

On the surface, *'Mamma Mia!'* seems like a flimsy storyline shoehorned into a jukebox musical of audience-pleasing songs. Brush off the glitter and look a little deeper, however, and the show has much to say about love, family, missed opportunities, second chances and the quest for identity against the tension of external expectations. While Sophie vows not to repeat the 'mistakes' of her mother by rushing into a traditional marriage, Donna is forced to confront her past, forgive her younger self and celebrate the independent woman she has become. The resolution affirms that there are all types of families and that love always finds a way.

It was humbling to work with such an incredible team of actors, singers, musicians, dancers and designers—every aspect of the production from the set design and construction to the impressive multimedia was created by our students. Over 120 students from Years 8 to 12 featured onstage, in the band, backstage, front of house and in the design crew. Again, we recognised the amazing talent of our students by mounting two principal casts who performed alternate shows to thoroughly pleased audiences. The atmosphere at each performance was nothing short of electric. Of course, the support of our dedicated staff and parent volunteers was invaluable.

The experience of being involved in a Concordia musical is something that Money, Money, Money can't buy. It is a massive undertaking, but the payoff is extraordinary. It was a completely fABBAulous experience to share with this crew of Dancing Queens and Super Troupers.

Aldo Longobardi

Director | Producer | Drama Coordinator





Music Highlights

From end-of-year concerts and sharing the gift of music in an aged care setting through to preparations for Generations in Jazz and taking some jazz to our St Peters Campus, there have been a number of music highlights across Term 4 and Term 1.

Middle School Vocal Concert

- The Middle School Vocal Concert in November, showcasing the amazing talents of our Year 7-9 vocal students, featured our Year 7/8 Choir, Prelude Jazz Choir and Testosterphones male choir, who presented items alongside many talented soloists. The audience enjoyed a wide range of songs and were impressed by the standard presented.

Glen Woodley Estate

- On Wednesday 13 November, our Brass Ensemble and Einheit String Quartet performed for residents at Glen Woodley Estate, Southern Cross Care. Each group played for around 15 minutes, sharing a great variety of music. Both performances were extremely well received by the audience and we were grateful for the opportunity to perform.

Living Choice Lights Up

- Spreading some festive cheer, students from our String Ensemble, Cello Ensemble, Animato Quartet, Clarinet Ensemble and Year 9 Choir visited Living Choice Retirement Village, Fullarton, for their Christmas tree lighting ceremony—a wonderful chance for students to serve our 'neighbours' by playing and singing Christmas carols to mark the start of their Christmas season.

Carols Service

- Our annual Carols Service—a time for reflection and celebration of the birth of Christ—was a beautiful evening enjoyed by all, featuring a wide range of our instrumental and vocal ensembles led by our dedicated staff.





Nunyarra Day Camp

- In preparation for Generations in Jazz, our vocal ensembles and big bands spent a day at Nunyarra Conference Centre in Term 1, refining their skills and learning new repertoire.

Big Band Workshops (3 December) and Peter Foley Workshops (21 February)

- Our 2025 Big Band 1 dived into new repertoire late in Term 4 with several Adelaide-based jazz professionals and commenced again early in Term 1 with Peter Foley, one of Australia's leading jazz educators. Both workshops offered students the opportunity to work with and learn from exceptional musicians and experts in the big band scene.

St Peters Blackwood Concert

- Mattson Jazz, McKenzie Jazz and Prelude Jazz vocal ensembles along with Big Band 1 and Big Band 2 put on a pre-Generations in Jazz Concert for St Peters Campus students on Monday 7 April. It was a great way to end a long term, celebrating and bringing together two of our campuses for a special performance.

Community Events

Community events at Concordia are essential in fostering a strong sense of belonging and connection among students, parents, staff, Old Concordians and our wider community. From coffee mornings and Class Connectors to P&F meetings, large social gatherings and volunteer opportunities, our events help to build lasting friendships and cultivate a culture of collaboration and shared success.

A standout event in Term 4 was the Year 12 Graduation Dinner, where Year 12 students and their parents came together for an unforgettable evening. Held in our Fortiter Gymnasium, which was transformed into a stunning event space, it provided a memorable experience for all.

In Term 1, we were excited to welcome parents to the College with drinks and nibbles after most Parent Information Nights—a perfect opportunity to connect with one another and engage with key staff.

The P&F, Class Connectors, and Quiz Night working group continue to do an outstanding job of creating new opportunities for community engagement. The calendar is quickly filling up with events for 2025 as we look forward to many opportunities to make new friends and reconnect with old ones.

We are incredibly grateful to our community for embracing these opportunities to connect and engage across all three campuses.

We hope you enjoy looking back over some photos from our events in Term 4 and Term 1!

Angela Warrick

Engagement and Events Manager



A Message from the P&F Executive Team

The Parents and Friends (P&F) Association is a vital part of the Concordia community, connecting parents, teachers and students. This year, we welcome our new executive team:

- President: Darren Klingner
- Vice President: Claire Baldwin
- Secretary: Miaomiao Zhang
- Treasurer: Tim Papanestoras

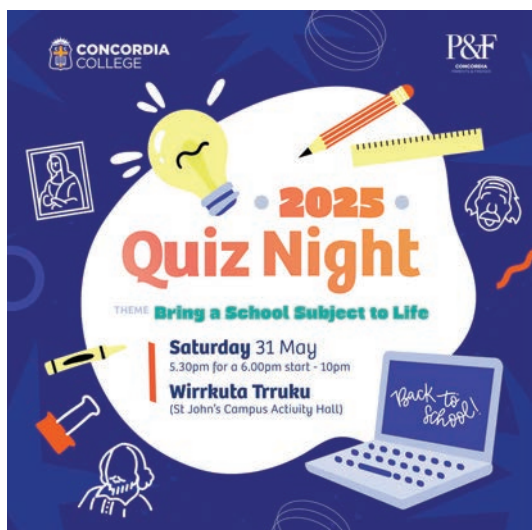
With representation from Concordia, St John's and St Peters campuses, we're committed to strengthening connections across ELC to Year 12.

Community & Events

The P&F fosters communication, engagement and school support through social events, volunteer opportunities and projects. Key events include:

- Mother's & Father's Day Breakfasts
- Year 12 Graduation Dinner
- Community Coffee Mornings
- Class Connector Coffee Meetings
- Grandparents and Special Friends' Day
- World Staff Day
- Parent Information Nights
- Regular P&F Meetings

Save the date for the P&F Quiz Night
— **Saturday, 31 May** 2025.



2025 P&F Contributions

This year, P&F funding will support projects across all campuses, including:

- St Peters Campus: Kitchen upgrade, outdoor chess set, STEM Systems (\$4,700)
- Concordia Campus: Stop motion animation room, lunchtime activities (\$3,500)
- St John's Campus: CleverTouch board (\$1,800)
- ELC to Year 12: Fortiter kitchen roller shutter, trailer for Music and Performing Arts (\$15,000)

Funding applications for 2026 open in Term 4—start planning now!

Thank you for your ongoing support. We look forward to a fantastic year ahead.

Darren Klingner

President
on behalf of the P&F Executive Team

Staff Profiles

- Getting to know



Sarah Davis

ELC Director
— St John's Campus

+ Describe yourself in three words.

Smiley, energetic, caring.

+ What motivates/inspires you in your role?

I am passionate about working with children and seeing them grow and develop as they play and follow their interests.

+ What do you think you would say to the world if you were able to have everyone's attention for 30 seconds?

SMILE! A smile to someone that you know can go a long way, but a genuine smile to a stranger can go even further. You just don't know the impact your smile could have on someone. It takes less effort to smile than it does to frown, and it doesn't cost anything. The more smiles that you share, the brighter your day will be too. I love how smiling can be contagious. Give it a go!



Liam Schuster

Digital Resources Technician
— St John's Campus

+ Describe yourself in three words.

Hardworking, inquisitive, determined and a bit cheeky.

+ What motivates/inspires you in your role?

I find that working in technology is incredibly inspiring. It is rewarding helping people navigate through problems and watching them learn new solutions to old challenges. I also take pride in watching the overall user experience across the College improve with each small change we make to our backend.

+ What, from 2025, do you think people are likely to be most nostalgic for 50 years from now (and why)?

2025 marks the official end of Microsoft's 10 years of support for Windows 10. With an operating system having such an integral impact on the way we interact with our devices, I think it's a larger part of our students' lives than we typically give it credit for. In 50 years, our entire cohort of students will (all things being equal) be closing in on their retirement age. I think they're likely to look back with some nostalgia at how much 'better' and 'easier' computers were back when they were young, much like how people now look back at the Commodore 64 (1982).

now you...



Debra Jackson

ELC Teacher
— St Peters Campus

+ Describe yourself in three words.

Reliable, friendly, helpful.

+ What motivates/inspires you in your role?

When you work with young children, you realise that they have the most incredible imaginations, and the way that they see the world really is inspiring and exciting. It is a privilege to be a part of each child's journey. When they invite you to be a part of their journey, it is a very rewarding experience knowing that you have been able to help guide them each and every day.

+ If you could choose to visit the International Space Station or the Australian Antarctic Division's base stations in Antarctica, which would you choose and why?

I would choose the International Space Station. To be able to do a space walk and experience the feeling of weightlessness would be terrifying, but at the same time it would also be very exciting once you knew that you were safe.



Nicole Kohlhausen

Receptionist/Student Services Officer
— St Peters Campus

+ Describe yourself in three words..

Fun-loving, friendly, resilient.

+ What motivates/inspires you in your role?

The motivation for my role is inspired by children and the way they see the world and express what they have learnt through innocent eyes. I also get great enjoyment from being in a social environment, welcoming and assisting everyone that comes through my office.

+ If you could have two items with you while shipwrecked on a desert island, in addition to food and water, what would they be?

Assuming I wouldn't need a can opener for tinned food, I would want to have photos of my family and friends, and music.

Staff Profiles



Bec Murphy

Director of People and Culture

+ Describe yourself in three words.

Positive, approachable, talkative.

+ What motivates/inspires you in your role?

I am inspired by helping people feel engaged and motivated in their roles, all with the aim of enhancing the student experience. It is incredibly fulfilling to support an employee's growth and to watch them set and achieve their goals, and I believe this helps us in creating a vibrant workplace culture. In my short time at the College so far, it has been such a pleasure to connect with people, learn about their passions and start to gain an understanding of their role. I am excited about continuing to meet and engage with people over the next few months and am so grateful for the warm welcome I have received.

+ If you were asked to describe your job to a young child, what would you say?

If I were to describe my job to a five-year-old, I would say that Human Resources is like the grown-ups at school who make sure everyone is happy, that everyone has what they need, and that everyone behaves well at work. We help people to get along well with each other, we find new friends to join the school, and we make sure everyone is learning and having fun while staying safe. We are like the friendly helpers who make sure everything runs smoothly. If only it was this simple!



Jesse McKinnon

Mathematics and Science Teacher
— Concordia Campus

+ Describe yourself in three words.

Passionate, adaptable, energetic.

+ What motivates/inspires you in your role?

I'm inspired by the opportunity to help students grow, not just academically but as well-rounded individuals. Seeing them develop confidence, resilience and a love for learning is incredibly rewarding. I also love finding creative ways to make lessons engaging and relevant, especially in Maths and Science.

+ If you could choose to put a \$10 million contribution towards solving a problem facing our world in 2025, what issue would you choose and how would you spend the money?

I'd direct the funds towards improving access to mental health support and physical activity opportunities for young people. This could include funding free or low-cost community sports programs, creating more accessible recreational spaces, and increasing the availability of youth-focused mental health services outside of school settings. By making these resources easier to access, we can help young people build resilience, stay active and feel supported in their wellbeing beyond the classroom.

AI at Concordia

A Meaningful and Responsible Approach

Over the last 15 months, Concordia College has been steadily laying the groundwork for meaningful and responsible integration of artificial intelligence across its student and educator communities. We began by surveying students, teachers and stakeholders, aiming to understand their concerns and hopes about generative AI. This feedback was the springboard for our professional development sessions, focusing on ethical use of AI and assessment design based on Dr Leon Furze's "traffic light" approach—an adaptable framework that clarifies acceptable levels of AI involvement in different assessment tasks (Furze 2024). Simultaneously, we explored the SAMR model (Substitution, Augmentation, Modification, Redefinition) to ensure that technology, including AI, genuinely enhances learning rather than merely replicating existing processes (Puentedura 2020).

Faculty-specific discussions further refined our collective vision, highlighting how AI tools can aid lesson planning, marking and student research, while keeping ethical considerations at the forefront. We emphasised that students can use AI for deeper learning—such as brainstorming or improving their writing—rather than as a shortcut to bypass critical thinking. For example, students in a History class could feed Winston Churchill's extensive journals into a context window like ChatGPT and then be able to have a conversation with that model of a historical figure. Alternatively, in Digital Technologies there are often concepts that student find quite hard to understand, so we can take any learning worksheet and convert the built-in examples to reflect the young person's primary interest... basketball, sewing, dancing—anything really. This enormously increases the understanding of that particular concept. Learning was once democratic, now it's becoming individual.



To support this progressive work, we forged a research partnership with Dr Tiangchong Wang from Flinders University, who is assisting in exploring the intersection of AI and education, especially how emerging applications can enrich, rather than erode, academic integrity. You can read an article from Dr Wang titled 'From Dialogue to Discovery: Perspectives on Artificial Intelligence (AI) and the Future of Learning' on page 11 of this magazine.

Looking ahead, Concordia College acknowledges that AI's future is still unfolding, but we are guided by the conviction that ongoing professional development will help teachers focus on what really matters: student outcomes and relationship-building. We will continue constructing robust ethical frameworks for both staff and students, ensuring that moral considerations shape the use of this technology. Additionally, we see AI-assisted discovery as a tool for efficiency, freeing educators to concentrate on creativity and personalised learning. By remaining open to new developments and grounded in our shared values, Concordia seeks to harness AI's promise while navigating its challenges responsibly.

Jack Egan

Digital Technologies and English Teacher

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Puentedura R.R (25 January 2020) 'SAMR - A research perspective[blog post]', *Hippasus*, accessed 28 April 2025. http://hippasus.com/rrpweblog/archives/2020/01/SAMR_AResearchPerspective.pdf.

Heritage Centre

Leading a school like Concordia College is a unique and demanding role. The Director, Headmaster, Principal or Head of College is not just a captain steering the ship, but also a worker in the engine room—overseeing daily operations, building culture, supporting staff, strengthening school pride and shaping the future. They must balance the call to serve with the reality that leadership is complex and ever-changing.

At a College with a history spanning more than 130 years, school leaders serve as custodians, holding Concordia in their hands before faithfully passing it on to the next generation. Here, with gratitude for those who have shaped our school, we reflect on the history of Concordia’s Principals, remembering the ‘Founding Fathers of Concordia’ and key developments across the decades.



2010 Opening of Murtoa

Concordia College Principals and their Tenure

1890-1901	Rev Wilhelm Peters Founding Director	
1901-1903	Prof Johann Kunstmann Rev Emil Darsow Rev Carl Schoknecht Rev L. Wentzel Rev O. Mueller Interim Directors	
1903-1939	Rev Dr Carl Graebner Director	
1939-1953	Dr Henry Hamann Headmaster	
1953-1959	Rev Frederick Blaess Headmaster	
1959-1968	Rev Dr Elmore Leske Headmaster	
1968-1982	Rev Thomas Reuther Headmaster	
1983-1988	Mr John Zweck Principal	
1989-1993	Mr John Brew-Bevan Principal	
1994	Mr Richard Bruss Acting Principal	
1995-2002	Dr Kenneth Bartel Principal	
2003-2005	Mr Julian Denholm Principal	
2005-2017	Mr Lester Saegenschnitter Principal	
2016-2023	Mr Michael Paech St John's Campus Principal	
2018-2021	Mr Paul Weinert Concordia Campus Principal	
2022-Present	Head of College	
2022-2023	Mr Dennis Mulherin Concordia Campus Principal	
2023-Present	Ms Bronwyn Wilson St Peters Campus Principal	
2024-Present	Mrs Penny McKenzie Concordia Campus Principal	
2024-Present	Mr Paul Bannister St John's Campus Principal	

Founding Fathers of Concordia College

Rev Wilhelm Peters, Founding Director, 1890-1901

Pastor Peters was the Lutheran minister in Murtoa in 1887. Concerned that there was no institution in the Lutheran Church for the training of teachers, he generously donated land and persuaded parish members to fund a school building project, to help realise his vision. Pastor Peters also took on the role of the Founding Director of the new Lutheran teaching institution. The first student, Frederick Hoffmann, began in 1890. By May 1893, there were six enthusiastic students.

Professor Johann Kunstmann; Rev Emil Darsow; Rev Carl Schoknecht, Rev L. Wentzel and Rev O. Mueller, Interim Directors, 1901-1903

On the resignation of Rev Peters in March 1901, due to being overcommitted while running the church and school simultaneously, Professor Kunstmann was appointed Director to manage the College for an interim period. On his departure, Rev Darsow and Rev Schoknecht acted as directors, followed by Rev Wentzel and Rev Mueller until the arrival of Pastor Graebner in 1903.

Rev Dr Carl Graebner, Director, 1903-1939

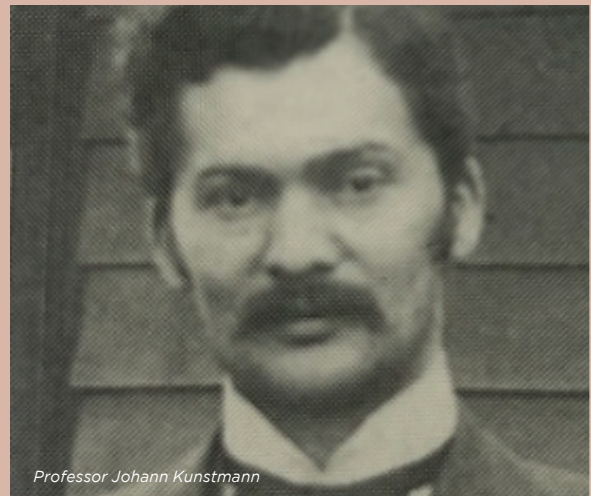
Rev Dr Graebner moved to Murtoa from Michigan, USA, to come and lead the College. With his remarkable talent, conscientious work ethic and vision, he expertly led Concordia for more than 30 years. Rev Dr Graebner oversaw the move to Malvern, SA, in 1905 when the Murtoa premises became too small. In 1939, he relinquished his role as Director but continued as President of Concordia Seminary.

Dr Henry Hamann, Headmaster, 1939-1953

Dr Henry Hamann was called to Concordia as a professor in 1925 and it swiftly became apparent that he had an extraordinary breadth of knowledge across various languages, as well as in the areas of history, English literature and theology. He was the obvious choice for the new Headmaster role in 1939. In his time leading the College, Dr Hamann championed the education of girls. As students grew in age they also grew in appreciation for their amazing Headmaster. Dr Hamann left Concordia in 1953 and went on to teach theology at the Lutheran seminary.



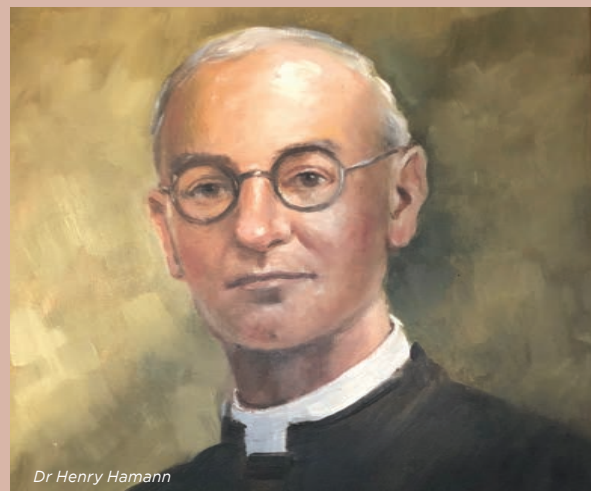
Rev Wilhelm Peters



Professor Johann Kunstmann



Rev Dr Carl Graebner



Dr Henry Hamann



Celebrating 125 years of Concordia College

Changes in Nomenclature

As well as differences in background, personality and leadership style, the name given to the role of the leader of Concordia College has changed throughout our history. Pastor Peters began leading the school as 'Director', a title last held (in conjunction with President of Concordia Seminary) by Rev Dr Graebner. In September 1939, Dr Hamann became the College's Headmaster, a new title for the role. Between 1968 and 1982 there was a shift in title from Headmaster to Principal and in 1983 John Zweck became the College's first lay (not ordained) Principal.

Realigning the Leadership Structure

A major milestone occurred in 2016 when Concordia College amalgamated with St John's Lutheran School, forming an Early Learning Centre to Year 12 Concordia College. Lester Saegenschnitter became Principal of the Concordia Campus. Michael Paech became Principal of St John's Campus.

As the College's growth continued, the leadership structure was realigned. In 2022, Paul Weinert (Concordia Campus Principal since 2018) became Head of College, with Principals Michael Paech (St John's) and Dennis Mulherin (Concordia) overseeing the day-to-day operations of the primary and secondary campuses respectively. When the College amalgamated with St Peters Lutheran School at Blackwood in 2023, the leadership expanded to include Bronwyn Wilson as Principal of our St Peters Campus. In 2024, the personnel changed to the three campus Principals we have today: Paul Bannister (St John's Campus), Bronwyn Wilson (St Peters Campus) and Penny McKenzie (Concordia Campus). These Principals are all serving with Paul Weinert as Head of College.

May God continue to bless and guide the College and its leaders in the years ahead!



Bronwyn Wilson (Principal - St Peters Campus), Paul Weinert (Head of College), Penny McKenzie (Principal - Concordia Campus), Paul Bannister (Principal - St John's Campus)

Historical information from 1890 to 1990 has been largely sourced from 'Concordia 100 Years, Murtoa—Adelaide: A History of Concordia College, Adelaide' by Elmore Leske.

Remembering — Rev Dr Elmore Leske

1928-2025



With both sadness and gratitude, we reflect on the remarkable life of Rev Dr Elmore Leske, who passed away on 25 January, 2025. Elmore's journey, deeply interwoven with the history of Concordia College and the Lutheran Church, is a testament to a life lived in faithful service to God and others.

Elmore began his connection with Concordia as an 11-year-old boarder in 1940, driven by his desire to pursue ministry in the Lutheran Church. An outstanding scholar and athlete, he excelled in his studies and captained every sports team available at the time. After completing a BA from the University of Adelaide and his theological studies, Elmore returned to Concordia to teach, laying the groundwork for a lifetime of impactful leadership and education.

At just 31 years old, Elmore was appointed Headmaster of Concordia College. During his eight years of leadership, he introduced significant advancements, including curriculum updates, improved facilities and expanded transport services, while fostering enrolment growth. His vision and commitment shaped the College and left a legacy of excellence and faith. We are also grateful to Elmore for his significant work in writing the centenary history of Concordia College, a book titled 'Concordia 100 Years, Murtoa—Adelaide', published in 1990, which remains an invaluable resource for our Heritage Centre.

Elmore's contributions extended far beyond Concordia. His service included roles as a lecturer and vice-principal at the Lutheran Teachers College and a faculty member at Luther Seminary, where he was deeply respected for his teaching in Greek, Latin, and Pastoral Theology. His work was recognised with an honorary doctorate in 1993, affirming his extraordinary impact on theological education and ministry.

Elmore also cherished his roles as a husband, father and grandfather. His wife, Pam, their children—Judith, Peter, Jonathan and Robin—and their grandchildren continue to embody his values of faith, education and service.

As we give thanks for Elmore's life, we are reminded of the words of Jesus in Matthew 25:21:

"Well done, good and faithful servant!"

Elmore's life exemplified the love of Christ in action, whether through his leadership, teaching or the relationships he developed. May his family find comfort in the promises of Christ's resurrection and the hope of eternal life.

Old Concordians' Association

From the President

The Old Concordians' Association has had an exciting start to the year, with fantastic engagement from our alumni community, including 90 students from the Class of 2024 coming to their first reunion as Old Concordians in February. It has been wonderful to see past students reconnecting at our reunions and events. We look forward to many more opportunities to bring our community together this year.

Our focus for 2025 is on strengthening our network, expanding our events program and fostering meaningful connections between Old Concordians and the wider school community. The Old Concordians' sports teams are

continuing in their competitions and new players are joining. This year we will begin a close affiliation with the Adelaide Lutheran Football Club, so look out for more news about that. Whether it's through reunions, sporting teams or mentoring opportunities, there are plenty of ways to stay involved.

A special thank you to those who volunteer their time to support the school and fellow alumni. If you're interested in getting involved, we'd love to hear from you at alumni@concordia.sa.edu.au.

Looking forward to another great year ahead!

Matt Bruening (2016)

President - Old Concordians' Association

Latest Reunions



Old Concordians Blazing a Trail

Amelia Griffin — Class of 2015
Speech Pathologist and Founder of My Mind Matters Therapy

Tell us about where life has taken you since Leaving Concordia...

After graduating from Concordia, I studied Speech Pathology at Flinders University. While completing my degree, I trained and competed full-time with the Australian Taekwondo National Team, travelling internationally and training at the Australian Institute of Sport (AIS) in Canberra.

In my final year of university, I made the tough decision to retire from sport to focus on my future career. My final placement was a 10-week rural block in Broken Hill, where I worked with adults with complex disabilities. Many were non-verbal and hadn't accessed speech therapy in over two years due to a critical shortage of health professionals. This ignited my passion for Augmentative and Alternative Communication (AAC). After graduating, I started working in private practice, supporting children in schools and clinics, but I missed working with adults, so I moved to Headstart, where I worked with both children and adults and became trained in diagnosing Autism Spectrum Disorder (ASD). Still feeling drawn to support older adults, I began volunteering at an aged care facility in their memory unit. During that time, I began developing and trialling my own therapy tools and resources tailored to this population.

A year ago, I launched two speech therapy apps and three months later, growing demand led to the creation of my speech pathology practice: My Mind Matters Therapy. I now divide my week between Headstart (two days), Concordia (one day), and My Mind Matters Therapy (three days), where I primarily support non-verbal clients across all ages and communication needs. Most recently, I've partnered with Flinders University to begin research to ensure my programs are evidence-based.



Can you share some defining moments in your life since Concordia College?

Defining moments in my life have been both personal and professional. I graduated from Flinders University in 2020 with a Bachelor of Speech Pathology. In 2022, I became qualified to diagnose ASD. In 2024, I launched my therapy apps and my own speech pathology practice. I was also incredibly honoured to be named the Rising Star South Australian Woman of the Year in 2025.

Another significant chapter of my life was my journey as an elite Taekwondo athlete. I represented Australia, including winning bronze at the Commonwealth Games, silver at the Oceania Championships and bronze at the Korean Open. I was also awarded gold and the Green & Gold Award at the Australian University Games, and received the Youth Excellence Award in the Taekwondo World Hall of Fame.

What are your fondest (or funniest) memories of being at Concordia College?

I have so many fond memories of Concordia, but Year 12 stands out. The Kalahari Trip, the Year 12 Retreat and all the fun events during our final weeks... it was a year full of special moments. If I had to pick one favourite memory, it would be the Year 12 Formal. My time at Concordia was such a positive and formative experience, and I still feel connected to the community.

What advice would you give to current students?

Surround yourself with people who uplift and inspire you. We often become a reflection of those we spend the most time with, so choose friends who share your values and encourage you to be your best self. Never underestimate the power of a positive environment—it shapes your mindset, supports your growth and influences your future success.



Joff van Ek — Class of 2003
Station Officer at Fire Rescue Victoria and Founder of the National Rescue and Critical Care Group

Tell us about where life has taken you since leaving Concordia...

I live with my partner Sammie and four children in Ballarat. We also have a farm in the Otways where we will be building our forever home to spend more time with our cows. I finished at Concordia in 2003 and began working as an operations centre officer for the SA Country Fire Service. I then moved to work as a firefighter/ambulance officer for BHP at the Olympic Dam mine site. In 2007 I was accepted as a firefighter with the Metropolitan Fire Brigade (MFB) in Melbourne. I progressed through the ranks over the last 18 years to Station Officer with what is now known as Fire Rescue Victoria (FRV).

Outside of my work I have been involved in charity work for the last 10 years. Camp Quality is a charity that helps kids and their families living with cancer. One of my best mates from school, Tom Wylie (a familiar name to many from Concordia), was diagnosed with cancer halfway through College. He went through treatment over many years, and not long after we finished school he sadly passed away.

I made him a promise to help kids and their families, so I started a truck convoy in Geelong which just celebrated its 10th year. Since then we have started convoys in Perth, Adelaide and Newcastle, raising around a million dollars a year.

One of the significant life events that occurred during my school life that determined my career and non-profit work was losing my father in a vehicle collision. This made school life a challenge, but the support from the wellbeing team, teachers and my friends at Concordia made me more resilient and fuelled a desire to help others who go through the same trauma. I discovered during my career and studies that more research and evidence-based data was needed for better trauma patient outcomes. I have now started the National Rescue and Critical Care group (NRACC), a not-for-profit social enterprise. NRACC supports the research, education and response to regional and remote areas of Australia, to better understand the lives lost and serious injuries suffered by people involved in vehicle collisions. It is challenging work with great reward for the community.

Tell us about the World Rescue Organisation and how you became associated with it...

During my career and studies over the last 22 years, I have been given great opportunities to work and study with fire rescue and medical services all around the world. This led to me being asked to become a member of the World Rescue Organisation (WRO) Technical Rescue Advisory Board. It is a great honour and privilege to work with international rescue and medical experts on a common goal of improving the World Health Organisation's (WHO) road to zero fatalities on our roads.

What motivates you?

My motivation comes from lived experience, turning any negative life may send your way into a positive. It is not always that simple, but I strive to make things better for others even if they are complete strangers. I think it is important to find your own motivation, what drives you—it has to give you the reason for doing what you do.

What are your fondest (or funniest) memories of being at Concordia College?

My fondest memories at school were the friendships I had, surrounded by a great group of people that made school fun. I am lucky to still be in contact with so many from my year level. These are truly lifelong friendships that were formed at Concordia. The other memory instilled in me from attending Concordia was the importance of serving and being part of a community. I think it's important to be of service to others, not for money but for the satisfaction of making a difference to other people's lives.

What advice would you give to current students?

The advice I would have for students is to slow down and capture the moments at school. Students may not enjoy or excel at the academic aspects of school, but life lessons can be learnt along the way. I will be the first to admit I was not engaged in the academic studies like I should have been. Although the structure of study and advice from teachers was invaluable, this was only brought to my attention when I completed a bachelor's degree and Master's in Emergency Management as a mature-aged student. On reflection, I wish I had taken more opportunities during my College years to enhance my learning. My final advice is to respect and learn from the teachers and school staff. They bring a wealth of knowledge and life experience that can shape your future without you even knowing it at the time.



Congratulations

CITIZEN OF
THE YEAR
ALAN ECKERMANN

Awarded for a Lifetime of Service

| **Alan Eckermann** — Class of 1953

Alan Eckermann, a regular attendee at our Old Concordian reunions and a dedicated Renmark Paringa resident, has contributed to his community for over six decades.

As President of the Royal Flying Doctor Service (RFDS) Riverland Support Group for 33 years, he helped raise over one million dollars for RFDS SA/NT, improving healthcare for rural areas. Alan remains an active volunteer and passionate ambassador, frequently guiding tours of the local Patient Transfer Facility. He was awarded the RFDS Meritorious Service Award in 2016 for his dedication.

Alan and his late brother Colin also played a key role in founding the Paringa Football Club in 1960, which is still going strong. He played 194 games over 16 seasons and served in various club and committee positions alongside his late wife, Kath.

A Life Member of the Paringa Football Club, Alan also represented independent clubs on the Riverland Football League (RFL) committee and served as RFL patron. Alan is also a Life Member of the Paringa Cricket Club, having

started playing at 15 and continuing for a further 17 years.

Alan's commitment extends to 57 years of service with the Emergency Fire Service (EFS) and later the Country Fire Service (CFS), where he worked as a firefighter and then as a radio operator during major fire events. He is a Life Member of the CFS.

Additionally, Alan served as the last Mayor of Paringa before its amalgamation with Renmark and worked on community projects such as establishing a Muslim burial area at the Paringa Cemetery.

His contributions include serving as a Justice of the Peace, as a board member for Renmark Paringa Hospital and the Paringa Sporting Trust, and as a member of Renmark Cottage Homes, where a facility in Paringa was named in his honour. He was also a founding member of the Riverland Rural Counselling Service.

The Old Concordians' Association and the wider Concordia community congratulates Alan on a lifetime of extraordinary service.



Weddings



Nick Lewis ⁽²⁰¹⁷⁾ and
Hayley Lewis ^(Briggs 2017)

on 22 February 2025

L-R: Tom Stewart (2017), Anais Briggs (2018), Angus Lewis (2020), Sheriden Borgas (2017), Nick Lewis (2017), Hayley Lewis (Briggs 2017), Will Briggs (2017), Kira Briggs (2021), Kenji Ireland (2017)



Carly Keech ⁽²⁰¹³⁾
and **Tom Read**

on 14 March 2025

L-R: Jessie Keech (2020), Max Read, Carly Keech (2013), Tom Read, Emma Keech (2013), Henry Read



Sporting Clubs

| Join the fun!

Our Old Concordian sporting clubs cater for all ages and abilities. They are a fun and easy way to connect with other Old Concordians, meet new friends and even get some exercise! Clubs have teams in various grades, so there will be a team that's just right for you. All of our clubs are financially supported by the Old Concordians' Association.

Please contact the Alumni Manager, Sue Kleinig (alumni@concordia.sa.edu.au), for information about any of the following teams:

- Basketball Club — men's and women's teams
- Cricket Club — men's team
- Netball Club — women's team
- Pedal Prix Club — mixed team
- Soccer Club — men's team
- Football Club — men's team, women's team coming soon!

In Memoriam

Concordia has learnt of the following deaths in our community. We extend our sympathy to the family and friends of these Old Concordians.

Traeger, Noel (1947)
on 7 September 2023

Matuschka, Rev Bruno (1942)
on 1 February 2024

Petras, Neil (1946)
on 26 February 2024

Koop, Melua (Hahn 1947)
on 14 March 2024

Adam, Pamela (Eckermann 1955)
on 24 May 2024

Vonow, Edna (Schubert 1949)
on 26 May 2024

Noll, Eunice (1947)
on 20 September 2024

Dreckow, Margaret (Koch 1942)
on 21 September 2024

Jansen, Ivy (Schwarz 1935)
on 24 September 2024

Steinborner, Janice (1955)
on 10 October 2024

Strelan, Bronwyn (Burgess 1955)
on 21 October 2024

Constable, George (1943)
on 7 November 2024

Noske, Timothy (1985)
on 14 January 2025

Bresca, Ilona (1960)
on 18 January 2025

Leske, Rev Dr Elmore (1940)
on 25 January 2025

Scheer, Gladys (1950)
on 9 February 2025

Waldhuter, Dennis (1945)
on 16 February 2025

Oster, Ruth (Gerhardy 1953)
on 21 April 2025

Although not a Concordia alumnus, we also wish to acknowledge the passing of **Junaid Khan**, a member of our Old Concordians' Cricket Club. Junaid passed away on Saturday 15 March 2025.

Diary Dates

40 YEAR REUNION, CLASS OF 1985

Friday 8 August 2025, 6-9pm

The Suaviter, Concordia College

Tickets: \$40 per person //

Complimentary drink on arrival and a catered meal.

RSVP to Sue Kleinig - 08 8291 9339 or

Bookings: www.trybooking.com/CXIBY

30 YEAR REUNION, CLASS OF 1995

Friday 29 August 2025, 6-9pm

The Suaviter, Concordia College

Tickets: \$40 per person //

Complimentary drink on arrival and a catered meal.

Bookings: www.trybooking.com/CXICG

60+ LUNCH, CLASS OF 1965 AND PRIOR

Thursday 11 September 2025, 12 noon-3pm

The Suaviter, Concordia College

Tickets: \$30 per person //

Complimentary drink on arrival and a catered meal.

RSVP to Sue Kleinig - 08 8291 9339 or

Bookings: www.trybooking.com/CXIDB

CLASS OF 1960 COLLEGE TOUR AND LUNCH

Friday 12 September 2025, 11am-12 noon (tour)

Followed by lunch at The Earl of Leicester at 12.15pm

RSVP to Sue Kleinig - 08 8291 9339 or

Bookings: www.trybooking.com/CYZQV

20 YEAR REUNION, CLASS OF 2005

Friday 31 October 2025, 6-8pm

Wirrkuta Trruku, St John's Campus

Tickets: \$30 per adult, free for children //

Drinks, finger food and a College tour.

Bookings: www.trybooking.com/CXIDW

10 YEAR REUNION, CLASS OF 2015

Friday 14 November 2025, 6pm

Cremorne Garden Courtyard, 207 Unley Road, Unley

Tickets: \$25 per person //

Complimentary drink on arrival and finger food (subsidised by OCA).

Bookings: www.trybooking.com/CYZQI

5 YEAR REUNION, CLASS OF 2020

Friday 28 November 2025, 6pm

Cremorne Garden Courtyard, 207 Unley Road, Unley

Tickets: \$25 per person //

Complimentary drink on arrival and finger food (subsidised by OCA).

Bookings: www.trybooking.com/CYZQD

Partners are welcome to join our events.

If you are interested in holding a reunion that is not listed, please get in touch with us, as we would love to assist in any way.



If it's important to you, it's important to us!

We love hearing from Old Concordians of all ages, both near and far, so please do get in touch to share stories, milestones and any news, or simply to update your contact details.

Visit our website concordia.sa.edu.au/community/old-concordians/stay-in-touch/ or phone Sue Kleinig, Alumni Manager, on 08 8291 9339.

Interested in joining the Old Concordians' Association Committee?

We would love to hear from you! Please contact the Alumni Manager, Sue Kleinig, for more information - alumni@concordia.sa.edu.au

Have your contact details changed?

If the details we have for you are incorrect, please contact us on 08 8272 0444 or mail@concordia.sa.edu.au

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