Our Philosophy

Mercedes College has a proud tradition of developing academic and pastoral programmes that allow us to fulfil the vision and mission set by our community.

Vision:
To provide all students with the opportunity to reach their God-given potential.

Mission:
As a learning community guided by our Catholic identity, Mercedes College proclaims hope for the future grounded in our faith in the Gospel of Jesus.

As an internationally focussed, co-educational school in the Mercy tradition, we aspire to develop global citizens, committed to living with responsibility, integrity, compassion, loyalty, mutual respect and dedicated to justice, whose passion is to make a positive difference in our world.

Aims:
Mercedes College aims to be:
- A community that is authentically Catholic
- Recognized as delivering world class learning programmes
- A community that is aware of its place in the world and its responsibilities to others.
- A College where students and staff feel valued and have a strong a sense of self-worth.
- A community where all its members feel connected to each other.
- A College sustainable in all aspects of its operations.
History

Mercedes College is a contemporary school in a historical setting. The property on which the College stands was originally part of Springfield Estate and was sold to Mr. John Duncan who built the gracious family home, Strathspey, for his family. Strathspey is now the Reception and Administration centre of the College.

In 1927 the property became a residential college for the University of Adelaide, and was re-named St Andrew’s College. It proved to be too far from the University and was sold to an Adelaide businessman, Mr. F Cornell as a private residence just prior to World War II. The Cornell family restored the house to its original splendour, and established it as an artistic centre; many famous artists, actors and musicians were guests during this period. Following the death of her husband, Mrs Cornell decided to sell the property in the early 1950s.

The property was purchased by the Sisters of Mercy in 1953. At this time the Sisters were seeking a new day and Boarding School for girls as there was little remaining space at St Aloysius College in the city. Its purchase brought to fruition a dream of finding a healthier and more open environment for the girls.

A crowd of 5000 people gathered for the laying of the Foundation Stone on 2 August 1953. On 9 February 1954 Mercedes College opened as a day and Boarding School with 144 students from Grades 1 to 11.

The first day scholars accepted were girls from Year 1 to Year 11 and boys from Year 1 to Year 3 with a small number of matriculation boarders attending St Aloysius each day to complete their schooling.

In 1975 the Boarding School closed due to economic difficulties and in the following year the school became co-educational.

Today Mercedes College remains a Reception to Year 12 co-educational school in the Mercy tradition with 1225 students including 40 international students from a number of Asian and European countries.

About Mercedes

Mercedes College is proudly a Catholic school in the Mercy tradition.

The College is co-educational from Reception to Year 12 and enjoys a reputation for academic excellence, and for educating young people to serve as school and community leaders. The College is committed to the delivery of high quality learning experiences for its students by delivering the three International Baccalaureate Programmes.

The Primary Years Programme (PYP), based around an enquiry approach to teaching is taught from Reception to Year 5 and the Middle Years Programme is taught from Year 6 to Year 10. Students in Years 11 and 12 may choose to study the IB Diploma or SACE. All learning programmes aim to equip students to be life-long learners and global citizens. Our specialty is fostering internationalism and participation in international education within the principles of a Catholic education.

Our aims are embodied in fundamental Catholic principles and beliefs. We encourage respect and value human dignity, the questioning of the society in which we live and the ability to look beyond self interest and help those in need. We provide opportunities to assist young people at Mercedes College to realise their potential and educate them to be the best person they can be - intellectually, spiritually, physically, emotionally and socially.

Mercedes College aims to work with parents who are the prime faith educators of their children. Our College which promotes a living faith, values prayer and reflection and provides a Religious Education Curriculum to provide meaning in students’ lives. The goal of creating a faith-filled Catholic community is focused around the person of Jesus and His Church.

The religious life of the College community and the commitment to Christian service are also evident in community service programmes and student-led groups such as the St. Vincent de Paul Society and Mercy Justice Group.

College Overview
Principal’s Report

The Annual Report of the College is a valuable document not just for the Mercedes College community but also for our wider community and Government. Much of the content of this report is organized to ensure that it satisfies requirements under the Australian Education Act 2013.

The Government requires all schools to publish this report in two forms and so you will find an electronic version on the College website and a written copy is available from the Strathspey Reception desk.

A Mercedes College education is fundamentally based upon students having an opportunity to undergo rigorous study in a supportive and caring environment underpinned by a commitment to the Gospel values. As a Catholic school with a Mercy tradition we interpret the Gospel values in a form consistent with the writings of the founder of the Sisters of Mercy, Mother Catherine McAuley. We name these values as the Mercy Keys and are committed to being people who are responsible, compassionate, loyal, show integrity and mutual respect and have a strong sense of justice. A Mercedes College education aims to assist all in its community to unlock their spiritual, academic, physical, social and emotional potential.

The Mercedes College community can be very proud of the education opportunities offered at the school. Mercedes is one of a small number of schools around the world that offers all three International Baccalaureate (IB) programmes, the Primary Years Programme (PYP), for students from Reception to Year 5, the Middle Years Programme, (MYP) for students from Years 6 to Year 10 and the IB Diploma for students in Years 11 and 12. Each of these programmes is considered to be a high quality curriculum framework based on the best contemporary teaching practices. Students having the opportunity to select between the IB Diploma and the local SACE curriculum enhance the Year 11 and 12 programme. In 2012 we underwent a review of all three of our IB programmes. These reviews occur every five years and are conducted by members of the International Baccalaureate Organisation. We were pleased with our feedback and have been reauthorized to continue to deliver our curriculum.
As part of our commitment to the IB, teachers undergo rigorous professional development activities organized on a global basis. The SACE is also supported by comprehensive local professional development. Staff members enhance their professional credentials by participating in College arranged activities that support the development of the College's Strategic Plan.

Another basic element of a Mercedes College education is its dedication to being a school with an international focus. At the College internationalism is expressed in a number of ways. The IB curriculum is rich with international perspectives, each year students from Asia, Europe and South America choose to complete their secondary education at the College and a number of local Mercedes College students travel on academic exchange to other countries. The Catholicity of the College and its strong sense of social justice require students to be challenged to look beyond their own experiences and seek ways of understanding others. Thus, even though the College is proudly Catholic, there is still a strong commitment to recognizing that those in their difference can also be right.

Mercedes College is one of only a few Catholic schools in Australia that has sought and been granted accreditation by the Council of International Schools, (CIS). This is an international body that provides feedback to school communities to enable them to judge for themselves whether or not they achieve their stated goals. To be able to say that we are accredited by the CIS gives credence to our goal of being a globally recognized world school. In 2014 the College applied to undergo a second round of accreditation by CIS and this process will commence in 2015.

The College planning is directed by the community developed Strategic Plan 2013 – 2017 from which annual plans are developed each year. The Annual Plan is prepared by the Executive Leadership Team of the College and the progress of the Strategic Plan is monitored by the College Council.
2014 Developments

Governance and Management
The College Council met on nine occasions and discussed matters pertaining to policy that influenced all elements of the College development. In 2014 the Council authorised a number of educational policies that direct the academic programmes delivered, and further developed the College Master Plan that will direct the capital development in the school over the coming years. The College Council also carefully considered the current financial climate and authorised the ICT plan for the College.

Finance and Capital Development Standing Committee
The Finance and Capital Development Standing Committee continues to make responsible decisions to ensure the future financial stability of the College so that the College will be able to maintain the provision of high quality Catholic education into the future.
In 2014 this Committee put to Council that the College Tuition Fees should increase by an average of 6%. Fees for those levels of school affected by the introduction of the Bring Your Own Device (BYOD) Policy were raised by a lower level than other year levels. The decision regarding changes to the College fee structure is debated strongly and the ultimate decision is made by balancing the educational and pastoral needs of students with the understanding of not wanting to impose too great a hardship on parents.
A sub-committee of the Finance and Capital Development Standing Committee was established in 2014 to deal with the ongoing development of the College’s Master Plan.

Marketing and Development Standing Committee
The Marketing and Development Standing Committee worked closely with the College’s Development Office and assisted in the development of an appropriate marketing strategy for the College. This group also worked on a number of celebrations marking our 60th Year Anniversary. This Committee also monitors the satisfaction levels of the various members of our community and supports the fundraising activities of the MP&FA.

Education Standing Committee
The Education Standing Committee provides support for the Out of School Hours Care element of the College and has monitored policy development in this area. This Standing Committee monitors the educational programmes of the College that flow from the College’s Policy on Learning and provides a valuable parent voice that informs our educational practices. Amongst other work in 2014 this Standing Committee worked on the BYOD strategy adopted by the College.

Faith and Spirituality Standing Committee
The Faith and Spirituality Standing Committee has been responsible for the organisation of the highly successful Mercy Week celebrations and the Mercy Oration. Specifically in 2014 this Standing Committee directed the planning for the 60th Anniversary Mercy Day Mass. At this Mass we were honoured to present the Mercy Award to the Ward family as worthy representatives of many families who have given such wholehearted support to the College over its 60 year history. This Standing Committee also provides ongoing support for the College’s Chaplaincy and Youth Ministry programmes and the staff retreat programme at the Jesuit Monastery at Sevenhills. It provides a vehicle for the maintenance of formal contact with the Sisters of Mercy.
2014 Council Members

Chairperson
Peter Shanahan

Deputy Chairperson of Council
Anthony Schapel

Chair Finance & Capital Development SC
Tim Haysman

Chair of Marketing & Development SC
Dami Sheldon

Chair of Education Standing Committee
Cristina Cecere

Archbishop Representative
Jane Swift

Members
Tony Materne
Sandra Vallance
Amy Grace

Executive Officer of Council & Chair of Faith and Spirituality SC
Peter Daw

Invited Guest (non voting)
Steve Bowley

Minute Secretary
Shauna Allen

Mercedes College Parents and Friends Association (MP&FA)

The Mercedes College Parents and Friends Association (MP&FA), once again worked very hard in its fund and friend raising activities. Social events included a highly successful Diamonds to Debutants Ball, annual Class Parties and assistance in a number of the 60th Anniversary celebrations. MP&FA members supported numerous community activities throughout the year.

The work of the MP&FA also extends to the parent run Second Hand Uniform Shop. Louise Steele managed this facility for most of the year before work commitments forced her to resign in Term 4.

2014 MP&FA Executive Committee

Chair
Cassie Raymond

Deputy Chair
Sam Dachs

Secretary
Karen Walpole

Treasurer
Jackie Burdikovs

Mercureans

The Mercureans, which provides an opportunity for past parents of the College to socially gather and renew old acquaintances, met on two occasions in 2014. All past parents of the College are invited to participate in future activities.
Achievements and Learning

Staff Information

In 2014 the College had a dedicated and highly skilled staff that was comprised of

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>122</td>
</tr>
<tr>
<td>Non-teaching Staff</td>
<td>78</td>
</tr>
<tr>
<td>Total Staff</td>
<td>200</td>
</tr>
<tr>
<td>Aboriginal/Torres Strait Islander</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>2</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>23</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>167</td>
</tr>
<tr>
<td>Graduate Diploma in Education</td>
<td>33</td>
</tr>
<tr>
<td>Diploma of Teaching</td>
<td>34</td>
</tr>
<tr>
<td>Other Graduate Certificates</td>
<td>24</td>
</tr>
<tr>
<td>Other Diplomas or Certificates</td>
<td>10</td>
</tr>
</tbody>
</table>

The teaching faculty is comprised of 68% females and 32% males. All teaching and non-teaching staff members at the College participate in relevant and effective professional development activities that enable them to deliver the educational programme to a high standard. These professional development activities comprise a combination of local and international events and met local, national and International Baccalaureate expectations. 68% of the staff members have been working at Mercedes College for more than 5 years.

2014 Education Initiatives

In 2014 - 139 Year 12 students studied SACE or the IB Diploma with 137 of them studying courses that enabled them to achieve an ATAR Score. The outcomes achieved by these students were excellent with 65% of our students achieving an ATAR score of 80 or more. This indicates that 65% of our Year 12 scored in the top 20% of students across Australia. What is even more important is that 99% achieved results that enabled them to enter University and of these 94% received a first round offer. Considering that the College does not have academic entry requirements or offer academic scholarships and works with all students that enrol, these are remarkable results and a credit to the skill, dedication and hard work of all involved.

The delivery of the four Programmes that we offer, PYP, MYP, IB Diploma and SACE, is continually being tailored to meet the needs of the different groups of young people that comprise our enrolment. Thus, in this way each student is provided with the best opportunities to achieve to their potential. The College is a world leader in its provision of the new MYP Next Chapter.

The College offers a wide range of subject options in all the programmes; is flexible in its modes of delivery and thus is able to meet the subject choices of most of the students in the senior school.

In 2014 the College extended its ICT model to become a more flexible BYOD Model. In 2015 Reception to Year 2 students will have access to College supplied iPads with students in Year 3 now being expected to supply their own tablet device. Over the next few years all students from Year 3 to 5 will supply their own tablet device. In the interim Years 4 and 5 students will have access to school owned devices. Further in 2015 Year 6, 7 and 8 students will supply their own laptop. Thus all students in the Middle and Senior Schools will have access to a laptop.

Teaching staff continue to be provided with professional opportunities to gain the skills and confidence required to incorporate, when appropriate, ICT into their learning programmes.
Learning spaces throughout the College are changing in response to the research that has been done to better incorporate ICT use into lessons.

Across the College we have adopted the ManageBac Curriculum Management Tool which provides staff and students a platform on which to share work and manage the learning process. ManageBac also includes an assessment and reporting element and it is expected that in 2015 this will be accessible for parents.

The following statistical data is representative of the 2014 student and staff cohorts.

**Education in Religion and Faith**

In 2014 there have been features of the Religious and Faith development programme that have added significant value to a student's experience at Mercedes College. Some of the highlights have included:

- The teaching of a quality religious education programme from Reception to Year 12 based on the Diocesan Crossways Framework.
- A Retreat programme for all students from Year 6 to Year 12 which enables students to explore aspects of their religious and faith development in a supportive and peaceful environment outside of the College's grounds.
- The involvement of all students from Reception to Year 12 in fundraising activities to support the Sisters of Mercy in their Mercy Works projects and other significant charities.
- The Junior School Special Persons Day which encourages our young people to honour those people, other than their parents, who have been significant in their lives.
- A vast number of senior students and friends of the College from the wider community assist in the Learning Assistance Programme (LAP) which provides such a vital social support for students throughout the College.
- The pilgrimages by our Year 10 and 11 students to the Mimili Indigenous community. Our ongoing mutually beneficial relationship with this community has done much over the years to provide the growth of meaningful mutual cultural understandings.
- The collective College charitable fundraising events that, in the spirit of Catherine McAuley, have raised much needed resources for those less fortunate than ourselves.
- The College continues to provide Year 11 students with the opportunity to undergo community service at Aged Cottage facilities, Meals on Wheels and a variety of other community facilities.
- Meaningful liturgies to commemorate the beginning of the year, Easter, Mercy Day and the end of year and the spirit of collaboration that existed amongst staff and students in their preparation.
- Weekly Friday morning Masses in the Ursula Frayne Chapel which are led by a different class each week.
- In 2014 the College established a relationship with a Sister of Mercy in Cambodia. This Sister manages a House of Reflection in Siem Reap. A group of our Year 11 students visited the facility in December and assisted in many works of service for the local community. This trip is planned to be a regular event.
- A religious education standardised test, ReLAT, was introduced for all SA Catholic Year 4 students in 2014. Our students averaged 85% in this test as compared to the average score across the State of 75%.
The breakdown of attendance rate by year level is as follows:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>92%</td>
</tr>
<tr>
<td>Year 1</td>
<td>93%</td>
</tr>
<tr>
<td>Year 2</td>
<td>91%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93%</td>
</tr>
<tr>
<td>Year 5</td>
<td>93%</td>
</tr>
<tr>
<td>Year 6</td>
<td>92%</td>
</tr>
<tr>
<td>Year 7</td>
<td>88%</td>
</tr>
<tr>
<td>Year 8</td>
<td>91%</td>
</tr>
<tr>
<td>Year 9</td>
<td>86%</td>
</tr>
<tr>
<td>Year 10</td>
<td>85%</td>
</tr>
<tr>
<td>Year 11</td>
<td>83%</td>
</tr>
<tr>
<td>Year 12</td>
<td>80%</td>
</tr>
</tbody>
</table>

Thus, parents of students who are absent are expected to contact the College Reception to report the absence. This notification is followed up with a note in the student's Daily Planner upon their return. If the College is not contacted then College personnel will generally notify parents.

Student reports are provided to families twice a year giving accurate and objective assessment of the child's progress and achievement clearly defined against learning standards.

Student Outcomes

In 2014 139 students studied Year 12 at Mercedes College. Of these 137 were eligible to achieve a SACE Certificate and of these 135 did so. 117 students studied the SACE and 22 students studied the IB Diploma. 12 students undertook Vocational Training in 2014. Overall the 2014 Year 12 cohort averaged an ATAR of 81.7 with our four Dux students all achieving perfect ATAR scores of 99.95. 65% of our Year 12 students achieved an ATAR of 80 or better.

Key Student Outcomes

6 students achieved 6 SACE Board merit scores of 20 in 4 different subjects. Further, another 4 IB merits were gained by students studying a hybrid SACE. 7 students achieved 19 IB Diploma merit scores of 7 in 11 different subjects. 5 of our Year 11 students who studied anticipated, (one year), IB Diploma subjects in 2014 received merits.

Student Pathways

Our 2014 Year 12 graduates have chosen to follow a number of career paths. 94% of our students received first round tertiary offers as a result of their exam results. 2014 Mercedes College graduates will be studying in a variety of faculties across all tertiary institutions, including medicine, law, health sciences, engineering and many other disciplines.

A full analysis of the College's Year 12 results can be found on the website www.mercedes.catholic.edu.au
NAPLAN Results Summary

Our Years 3, 5, 7 and 9 students underwent the NAPLAN tests with the following results:

**Year 3 Results**

<table>
<thead>
<tr>
<th>Component</th>
<th>% of students at/above National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
<tr>
<td>Punctuation and Grammar</td>
<td>98%</td>
</tr>
<tr>
<td>Reading</td>
<td>98%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98%</td>
</tr>
<tr>
<td>Writing</td>
<td>94%</td>
</tr>
</tbody>
</table>

100% of Mercedes College students achieved the national minimum standard in reading and writing, 100% in spelling, 98% in punctuation and grammar and 98% in numeracy.

Students who have not attained the national minimum standard receive support to assist them with their individual learning needs.

**Year 7 Results**

<table>
<thead>
<tr>
<th>Component</th>
<th>% of students at/above National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
<tr>
<td>Punctuation and Grammar</td>
<td>98%</td>
</tr>
<tr>
<td>Reading</td>
<td>99%</td>
</tr>
<tr>
<td>Spelling</td>
<td>99%</td>
</tr>
<tr>
<td>Writing</td>
<td>99%</td>
</tr>
</tbody>
</table>

100% of Mercedes College students achieved the national minimum standard in reading and writing, 99% in spelling, 99% in punctuation and grammar and 100% in numeracy.

Students who have not attained the national minimum standard receive support to assist them with their individual learning needs.

**Year 9 Results**

<table>
<thead>
<tr>
<th>Component</th>
<th>% of students at/above National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>99%</td>
</tr>
<tr>
<td>Punctuation and Grammar</td>
<td>99%</td>
</tr>
<tr>
<td>Reading</td>
<td>99%</td>
</tr>
<tr>
<td>Spelling</td>
<td>99%</td>
</tr>
<tr>
<td>Writing</td>
<td>99%</td>
</tr>
</tbody>
</table>

99% of Mercedes College students achieved the national minimum standard in reading, 99% in writing, 99% in spelling, 99% in punctuation and grammar and 100% in numeracy.

Students who did not attain the national minimum standard receive support to assist them with their individual learning needs.

In all cases Mercedes College results are above state and national averages. When reflecting on this it is important to remember that Mercedes College is not a selective school, ie there is no enrolment selection by academic entrance test and there are no students on academic scholarships at the College.

I congratulate all our students, their teachers and their families for working so well in partnership to achieve such fine results.
Community Satisfaction

Mercedes College is dedicated to maintaining ongoing school improvement. As a College, we provide several forums for our community to provide feedback. Every three years we invite our community to participate in a school satisfaction survey; this survey is next scheduled for 2015. In 2014, the following opportunities were made available to our community:

Open Meeting of Council
Each year, the College Council extends an invitation to our current parent, staff and wider community to attend an Open Meeting of Council. The focus of this meeting is for Council Members to formally introduce themselves and for consultation and feedback sessions at the conclusion of the evening.

Learning Reviews
Learning Reviews are offered to parents twice per year. The Review is a forum for teachers to provide feedback to parents and for parents to raise any concerns with teachers. Following the Review, staff are provided with the opportunity to provide feedback on how Reviews can be improved for the following year.

Mercedes College Parents & Friends Association
In 2014 the College undertook a small parent representative survey of Parents & Friends in relation to one of the MP&FA’s publications. 32% of respondents replied with 100% of the respondents agreeing that the publication be distributed online instead of in print.

College Website and Newsletter
The College website offers feedback opportunities for parents to contact the school.

The Mercy Vine is a full colour online newsletter distributed fortnightly to approximately 1,200 of our parent and staff community. The publication is also made available to the external community through the College website. The College is committed to ensuring that the Mercy Vine provides relevant and up to date information by providing a feedback button on the publication.

Exit Survey
In 2014 16% of families leaving Mercedes College participated in the Exit Survey. Overall the College received an average of 4.24 out of 5 for the questions asked and 94% of those leaving said they would recommend the College to other families.
CIS/IBO Review
In 2015 the College will undergo a preliminary visit by representatives of the Council of International Schools (CIS) in preparation for the combined CIS/IBO Review in 2017. Staff, parents and students will be involved in the process with dedicated times made available for individuals and groups to deliver input and feedback. The outcome of the Review will be communicated to our parent and staff community through email, Mercy Vine, Fleur de Lis and the College Yearbook.

College Uniform
The uniform shapes an important part of our identity within the community and is very much a part of the Mercedes tradition. In 2013/2014 the College underwent a significant uniform change. A planned transition process was implemented and shared through the College website, Mercy Vine, Fleur de Lis, the College Shop Uniform storyboards, Junior School Communiqué, Facebook, SMS and direct mail. Updates on uniform stock was also communicated to parents on a regular basis. By 2015 the uniform transition period will be complete.

Mercedes through the Ages
On Sunday 6 April, 2014 the Mercedes Community celebrated Mercedes through the Ages with a Picnic Day honouring each decade with displays and activities. There was a Time Machine, Garden Party and Cooking demonstrations using recipes from the Taste of Mercedes Cookbook.

The Springfield Eleven (50s), Ladies of Mercedes (60s), Sounds of Mercedes (70s), The Mercy Shield (80s), Culture Club (90s) and Viva Mercedes (00s) were all represented.

History Book
The 60th Anniversary History Book The Mercy Way Mercedes College 1954-2014 written by Peter Donovan (Mercurean), project managed by April Hill (Publications Officer Mercedes College), researched, coordinated and edited by Mr Chris McCabe (past Principal), Dr Michael Fitzgerald (past Staff member) and Joan Warren (Historian) was launched at the 60th Anniversary Picnic Day on Sunday 6 April and will be sold throughout the year at many Old Scholar and College events.

The book is a great read and covers topics such as Divine Assistance, Adapting for a Boarding School, Sleeping Outside, the Tribal Culture, Talk of Closure, the Difficult Years and Watershed Changes, just to mention a few.
Gala Ball

Nearly 500 guests from various corners of the Mercedes College community will come together for the 60th Anniversary Gala Ball, to be held on Saturday 26 July, 2014 in the William Magarey Room at Adelaide Oval.

Master of Ceremonies will be staff members Anthony Kelly (Performing Arts Coordinator) and Blair Breeding (Performing Arts/Film Teacher). The band will consist of staff members – Ashley Coats, Jennifer Trijo, Fergus Grant, Lauren Vilanova, Robin Pratt, Evan Gassani, Steve Bowley and Jeremy Owen.

It is anticipated that the MP&FA Raffle of a Bell & Brunt Diamond Bracelet and 2009 Penfold Claret, together with the silent auction items, will raise approximately $25,000.
School Income

Income

Mercedes College has an ICSEA score of 116. In 2014 income for our education programmes came from a number of recurrent income sources.

<table>
<thead>
<tr>
<th>Source</th>
<th>Recurrent Income ($m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fee Income</td>
<td>$15,246,331</td>
</tr>
<tr>
<td>Australian Government Grants</td>
<td>$5,854,382</td>
</tr>
<tr>
<td>State Government Grants</td>
<td>$1,644,317</td>
</tr>
<tr>
<td>Other Income</td>
<td>$468,984</td>
</tr>
<tr>
<td>Total Recurrent Income</td>
<td>$23,214,014</td>
</tr>
</tbody>
</table>

Each year the College also receives funds to offset its capital needs.

<table>
<thead>
<tr>
<th>Source</th>
<th>Capital Income ($m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Fees and Levies</td>
<td>$1,538,467</td>
</tr>
<tr>
<td>Australian Government Capital Income</td>
<td>$0.00</td>
</tr>
<tr>
<td>State Government Capital Income</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Capital Income</td>
<td>$1,538,467</td>
</tr>
</tbody>
</table>

2014 Income Sources
- Tuition Fee Income ($15,246,331)
- Australian Government Grants ($5,854,382)
- State Government Grants ($1,644,317)
- Other Income ($468,984)
- Capital Fees and Levies ($1,538,467)

Expenditure

Each year the College has a number of expenses that enable it to perform its operations.

<table>
<thead>
<tr>
<th>Source</th>
<th>($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>$16,030,414</td>
</tr>
<tr>
<td>Teaching Expenses – general</td>
<td>$1,092,858</td>
</tr>
<tr>
<td>Teaching Expenses – faculty resources</td>
<td>$717,575</td>
</tr>
<tr>
<td>Property/Building Expenses</td>
<td>$1,305,578</td>
</tr>
<tr>
<td>Discounts and Concessions</td>
<td>$1,329,244</td>
</tr>
<tr>
<td>Depreciation</td>
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<tr>
<td>Other Expenses</td>
<td>$2,221,518</td>
</tr>
<tr>
<td>Expenses on borrowings</td>
<td>$853,124</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$25,158,498</td>
</tr>
</tbody>
</table>