



# MERCEDES COLLEGE

## 2018 ANNUAL SCHOOL PERFORMANCE REPORT



COMPASSION LOYALTY JUSTICE INTEGRITY RESPONSIBILITY MUTUAL RESPECT



## 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 be a sustainable, internationally-minded world-class school, providing a holistic educational experience for our students within a unique culture and community where we honour traditions and live the Mercy Keys.

### Mission:

As a Catholic school in the Mercy tradition and inspired by the Gospels, we work in partnership with families enabling students to flourish in all aspects of their humanity and thus contribute to a better and more peaceful world.

### Aims:

Mercedes College aims to be:

- A community that is authentically Catholic
- Recognised 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 sense of self-worth.
- A community where all its members feel connected to each other.
- A College sustainable in all aspects of its operations.





# College Overview

## 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 co-educational. Reception to Year 12 Catholic school in the Mercy tradition.

The enjoys a reputation for academic excellence and 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.



## 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 organised 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. Year 11 and 12 students also have the option to study the SA Certificate of Education (SACE). Each of these programmes is considered to be a high quality curriculum framework based on the best contemporary teaching practices.

As part of our commitment to the IB, teachers undergo rigorous professional development activities organised 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.





Mercedes College is 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, but this is not the only expression of our international focus. Each year students from Asia, Europe, the Middle East 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. Our commitment to helping our students gain a sense of what it means to be a responsible global citizen is grounded in all we do.

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 recognising that those in their difference can also be right.

Mercedes College is one of only three Catholic schools in Australia, and the only one in SA, 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 benchmarks. CIS accreditation gives credence to our goal of being a globally recognized world school. The College was reaccredited in 2017, and in 2018 we began the process of putting into action the recommendations that resulted from the accreditation process.

In 2018 the College adopted a new Strategic Plan (2018 to 2020) with our future planning being organised under the four pillars of Living, Learning, Leading and Longevity. This Strategic Plan will help direct our development in all aspects of the College's operations.

A vital part of the Strategic Plan (2018 – 2020) is the further development of our Master Capital Development Plan that will drive our building development and facility improvement in the short term and build a base for the future. As part of this process the College facilitated community consultation with our neighbours. It is hoped that these series of meetings, in which issues of parking and access and egress from the College have been the main topics of conversation, will enable us to move forward in partnership with the local residence.



## 2018 Developments

### Governance and Management

The College Council met on ten occasions and discussed matters pertaining to policy that influenced all elements of the College development. In 2018 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. In 2018 the College Council adopted a process of community consultation that involved our local neighbours discussing their concerns regarding car parking and traffic flow in the area. These discussions have led to some positive outcomes and informed our Master Plan.

The College renovated the Tuck Shop and decided that the development of the High Performance Space and the tennis courts would be staged.

### Finance & Capital Development Standing Committee

The Finance and Capital Development Standing Committee continues to make responsible fiscal decisions to ensure the future financial stability of the College so that we will be able to maintain the provision of high quality Catholic education into the future.

In 2018 this committee put to Council that the College Tuition Fees should increase by an average of 2.5% for 2019. 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.

The Finance and Capital Development Standing Committee is also working towards financially positioning the College so that we will be able to move forward as soon as possible with the development of a new High Performance Space.

### Marketing & Development Standing Committee

The Marketing and Development Standing Committee is responsible for ensuring that there is an ongoing plan to market the benefits

of an education at Mercedes to prospective and current parents and friends, and that this message is consistently told across all facets of the school's activities.

In 2018, the Marketing and Development Standing Committee supported the College's Marketing and Development Department in its strategies to raise the profile of the College in the media. There were record number of news stories that positively showcased the College. This standing committee also supports the work of the College's Parents and Friends Association as they work towards their friend raising and fundraising goals.

### Education Standing Committee

The Education 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. This Standing Committee provides support for the Out of School Hours Care element of the College and has monitored policy development in this area.

The Education Standing Committee also oversees the operations of the Tuck Shop and the work of the Uniform Committee.

In 2018 this committee put a number of policies forward to Council that ensure that the College is consistently meeting the expectations of the IB, SACE and the Australian Curriculum.

### 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 as well as monitoring the Religious Education, MITIOG, Faith and Spiritual Development and Health and Wellbeing programmes of the College. It also supports the work of the student Social Justice Committee.

This Standing Committee provides ongoing support for the College's Chaplaincy and Youth Ministry programmes, and the staff retreat at the Jesuit Monastery at Sevenhills. It provides a vehicle for the maintenance of formal contact with the Sisters of Mercy.





## 2018 Council Members

### Chairperson

Louise Mathwin

### Deputy Chairperson of Council

Tanya Sexton

### Chair Finance & Capital Development SC

Tanya Sexton

### Chair of Risk Management SC

Leeann Faddoul

### Chair of Education Standing Committee

Jane Swift

### Chair of Marketing and Development Standing Committee

Leeann Faddoul

### Chair of Faith and Spirituality Standing Committee

Andrew Kirkbride

### Archbishop Representative

Jane Swift

### Members

Alf Ianniello

Noreen Lucero

Olga Troupis

### Executive Officer of Council

Peter Daw

### Invited Guest (non-voting)

Barry Roberts

### Minute Secretary

Amanda Dyson

## Risk Management Standing Committee

The Risk Management Standing Committee supports the development of a Strategic Risk Management Policy and subsequent working documents and develops procedures for them to be regularly monitored. This committee will support senior management of the College to ensure that risks are appropriately mitigated and managed. In 2018, the committee established a process of review of risks so that the College is well placed to have the best mitigation practices in place.

## 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 successful Mercedes Uncorked Event, annual Mix & Mingles, and, together with the College's Marketing Department, a wonderful Community Day. The Mercedes College MP&FA members supported numerous community activities throughout the year. The MP&FA members are highly valued for their work and commitment to the College. The foundress of the Sisters of Mercy, Mother Catherine McAuley was renowned for her hospitality and our MP&FA have carried on this tradition. The work of the MP&FA also extends to the parent run Second Hand Uniform Shop.

## 2018 MP&FA Executive Committee

### Chair

Donna Morton

### Executive Officer

Sonya Birdseye

### Deputy Chair

Mark Boehm

### Treasurer

Alex Davies

## Mercedes Old Scholars Association (MOSA)

MOSA continues to thrive thanks to a hard-working and enthusiastic executive. Reunions are well attended and I am very pleased to welcome old scholars back to the College. MOSA sporting teams continue to have success.

Old scholars support the school by coaching sport, academic tutoring and mentoring of current students. In 2018 MOSA developed the criteria for a MOSA scholarship which will be offered for the first time in 2020.

## 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 2018. All past parents of the College are invited to participate in future activities.



## Achievements and Learning

### Staff Information

In 2018 the College had a dedicated and highly skilled staff that was comprised of:

Workforce Composition	Numbers
Teaching Staff	130
Non-teaching Staff	82
Total Staff	212
Aboriginal/Torres Strait Islander	0

### Staff Qualifications

Qualification	Numbers
Doctorate	1
Master's Degree	26
Bachelor Degree	181
Graduate Diploma in Education	29
Diploma of Teaching	29
Other Graduate Certificates	20
Other Diplomas or Certificates	12

The teaching faculty is comprised of 62% females and 38% 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.

73% of the staff members have been working at Mercedes College for more than 5 years.

### 2018 Education Initiatives

- The inception of InspiRE into Year 7. This is a STEM focused, interdisciplinary, non-assessed, gold standard Problem Based Learning subject which introduces students to core critical thinking skills and engages them in global issues. A similar course will be introduced into Year 6 in 2019.
- As part of the College's Digital Learning Strategy which commenced this year, the igniTe programme continued to develop digital technologies such as coding, robotics and STEM activities within and without of the curriculum.
- 2018 saw the introduction of Augmented Reality and Virtual Reality technologies into the curriculum.
- A Report Writing Working Party comprising members across the College community recommended changes that will provide students and parents with better opportunities for timely and targeted feedback through the year. These recommendations will be gradually implemented over the coming years.
- The use of data to inform school improvement continues to be a central strategic focus for the College. Feedback from student engagement in learning and standardised assessment results assist in identifying what we do well and areas requiring attention.
- The creation of the MC8 Entrepreneurship programme was an extra-curricular opportunity for like-minded students to work with industry experts and follow an industry standard programme.
- Other initiatives included the review and update of the College's Academic Honesty and Integrity policy and procedure documents and a Language Review Survey to inform future directions of second language acquisition.
- The College underwent an inquiry into a whole school approach to safeguarding students regarding explicit online content. This inquiry will inform future innovation and development.





## Education in Religion and Faith

In 2018 the Religious and Faith development programmes 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 Catholic Education SA Crossways Framework. The Made in the Image of God (MITIOG) program is imbedded in a cross curricular manner.
- 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 including Caritas Australia and St Vincent de Paul.
- 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 Student Mentoring Programme (SMP) which provides wonderful opportunities to assist the social development of 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 and/or year level masses for year 11 and 12 students.
- The College maintained its relationship with Sr Denise Coughlin a Sister of Mercy in Cambodia. Sr Denise 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.
- College students have been involved in significant local parish based religious events including the Marian Procession and participated in various social justice based activities such as the Vinnies Winter Sleep out, Jewish history incursion, Seminar Days, National Sorry Day and Harmony Day.



## Student Information

In 2018 the College had an enrolment of 1207 which comprised 616 males and 591 females. There was 1 indigenous student at the College and 2 refugee students.

The College operates an extensive international student programme and in 2018 students from China, Korea, Hong Kong, Malaysia, Vietnam, Italy, Germany and France attended the College. These students generally live in homestay accommodation and are supported by specialist staff members who are responsible for assisting them with their social welfare and academic needs.

The College offers specialist English support programmes for international students. In 2018, in conjunction with the Adelaide Institute of Business and Technology (AIBT) the College established an ELICOS accredited Language Centre and was thus able to accommodate the language needs of newly arrived international students who previously attended a Language Centre offsite.

The breakdown of attendance rate by year level is as follows:

Year Level	Attendance (%)
Reception	90%
Year 1	92%
Year 2	93%
Year 3	92%
Year 4	91%
Year 5	92%
Year 6	88%
Year 7	89%
Year 8	88%
Year 9	87%
Year 10	79%
Year 11	80%
Year 12	78%

In 2018 the overall attendance rate of all students at the College was 82%.

Studies clearly indicate that student academic success is related to their attendance at school. Mercedes College seeks the assistance of parents to ensure that students maximise their educational opportunity.

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 Outcomes

In 2018 144 students studied Year 12 at Mercedes College. Of these 94 were eligible to achieve a SACE Certificate and 50 the IB Diploma.

The 2018 Year 12 cohort averaged an ATAR of 83.2 (median of 86.3) with our Dux student achieving an ATAR score of 99.95. 38.3% of Year 12 students gained an ATAR above 90.

### Key Student Outcomes

115 students achieved a grade of A in at least one subject and 10 students achieved A+ with Merit in one or more of their SACE subjects. 43 IB Diploma Merits were achieved (maximum grade of 7). Students with IB Diploma merits included those studying the full Diploma in Year 12, SACE students completing a single IB Diploma subject and Year 11 IB Diploma (anticipated) students.

### Student Pathways

Our 2018 Year 12 graduates have chosen to follow a number of career paths. 89% of our students received first round tertiary offers as a result of their exam results. 2018 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: [mercedes.catholic.edu.au](http://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

Component	Percentage of students who achieved the National Minimum Standard or better.
Numeracy	100%
Punctuation and Grammar	100%
Reading	100%
Spelling	100%
Writing	96%

### Year 5 Results

Component	Percentage of students who achieved the National Minimum Standard or better.
Numeracy	100%
Punctuation and Grammar	98%
Reading	100%
Spelling	98%
Writing	98%

### Year 7 Results

Component	Percentage of students who achieved the National Minimum Standard or better.
Numeracy	100%
Punctuation and Grammar	97%
Reading	98%
Spelling	96%
Writing	96%

### Year 9 Results

Component	Percentage of students who achieved the National Minimum Standard or better.
Numeracy	99%
Punctuation and Grammar	98%
Reading	99%
Spelling	98%
Writing	93%

These results are one of a number of methods staff use to gain an understanding of a student's learning needs. Appropriate interventions are applied when indicated.

In every component at each year level Mercedes College students achieved much better results than state and national averages.

We 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 was administered in 2018.

Other opportunities for parents to provide feedback exist annually and include:

### 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

This committee meets two times per term and is able to take matters forward to the Principal via the Executive Officer of the group who is a member of the College's Marketing and Development Team.

### 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.



Families were provided with an opportunity to feedback on their thoughts about the second language options at the College that will inform future decision-making.



# School Income

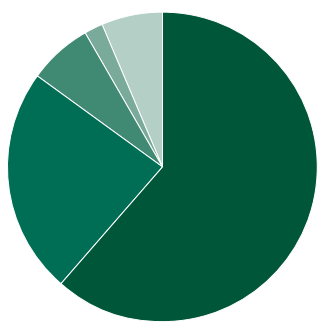
## Income

Mercedes College has an ICSEA score of 116. In 2018 income for our education programmes came from a number of recurrent income sources.

Source	Recurrent Income (\$m)
Tuition Fee Income	\$17.71
Australian Government Grants	\$ 7.83
State Government Grants	\$ 1.52
Other Income	\$ 0.78
Total Recurrent Income	\$27.84

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

Source	Capital Income (\$m)
Capital Fees and Levies	\$ 1.73
Australian Government Capital Income	\$ 0.00
State Government Capital Income	\$ 0.00
Total Capital Income	\$ 1.73



2018 Income Sources

- Tuition Fee Income
- Australian Government Grants
- State Government Grants
- Other Income
- Capital Fees and Levies





## Expenditure

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

In 2018 expenditure was:

Source	(\$m)
Salaries and Wages	\$18.76
Teaching Expenses – general	\$ 1.62
Teaching Expenses – faculty resources	\$ 0.77
Property/Building Expenses	\$ 1.83
Discounts and Concessions	\$ 1.82
Depreciation	\$ 1.37
Other Expenses	\$ 2.30
Expenses on borrowings	\$ 0.31
Total Expenses	\$28.78



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