



# MERCEDES COLLEGE

## 2019 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 offer 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 the option to study the SA Certificate of Education (SACE). All 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 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.



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 recognizing 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.





## 2019 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 2019 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 neighbors discussing with us their concerns regarding car parking and traffic flow in the area. These discussions have led to some positive outcomes and informed our Master Plan.

### Finance & Capital Development Standing Committee

The Finance 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 2019 this Committee put to Council that the College Tuition Fees should increase by an average of 2.6% for 2020. 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 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 the first stage of our Master Plan which is 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 that this message is consistently told across all facets of the school's activities.

In 2019, 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 fundraising 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 2019 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.



## 2019 Council Members

### **Chairperson**

Louise Mathwin

### **Deputy Chairperson of Council**

Tanya Sexton

### **Chair Finance & Capital Development SC**

Tanya Sexton

### **Chair of Risk Management SC**

Louise Mathwin

### **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 (Terms 1 & 2)

Paul Wadsworth (Terms 3 & 4)

### **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 2019, 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.

## 2019 MP&FA Executive Committee

### **Chair**

Donna Morton

### **Executive Officer**

Karen Walpole

### **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 2019 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 2019. All past parents of the College are invited to participate in future activities.





## Achievements and Learning

### Staff Information

In 2019 the College had a dedicated and highly skilled staff that was comprised of:

Workforce Composition	Numbers
Teaching Staff	132
Non-teaching Staff	84
Total Staff	216
Aboriginal/Torres Strait Islander	0

### Staff Qualifications

Qualification	Numbers
Doctorate	2
Master's Degree	25
Bachelor Degree	180
Graduate Diploma in Education	27
Diploma of Teaching	29
Other Graduate Certificates	22
Other Diplomas or Certificates	15

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.

69% of the staff members have been working at Mercedes College for more than 5 years.

### 2019 Education Initiatives

- The inception of InspIRE into Year 6. 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 was introduced into Year 7 in 2018.
- 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.
- 2019 saw the development 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 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 2019 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 an enriching and vibrant 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 embedded in a cross curricular manner.
- Meaningful R-12 Liturgies and Masses to commemorate the beginning of the school year, Ash Wednesday/Easter Journey, Mercy Day, Advent/Christmas and End of Year Mass. In addition to this, classes gather for Liturgies of celebrations and times of need.
- R-9 weekly Friday morning Masses in the Ursula Frayne Chapel, led by a different class each week and / or year level masses for Year 10, 11 and 12 students. A Parish Priest celebrates these special occasions with students, teachers and families.
- R-12 Contemplative Prayer to start the day. Students reflect and use different forms of prayer that are relevant and meaningful to them and their world. A prayer is provided daily via the college bulletins and/or Teams.
- R-12 participate in Christian Meditation as a form of prayer, reflection and moments to be still.
- The Junior School students participate in a 'Special Friends Morning' where they acknowledge, celebrate and thank all the special people who enrich their lives.
- A Reflection Programme for all students 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. Years 6-10 participate in a Reflection Day and Year 11 and 12 attend a 2-3 day Retreat consecutively.
- The Mercy way inspires R-12 students to participate in fundraising activities to support the Sisters of Mercy in their Mercy Works projects and other significant Catholic charities.
- The College has strong relationships with local parishes (Emmaus Parish and St Paul of the Cross) to support the students in the Junior School who undertake their First Sacraments through the Sacrament Programme.
- R-5 students and staff engage in a range of ways to protect and preserve our environment. Some of these include Bin shift, worm farms, and vegetable gardens.
- R-12 Student Mentoring Programme. A large number of senior students and friends of the College from the community become Student Mentoring Leaders who develop relationships and provide opportunities to assist the social development of Junior School students throughout the College.
- R-12 students are involved in a range of social justice-based activities such as National Reconciliation Week, World Environment Day, Marian Procession, Harmony Day and The Vinnies Winter Sleep out. Students also attended the Remembrance Day Service at Mitcham RSL and participate in the Mitcham Anzac Day service.
- Year 11 students participate in community service at Aged Cottage facilities, libraries, kindergartens, Meals on Wheels, and a variety of other community facilities.



# Achievements and Learning

## Student Information

In 2019 the College had an enrolment of 1213 which comprised 610 males and 603 females. There were no indigenous students 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	92%
Year 1	91%
Year 2	89%
Year 3	92%
Year 4	93%
Year 5	91%
Year 6	87%
Year 7	87%
Year 8	87%
Year 9	85%
Year 10	77%
Year 11	75%
Year 12	63%

In 2019 the overall attendance rate of all students at the College was 74%.

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 2019 144 students studied Year 12 at Mercedes College. Of these 115 were eligible to achieve a SACE Certificate and 29 the IB Diploma.

The 2019 Year 12 cohort averaged an ATAR of 79.7 (median of 84.9) with our Dux shared by three students achieving an ATAR score of 99.6. 39.3% of Year 12 students gained an ATAR above 90 with an impressive 17.9% of students achieving higher than 95.

## Key Student Outcomes

Nine Year 12 SACE students achieved a grade of A+ with Merit in 2019 adding to the three Merits gained by the cohort in 2018. 20 students gained a Diploma Merit (maximum grade of 7) in at least one subject for a total of 33 Merits. This includes 13 Year 12 Diploma students, five SACE students completing a single Diploma subject and two Year 11 Diploma (anticipated) students. One student gained Merits in five subjects.

## Student Pathways

Our 2019 Year 12 graduates have chosen to follow a number of career paths. 97% of our SACE students received Early Round tertiary offers (Dec) as a result of their exam results. 92% of the combined cohort received a First Round offer (Jan) with 76% receiving their first preference. 2019 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/curriculum/academic-achievements/](http://mercedes.catholic.edu.au/curriculum/academic-achievements/)





## 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.	
	Mercedes College	National
Numeracy	100%	94.9%
Punctuation and Grammar	100%	95.5%
Reading	100%	95.9%
Spelling	100%	93.3%
Writing	100%	96.4%

### Year 7 Results

Component	Percentage of students who achieved the National Minimum Standard.	
	Mercedes College	National
Numeracy	99.0%	92.2%
Punctuation and Grammar	99.0%	94.3%
Reading	100%	94.5%
Spelling	99.0%	93.3%
Writing	98.1%	89.4%

### Year 5 Results

Component	Percentage of students who achieved the National Minimum Standard.	
	Mercedes College	National
Numeracy	100%	92.4%
Punctuation and Grammar	100%	95.4%
Reading	100%	94.7%
Spelling	98.1%	94.0%
Writing	100%	92.8%

### Year 9 Results

Component	Percentage of students who achieved the National Minimum Standard.	
	Mercedes College	National
Numeracy	99.3%	90.1%
Punctuation and Grammar	100%	96.0%
Reading	97.9%	91.8%
Spelling	98.6%	92.0%
Writing	97.3%	82.4%

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.

### Exit Survey

Families leaving the College are offered the opportunity to partake in an exit survey to provide valuable feedback on positive experiences during their time at Mercedes and offer suggestions on what could be improved. Approximately 15 percent of departing families complete these optional surveys.

Recent feedback included that the College has excellent teachers, a lovely environment and a well-rounded approach and community. Suggestions to better meet the needs of some families included offering a broader curriculum, specifically more computer science subjects and non-academic pathways.





## Communications Audit

Mercedes College engaged RTG to complete an audit on communications throughout the College, with a particular focus on communications to parents and caregivers. Information was gathered through a series of interviews and data collection worksheets distributed to staff. This was followed by a series of workshops with key stakeholders, including parents/caregivers, teaching staff and non-teaching staff, conducted in 2018 and 2019. The results of these workshops were presented in 2019. They found that:

- The College used more than 20 channels of communication.
- Email: There are issues with spam filters and security settings blocking emails. Because general emails come from an individual and not a central email address, it is hard to find the information again once you have read it. As parents receive many emails from a variety of sources, they may not see an email from the College, especially if it is a late change.
- The Student Diary is unused by some students and can be unreliable.
- Parents are happy with ManageBac, the curriculum management tool.
- Team App works well for sport.

It was determined parents want:

- One source of truth.
- Short and relevant information.
- Information to be accessible and readable from a mobile phone.
- Split families: ensure communications go to both parents.
- Consistency across the school in terms of apps purpose/usage and dissemination of the same information.
- To be able to subscribe to relevant information and choose not to see other information.

RTG evaluated several communication solutions and determined, based on the College's needs and existing applications, SEQTA Engage should be implemented as a communications portal for parents/caregivers. This project will be conducted in 2020 to address the parent/caregiver feedback and improve communications between school and home.



# School Income

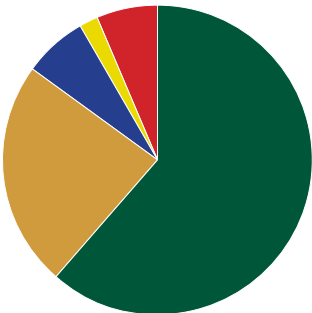
## Income

Mercedes College has an ICSEA score of 1138. In 2019 income for our education programmes came from a number of recurrent income sources.

Source	Recurrent Income (\$m)
Tuition Fee Income	\$18.19
Australian Government Grants	\$ 8.74
State Government Grants	\$ 1.69
Other Income	\$ 0.96
Total Recurrent Income	\$29.58

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

Source	Capital Income (\$m)
Capital Fees and Levies	\$ 1.78
Australian Government Capital Income	\$ 0.00
State Government Capital Income	\$ 0.00
Total Capital Income	\$ 1.78



- 2019 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 2019 expenditure was:

Source	(\$m)
Salaries and Wages	\$19.53
Teaching Expenses – general	\$ 1.51
Teaching Expenses – faculty resources	\$ 0.84
Property/Building Expenses	\$ 1.71
Discounts and Concessions	\$ 2.02
Depreciation	\$ 1.04
Other Expenses	\$ 2.25
Expenses on borrowings	\$ 0.28
Total Expenses	\$29.18



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