



Divine Mercy College

# ANNUAL REPORT 2024



# MESSAGE FROM THE PRINCIPAL

2024 has been a year of growth, achievement, and gratitude at Divine Mercy College. Guided by our Catholic values, we have nurtured academic excellence, spiritual development, and community spirit across all year levels.

This year, our students achieved outstanding academic results, with a median ATAR of 82.75 and our highest achiever an impressive 95.7 ATAR. We are proud that 71% of our graduates secured their first preference for university, including those who pursued alternative pathways beyond ATAR. Additionally, 98% of our Year 12 cohort successfully achieved their WACE certificates, demonstrating their commitment to learning. Our Vocational Education and Training (VET) program also received 100% achievement rates in both Certificate II in Business and Certificate II in Sport and Recreation, equipping students with real-world skills for future careers.

In NAPLAN, all our students performed above national levels across every band, a testament to the dedication of both our learners and educators. Beyond academics, our student, staff, and parent surveys reflected a satisfaction rate of over 90%, highlighting the strong sense of belonging and support within our school community.

We have also been blessed with a smooth and incident-free year, allowing us to focus on growth and enrichment. Our school campsite is now fully operational, featuring upgraded fencing, a new Mountain Bike Track, modern kitchen facilities, and the exciting development of a Community Hub—further enhancing our outdoor education and retreat programs.

As we reflect on 2024, we give thanks to God for His blessings and to our dedicated staff, supportive families, and hardworking students who make Divine Mercy College a place of faith, learning, and opportunity.

Adam Zydek  
The Principal

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# Contextual Information

Founded in 2004 by Mr. and Mrs. Zydek, Divine Mercy College is deeply rooted in the values of the Catholic faith and guided by our motto, "Jesus, I trust in You." Located in Yangebup, we are one of only two independent Catholic schools in Western Australia, offering a comprehensive and dynamic educational experience steeped in Catholic teachings. With an enduring commitment to excellence in education, we foster intellectual, spiritual, and personal growth, upholding the foundational values instilled by our founders—faith, integrity, and service to others.

## Our Motto

Jesus, I Trust in You.

## Our Missions

To instil faith, education, service and personal deve

## Our Visions

Faith, Education, Wellbeing

## College Facts

School Sector	Non-Government
School Type	Combined
Year Range	Kindy-12
Location	Yangebup
Enrolment	335
Girls	162
Boys	173



# STRATEGIC PILLARS (2024-2026)

## BUILDING FAITH, EXCELLENCE & COMMUNITY

At Divine Mercy College, our six strategic priorities guide every decision, ensuring we nurture mind, heart, and spirit in alignment with our Catholic mission. These pillars reflect our commitment to holistic growth, where every student is empowered to thrive academically, spiritually, and socially.

### 1. Catholic Identity: Faith as Our Foundation

We integrate faith into every aspect of school life, fostering a culture where God's love inspires learning and service.



- Faith-Infused Learning: Develop dynamic religious education programs that deepen students' spiritual understanding through Scripture, prayer, and service.
- Staff Formation: Support ongoing spiritual and professional growth, ensuring teachers model Gospel values in and out of the classroom.
- Family Engagement: Strengthen partnerships with parents through faith-based workshops, sacramental preparation, and family Masses, uniting our community in Christ.

### 2. Staff Support: Empowering Our Educators

Great schools are built by great teachers. We invest in our staff because they shape futures.



- Professional Growth: Offer workshops on innovative pedagogy, well-being strategies, and leadership development.
- Mentorship & Recognition: Pair early-career teachers with experienced mentors and celebrate achievements through awards and public acknowledgment.
- Transparent Communication: Foster collaboration through open forums, feedback channels, and shared decision-making.

### 3. Academic Excellence: Inspiring Lifelong Learners

We challenge students to think critically, create boldly, and lead with integrity.



- Future-Ready Curriculum: Regularly update programs to align with global standards, incorporating AI literacy, sustainability, and vocational pathways.
- Personalised Learning: Tailor education through differentiated instruction, ensuring no student is left behind.
- Feedback for Growth: Provide detailed, constructive assessments that help students set goals and celebrate progress.





#### 4. Community Partnerships: Learning Beyond the Classroom

Education doesn't stop at our gates—we grow stronger together.

- **Service & Internships:** Partner with local charities and businesses to offer real-world learning, from VET placements to social justice initiatives.
- **Cultural Celebrations:** Host multicultural festivals, guest speakers, and interfaith dialogues to honor our diverse community.
- **Transparent Engagement:** Keep families informed through newsletters, parent forums, and digital platforms.



#### 5. Well-being: Caring for the Whole Person

A thriving student is one who feels seen, supported, and spiritually nourished.

- **Resilience Programs:** Teach mindfulness, conflict resolution, and emotional literacy through dedicated well-being classes.
- **Pastoral Care Network:** Expand counseling services, peer support groups, and staff training in mental health first aid.
- **Safe & Inclusive Culture:** Promote respect through anti-bullying campaigns and student-led well-being committees.



#### 6. Inclusive Education: Every Student Belongs

We believe every child is made in God's image and deserves tailored support.

- **Individualized Plans:** Strengthen IEPs for students with diverse needs, ensuring access to specialized resources.
- **Culturally Responsive Teaching:** Embed Indigenous perspectives, multilingual resources, and universal design principles into lessons.
- **Celebration of Diversity:** Showcase student talents, languages, and traditions through school events and liturgies.

### Our Promise

These pillars are not just goals—they are sacred commitments to our students' futures. By uniting faith, innovation, and compassion, we prepare graduates who are academically skilled, spiritually grounded, and ready to serve the world.



# TEACHER STANDARDS AND QUALIFICATIONS

At Divine Mercy College, we uphold the highest standards of teaching excellence while embracing the rich diversity that strengthens our learning community. All teaching staff maintain current registration with the Teachers' Registration Board of Western Australia (TRBWA), ensuring they meet rigorous professional standards. Our educators bring a wealth of academic expertise, holding qualifications ranging from Doctorates and Master's Degrees to Bachelor's Degrees, Graduate Diplomas, and specialized Certificates—equipping them to deliver an exceptional, research-informed education.

**58%**

of the teaching staff have two professional qualifications

**31%**

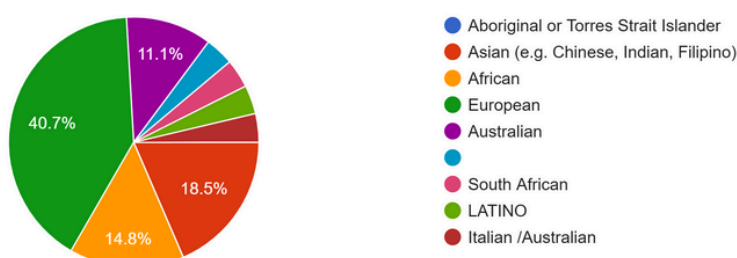
have three or more professional qualifications

**12%**

have five or more professional qualifications

What truly sets our staff apart is not just their academic credentials but their multicultural perspectives and lived experiences. With teachers hailing from diverse racial, ethnic, and linguistic backgrounds, we foster a learning environment where students see themselves reflected in their mentors while gaining global awareness and cultural competency. This diversity enriches classroom discussions, promotes inclusive teaching practices, and prepares students to thrive in an interconnected world.

Staff's racial or ethnic background





# COMMITMENT TO STUDENT SAFETY & WELL-BEING

Beyond pedagogy, our teachers are trained to prioritize student safety and well-being. Every staff member holds up-to-date Child Safe Training, reinforcing our unwavering commitment to student protection. They also maintain certifications in First Aid, CPR, Asthma Management, and Anaphylaxis Response, ensuring preparedness for medical emergencies. To further support student mental health, all staff have completed Introductory Mental Health First Aid training, while two designated teachers (Primary and Secondary) have undertaken specialized Suicide Prevention Gatekeeper training.

Through their academic excellence, cultural responsiveness, and dedication to holistic care, our teachers embody Divine Mercy College's mission: to educate mind, heart, and spirit in a community where every student is known, valued, and inspired to grow.





## Teaching Staff Retention

Divine Mercy College continues to maintain high teaching staff retention, with only two teachers resigning at the end of 2024, resulting in a 94% retention rate. While some vacancies occurred due to staff earning well-deserved promotions, others were created by our school's expansion, which required hiring additional teachers. This combination of factors – retaining experienced educators while carefully growing our team – reflects DMC's strong professional environment and commitment to quality education.

## Commitment to Staff Development

Professional development remains a high priority at Divine Mercy College, with significant investment in our teachers' growth. In 2024, we allocated \$27,191.44 to staff development, averaging \$877.14 per teacher. This investment ensures all educators have access to quality training opportunities, keeping them at the forefront of teaching practices and educational innovation.

## Workforce Composition

Type of Staff	Admin	Teaching	Education Assistants	Non-Teaching	Total
Male	2	8	0	1	11
Female	2	24	6	8	40
Total	4	32	6	9	51

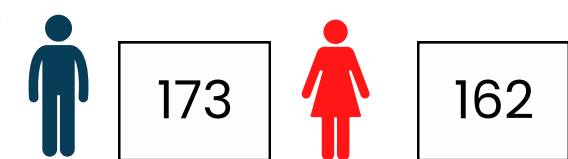


# STUDENT DEMOGRAPHICS & ATTENDANCE

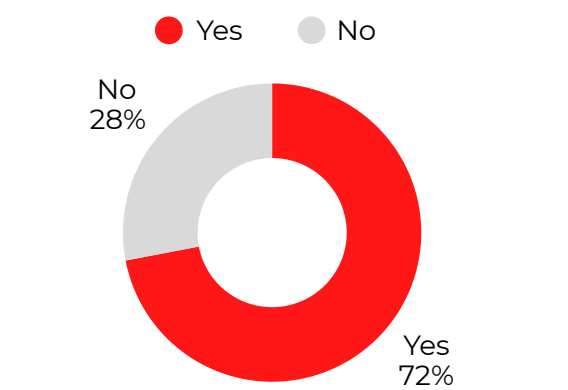
## Demographics

Total Enrolments  
335

Gender Distribution:



Language Background other than English



## Attendance Management

Regular attendance is foundational to student success, as consistent participation enables meaningful engagement with learning. At Divine Mercy College, each homeroom teacher closely monitors attendance patterns to identify and support students at risk of falling behind. While non-attendance affects only a small minority—with our attendance rate consistently exceeding 92% over the past two years—we take a proactive approach to address absences. Through early intervention, parent partnerships, and tailored support, we ensure every student has the opportunity to thrive academically and socially.

## Student Attendance

Most Active Times:

Kindy	89%
Pre-primary	86%
Year 1	90%
Year 2	92%
Year 3	91%
Year 4	90%
Year 5	94%
Year 6	96%
Year 7	94%
Year 8	92%
Year 9	93%
Year 10	95%
Year 11	92%
Year 12	86%

# STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING (NAPLAN)

NAPLAN (National Assessment Program – Literacy and Numeracy) is Australia's nationwide standardized testing program, assessing students in Years 3, 5, 7, and 9 across five key areas: Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy. Conducted each March, these tests provide valuable insights into student progress and help guide our teaching strategies.

At Divine Mercy College, our **2024 NAPLAN results reflect strong academic achievement** across all year levels:

- **Year 3:** Except for Grammar, which was close to the national average, all other components (Reading, Writing, Spelling, and Numeracy) **exceeded** national benchmarks.
- **Year 5:** Every domain scored **above the national average**, with Numeracy performing **well above**.
- **Year 7:** Despite the test being held early in the school year—and many students transitioning from other schools—our Spelling was **well above** the national average, Grammar was **above**, and other components remained **close to** the benchmark.
- **Year 9:** Reading was **on par** with national standards, while Writing and Numeracy were **above**, and Spelling & Grammar scored **well above**.

These results demonstrate our commitment to **academic excellence** and the effectiveness of our tailored learning approaches, even with diverse student backgrounds.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	442	436	426	412	430
Year 5	521	514	523	527	547
Year 7	541	556	578	558	535
Year 9	572	612	606	605	584

**Interpreting the table:** school's average when compared to all Australian students (National average)

 Close to     Above     Well above



# SENIOR SECONDARY OUTCOMES

WACE  
Achievement  
96%

Median ATAR  
82.75

Cert II Business  
Completion

100%

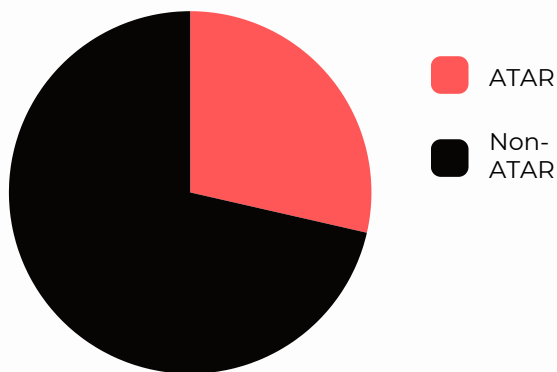
Cert II Sports and  
Recreations Completion

100%

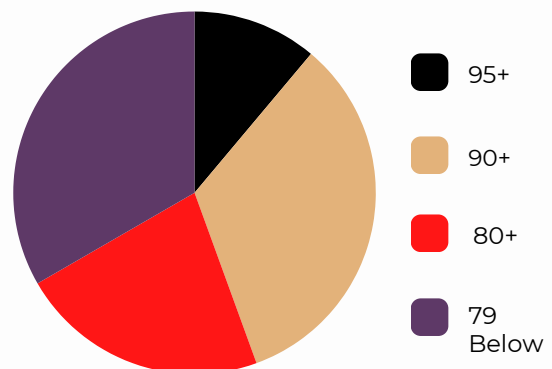
Cert II Community  
Services and Health  
Services

100%

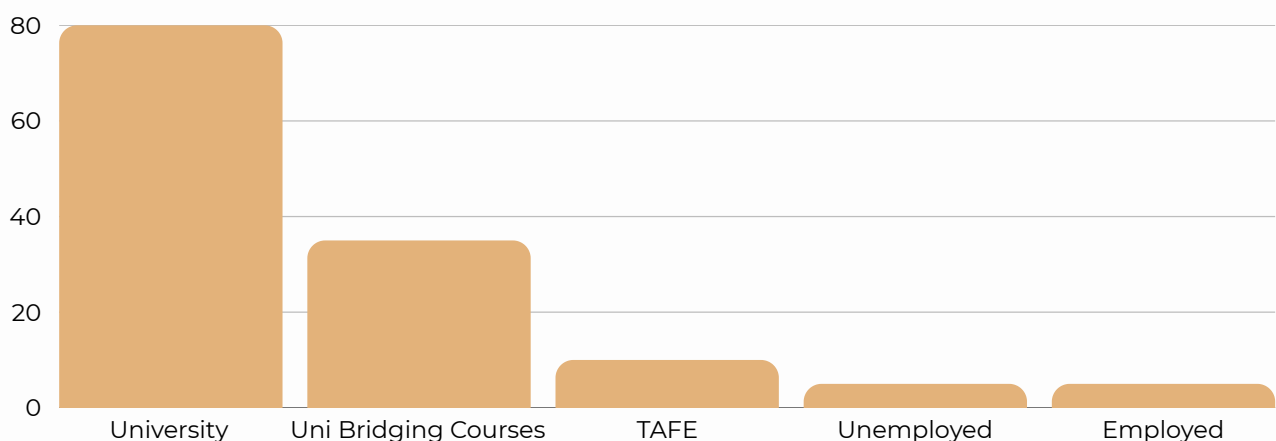
Pathways Distribution



ATAR Distribution



Post School Destinations for the 2024 Cohort (in %)



# STUDENT VOICE SURVEY

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## A Culture of Excellence and Growth

The 2024 student survey reveals overwhelmingly positive perceptions of teaching quality and school safety, with 94% of students agreeing their teachers expect them to do their best and 87% reporting they receive useful feedback on their work. An equally strong 86% feel safe at school, while 70% enjoy being at school—a testament to our supportive learning environment. The results also highlight opportunities for growth, particularly in student-teacher communication (73% feel comfortable discussing concerns) and perceptions of fairness (68% agree teachers treat all students equitably). With 66% of students affirming the school is well-maintained, we have identified facilities as an area for continued investment. These insights, anchored by our standout 97% rating for teacher expectations, both celebrate our strengths and guide our focus for the coming year as we strive for an even more inclusive, communicative, and well-resourced learning community.

**94%** feel teachers expect their best

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**87%** Receive useful feedback

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**86%** Feel safe at school

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**70%** Like being at school

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# PARENT SURVEY RESULTS

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## Strong Partnerships for Student Success

The 2024 parent survey reflects exceptional satisfaction with the school's learning environment and teaching quality, with 96% of parents agreeing their child is expected to do their best and receives useful feedback—a powerful endorsement of our academic standards. Nearly all parents (94% or higher) recognize the school's commitment to safety, communication, and student progress, with 96% praising the school's maintenance and 94% affirming their child's positive development. Notably, 92% believe teachers treat students fairly, and 90% agree behavior is well-managed, underscoring our balanced approach to discipline and equity. These results not only highlight our strengths in fostering trust and excellence but also reflect the impactful partnership between families and educators.

**96** % Teachers set high expectations and provide feedback

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**96** % School facilities are well-maintained

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**94** % Children feel safe and make strong progress

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**94** % Parents feel heard and supported by teachers

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# STAFF SURVEY RESULTS

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100 % Staff motivation to help students succeed

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96 % Effective parent partnerships and behaviour management

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92 % Culture of improvement

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83 % Believing students' learning needs are being met

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## A committed and Collaborative Community



The 2024 staff survey reflects a deeply engaged and motivated workforce, with 100% of educators feeling driven to support student learning—a testament to our shared mission. Staff overwhelmingly recognize the school's collaborative partnership with parents (96%), fair behavior management practices (96%), and commitment to continuous improvement (92%). While 83% believe students' learning needs are being met, the results also highlight opportunities to strengthen internal support systems, including:

- **Team Dynamics & Morale** (75% agree staff work well together)
  - **Professional Feedback** (63% find feedback useful)
  - **Staff Voice & Support** (75% feel their opinions are valued)
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# CHARITY

# INITIATIVES

## Living Our Mission Through Global Service

Guided by Christian principles of compassion and service, Divine Mercy College channels 3% of all school fees into transformative international aid programs, prioritising communities in Vietnam and India. This structured commitment, enhanced by targeted supplementary donations, allows us to amplify our impact while modelling faithful stewardship for students. More than financial support, these projects integrate charitable action into our educational ethos, cultivating empathy and global citizenship campus-wide. By extending our mission beyond classroom walls, we nurture both immediate change abroad and lasting values at home, ensuring service remains central to the DMC experience.

### Distribution (AUD)

Nigeria (Franciscan Friars of the Immaculate)	\$18,000
India (Matrix Charity)	\$21,900
Vietnam (Tran Tan Viet)	\$14,000
Amurri Divine Mercy Foundation	\$10,000
Kenya (Michael's Catholic Church)	\$3,000
Youth Mission Team Australia	\$520
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Total Distribution	\$67,420





# FINANCIAL STATEMENTS

## 2024



	Total \$	Per Student \$
Australia Government	4,210,674	11,861
State/ Territory Government	974,806	2,746
Fees, Charge & Parent Contributions	932,022	2,625
Other Private Sources	348,168	981
Total	6,465,670	18,213

### Our Finance ▼

Divine Mercy College maintains a strong financial position, ensuring resources are allocated effectively to support our educational mission, staff development, and student programs. Our annual financial statements reflect responsible budgeting, with funds directed toward infrastructure, learning resources, and charitable initiatives while maintaining sustainable operations. The following table outlines key funding measures that demonstrate our commitment to fiscal accountability and strategic investment in our school community.



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