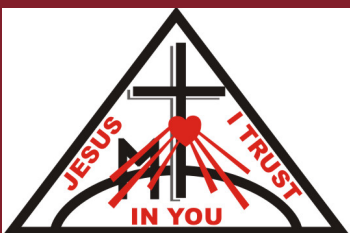


2024 - 2026

# DIVINE MERCY COLLEGE

## Business Plan



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“Train up a  
child in the way  
he should go;  
even when he is  
old he will not  
depart from it.”  
Proverbs 22:6





# PURPOSE AND STRUCTURE OF THE DMC BUSINESS PLAN



## MOTTO

Jesus, I Trust in you

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## MISSION

To instil faith,  
education,  
service and  
personal  
development



## VISION

Faith, Education,  
Wellbeing

### Strategic Plan

A school's strategic direction is defined by school outcomes for improvement in the seven focus areas and key improvement strategies to achieve these outcomes.

The outcomes and key improvement strategies articulated in the School Business Plan will underpin individual performance and development planning for school staff.

The seven focus areas for Divine Mercy College are:

- 1) Catholic Identity
- 2) Staff Support
- 3) Academic Excellence
- 4) Analysis and Discussion of Data
- 5) School Community Partnerships
- 6) Student and Staff Wellbeing
- 7) Inclusive Education

### Operational Plan

The Operational Plan is an annual plan which is divided into Learning Areas. More details are given on how each action from the school's strategies will be implemented and measured. i.e., who is responsible for implementing action, the timeline for completion, what resources are required, and how is successful implementation measured. Direct measures of student outcomes and the collection and analysis of data are essential to all school improvement efforts in all operations. Each year the Operational Plan will be audited, and as a result, the following year's operational plan may be altered to reflect the audit process.

### Budget Plan

The Budget Plan consists of budgets for operations, including a budget for each learning area, which includes the resources needed in the Operational Plan, capital works, and asset investments. The Budget Plan will include forecast budget budgets for the period of the Business Plan.

### Curriculum Delivery Plan

In addition we have the Curriculum Plan to guide teaching and evaluation of learning and teaching. This is an annual plan outside of the Business Plan.

### Quality Improvement Plan

IA Quality Improvement Plan (QIP) specifically in the context of early learning, for children from Kindergarten to Year 2, is a document or framework designed to enhance and ensure the quality of education and care within early childhood settings. This plan focuses on evaluating current practices, identifying areas for improvement, and setting clear objectives and strategies to enhance the educational and developmental outcomes for young children. A QIP in this setting often addresses aspects such as educational programs, health and safety protocols, staff qualifications and development, as well as the physical and emotional environment. It serves as a crucial tool in continuous efforts to meet and exceed regulatory standards and to provide a supportive, engaging, and nurturing learning environment for young learners.

## Capital Development Plan

IA Capital Development Plan (CDP) is a strategic document projected over three to five years, detailing significant investments in physical assets and infrastructure. This plan, which includes the acquisition, upgrade, and maintenance of facilities and equipment, is designed to support the college's growth and enhance operational efficiency. It is closely linked with the Quality Improvement Plan (QIP) and Operational Plan, ensuring that capital investments at Divine Mercy College align with broader educational objectives and operational improvements, promoting a cohesive strategy for resource management and institutional development.





# SCHOOL PROFILE

## Vision

### Faith:

- Encourage students to attain the beliefs, values, attitudes, knowledge, skills and practices which will enable them to achieve their full potential as human persons. The College community's concern will be students' integrated development as Catholic men and women – as responsible, inner-directed individuals of Catholic virtue, capable of free choice and of making value judgments enlightened by a formed conscience based on authentic Catholic doctrine.
- Ensure that the care and development of each person takes place within the Catholic faith community. In the school, students should see Catholic values actively lived rather than merely spoken of, and experience them in sincere interpersonal relationships.
- Seek to empower students to achieve their potential, as our gift to God. In the school, the students will be encouraged to be responsible for their learning and to respect the right of others to learn. The school will also give the students every opportunity to experience the consequence of their actions.

## Education

- Divine Mercy College strives to provide a well-balanced curriculum focusing on academic, spiritual, physical and moral values.
- Priority is given to systematic and structured education following West Australian Curriculum from SCSA. We believe every child is a valued member of the school's community and deserves the very best in all areas of human development.
- To attract and retain quality teachers, staff and administrators who support the DMC mission.
- To encourage development of the whole person by providing access to a wide range of cultural, academic activities.
- Divine Mercy College strives to provide students' with positive learning experiences.

## Wellbeing

- Be concerned with the nurturing and wellbeing of all who impact on the school community. The school's pastoral dimension will show itself in the mutual respect, care and support administrators and staff show towards each other, as well as through the care they all show for their students. From the pastoral dimension of the overall school life, students learn their own value and dignity.
- To recognise that no student can learn unless the environment is inclusive, safe, orderly and stimulating

## Motto

Jesus, I Trust in You.

## College Mission

Divine Mercy College aims to unite education and faith, in partnership with family, church and the school community. We aim to provide a quality Catholic education focused on the core values of faith, academics, service and personal development from preschool and throughout high school to influence a rapidly/ changing world.





# SCHOOL CONTEXT

## Context

Divine Mercy is one of the only two West Australian Roman Catholic Independent schools. Our school is centrally located near the dynamic Cockburn Central, 5 minutes from freeway exits and Gateways Shopping Centre. Well established bus routes and a shopping complex are within walking distance of the school and are utilised by many of our students. Our school is surrounded by beautiful native Australian bush and the Yangebup Lake and we are situated beside The Montessori Day Care Centre and Mater Christi Catholic Parish. Divine Mercy moved to Yangebup in April 2004 with a small number of students. Our school has undergone rapid growth, and at present, there are 400 students.

## School purpose

- We are passionate about following our call from God to provide affordable Catholic Education for our community and to build a stronger dynamic Australia through raising academic excellence and opportunity.
- Priority is given to systematic and structured education following West Australian Curriculum. At Divine Mercy, we believe every child is a valued member of the school's community and deserves the very best in all areas of human development.
- The ambience of our school projects a small Australian community where diversity is celebrated. Our inclusivity is demonstrated through our strong academic programs, a significant population of students for whom English is an additional language and substantial, intensive English support available, as well as a multicultural and internationally experienced staff group.
- Divine Mercy College is proud to follow and promote our Catholic values and traditions. Christ is the beginning and the end in all of our endeavours. The prime focus of the school is to give all students the best possible opportunities in their further education and to provide a solid moral/spiritual base before they enter the wider community as young adults.

## Primary School

Offers a highly structured curriculum based on very solid and systematic textbooks and resources. These textbooks are available in all subjects, from Pre-Primary to Year 10. Starting from Year 7, all subjects are taught by specialist teachers.

## Secondary School

The use of exclusive specialist teaching provides a more rigorous approach to education and marks entry into upper high education and makes entry into upper high school a natural advancement. Starting from Year 8 we offer: English, HASS, Mathematics, Physics, Chemistry, Biology, and Technologies as separate subjects. Special emphasis is applied to Art, Music, Foreign Languages, Media, and Health and Physical Education.

## Senior Secondary School

A variety of courses are offered to students including ATAR subjects for those heading to university or Vocational courses (Certificates I & II) for those choosing a different pathway to university or an alternate pathway for employment. General subjects are also offered to assist students in achieving their WA Certificate of Education.



# DMC 2024-26 PRIORITIES

At DMC, we are committed to fostering a dynamic and inclusive learning environment that empowers our students and staff to reach their full potential. As we outline our priorities for the upcoming years, our focus remains steadfast on advancing our mission of strengthening our student's Catholic identity, academic excellence, character development, and community engagement.

**01**



**Catholic  
Identity**

**02**



**Staff  
Support**

**03**



**Academic  
Excellence**

**04**



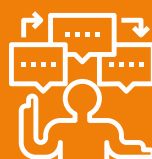
**Community  
Partnerships**

**05**



**Student  
and Staff  
Wellbeing**

**06**



**Inclusive  
Education**



# 1. Catholic Identity

The Catholic Identity Strategy domain embodies the Institution's unwavering commitment to nurturing a robust and authentic Catholic identity within the educational fabric. Rooted in the profound vision of **"An enriching education steeped in the truth, beauty, and goodness of Catholicism,"** this domain serves as the cornerstone of the school's mission. It strategically outlines initiatives to infuse Catholic teachings and values into every aspect of academic and communal life. From curriculum development that integrates Catholic principles to fostering a spiritually enriching environment, the Catholic Identity Strategy domain stands as a testament to Divine Mercy College's dedication to shaping not only informed minds but also nurturing compassionate hearts, guided by the timeless truths and virtues inherent in the Catholic faith.

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## STRATEGIES

- Develop and monitor education policies that reflect the integration of faith and culture; provide integrated education programs in school
- Encourage the ongoing spiritual and professional development of the staff.
- Ensure that religious education programs are rich sources of spiritual and faith development.
- Provide opportunities for parents and guardians to be involved in students learning faith.

## OUTCOMES

- Respectable and celebrate our Catholic faith and tradition in the following ways:
  - Staff provide a challenging and stimulating curriculum which links faith, culture and community.
  - Enhance opportunities for personal faith development for staff and students by assisting parents and guardians in the faith development of their children.



## 2. Staff Support

The Staff Support Strategy domain is a foundational pillar designed to cultivate a nurturing and empowering environment for the staff. Rooted in the understanding that an inspired and supported staff is essential for fostering an enriching educational experience, this domain outlines strategic initiatives to provide comprehensive support. From professional development programs tailored to individual growth to creating a positive and collaborative workplace culture, the Staff Support Strategy domain is dedicated to ensuring that each member of the Divine Mercy College team is equipped with the tools, resources, and encouragement needed for both personal and professional flourishing. By prioritising the well-being and ongoing development of our educators, this domain reinforces the College's commitment to academic excellence, innovation, and a holistic approach to staff engagement.

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### STRATEGIES

- Offer regular training and workshops to staff members to enhance their skills and stay updated on industry best practices.
- Establish mentorship programs and encourage peer support to facilitate knowledge sharing.
- Recognise and appreciate staff achievements through awards, acknowledgements, and public recognition.
- Establish transparent communication channels to keep staff informed about organisational updates, goals, and expectations.

### OUTCOMES

- Boosts staff confidence, improves job performance, and aligns the team with current educational trends.
- Fosters a supportive work culture, enhances collaboration, and aids in the professional growth of staff.
- Boosts staff motivation, job satisfaction, and a sense of value within the organisation.
- Reduces uncertainty, fosters trust, and ensures staff members feel informed and involved in decision-making processes.

# 3. Academic Excellence

The Academic Excellence Strategy domain embodies the College's unwavering commitment to the pursuit of intellectual rigour and educational distinction. Grounded in the vision of "An enriching education; steeped in the truth, beauty, and goodness of Catholicism," this domain serves as the driving force behind the College's academic mission. It strategically outlines initiatives focused on curriculum development, innovative teaching methodologies, and the continuous enhancement of learning outcomes. With a keen emphasis on fostering critical thinking, creativity, and a passion for lifelong learning, the Academic Excellence Strategy Domain seeks to empower students with the knowledge and skills necessary to navigate a rapidly evolving world. Through rigorous academic standards, personalised learning approaches, and a dedication to scholarly excellence, Divine Mercy College endeavours to cultivate a community of learners who are not only academically proficient but also grounded in the enduring values of truth and wisdom inherent in Catholic education.

## STRATEGIES

- Regularly review and update the curriculum to align with industry trends and global standards.
- Integrate technology into teaching methods and learning resources.
- Implement personalised learning plans to cater to diverse learning styles and abilities.
- Invest in continuous professional development programs for staff.
- Establish a robust system for timely and constructive feedback on student performance.

## OUTCOMES

- Ensures students are equipped with relevant and up-to-date knowledge and skills, enhancing their competitiveness in the job market.
- Enhances student engagement, encourages self-directed learning, and prepares students for a technology-driven professional environment.
- Fosters a supportive learning environment, addressing individual needs and maximising each student's academic potential.
- Ensure educators are well-equipped with proven teaching methodologies, creating a positive impact on student learning outcomes.
- Enables students to track their progress, identify areas for improvement, and promotes a culture of continuous learning.



# 4. Community Partnerships

The School Community Partnerships Strategy domain embodies the College's commitment to fostering collaborative and mutually beneficial relationships within its broader community. Recognising the profound impact of community engagement on the holistic development of students, this domain strategically outlines initiatives aimed at establishing and strengthening partnerships with local organisations, businesses, and community stakeholders. Through active involvement in service projects, internships, and outreach programs, Divine Mercy College seeks to create a relationship wherein both the school and the community contribute to each other's growth and well-being. By leveraging these partnerships, the College aspires to provide students with real-world experiences, enhance educational resources, and instil a sense of social responsibility and civic engagement.

STRATEGIES	OUTCOMES
<ul style="list-style-type: none"><li>• Encourage students to participate in community service projects or internships.</li><li>• Strengthen career services and partnerships with industry for internship and job placement opportunities.</li><li>• Plan and execute collaborative events, workshops, and programs that involve both school and community members.</li><li>• Organise cultural events that celebrate the diversity within the school and the community.</li><li>• Utilise various communication channels (newsletters, portal and school website) to keep the community informed about school activities and achievements.</li></ul>	<ul style="list-style-type: none"><li>• Enhances practical skills, instils a sense of social responsibility, and broadens students' perspectives.</li><li>• Increases employability and ensures a smooth transition from academic life to the professional world.</li><li>• Promotes inclusivity, understanding, and appreciation for diverse perspectives, fostering a harmonious community.</li><li>• Improves transparency, highlights the positive impact of the school, and strengthens community wellbeing.</li></ul>

# 5. Student and Staff Wellbeing

The student and Staff Wellbeing Strategy domain at Divine Mercy College underscores the College's commitment to fostering a holistic and supportive environment for the wellbeing of both students and staff members. Rooted in the belief that wellbeing is foundational to effective learning and professional engagement, this strategy domain outlines initiatives that prioritise physical, mental, and emotional health. Divine Mercy College is dedicated to creating an environment where students thrive academically and staff members flourish in their professional roles. By addressing the many different aspects of well-being, this strategy domain aims to cultivate resilience, enhance job satisfaction, and contribute to a positive and vibrant learning community where individuals are empowered to reach their full potential.

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## STRATEGIES

- Build the capacity of students to be socially responsible and respectful in all their relationships.
- Further enhance support for every student to build their social and emotional wellbeing and to be resilient.
- The school implements a school-wide approach to pastoral care.
- Continue to improve student/parent/staff satisfaction levels.
- Continue with Policy Review regarding Staff and Student Care.
- Enhance safety in the school environment.
- Embrace Cultural Differences.
- Implement wellness initiatives to address the physical and mental well-being of staff, such as psychologist services, and personal development courses.

## OUTCOMES

- To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, outlooks, values diversity and supports the development of students' social and emotional skills including their confidence and self-esteem so that they are well placed for success now and in the future.
- Improves overall staff morale, reduces burnout, and creates a healthier and more productive work environment.



# 6. Inclusive Education

The Inclusive Education Strategy Domain is dedicated to fostering an inclusive and equitable learning environment that addresses the diverse needs of every student. This domain strategically integrates the Learning Ed Support system to ensure tailored support for students with diverse learning abilities. Through the utilization of differentiated instructional methods, our goal is to empower teachers with the tools and knowledge to address individual learning needs effectively. This domain places a strong emphasis on professional development, providing resources and training to educators, enabling them to create classrooms that accommodate a spectrum of abilities and talents. By championing inclusive practices, Divine Mercy College aims to cultivate a community where every student feels valued and supported and has the opportunity to thrive academically and personally.

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## STRATEGIES

- Review and implement IEPs for students with special learning needs, tailoring education plans to their specific requirements.
- Promote culturally responsive teaching practices that recognise and incorporate the cultural backgrounds of students into the curriculum.
- Conduct regular assessments to evaluate the inclusivity of educational practices, curriculum, and school policies.
- Provide diversity and inclusion training for educators to enhance their understanding of diverse student backgrounds and learning needs.

## OUTCOMES

- Provides personalised support, addresses individual challenges, and ensures each student's academic success.
- Increases student engagement, promotes a sense of belonging, and enriches the overall learning experience.
- Promotes continuous improvement , identifies areas for enhancement, and ensures a sustained commitment to inclusivity.
- Creates a more inclusive and culturally competent teaching environment, fostering positive interactions and understanding among students.

# Academic Targets



## NAPLAN

Maintain student achievement and progress in Year 3, 5, 7, 9 NAPLAN to be above like schools and state average

1

2

## OLNA

100% of Year 12 students achieving category three in all areas



## SCHOOL BASED ACHIEVEMENT

3

90% of students achieve the minimum standard of a C grade or higher in school delivered subjects at the College



## WACE AND VET

5



4

100% of students achieve WACE at the end of Year 12 and 100% completion rate of VET certificates



## ATAR

Increase the median ATAR score above the state level



# Non-Academic Targets



## ATTENDANCE

Maintain 95+% of attendance rate

1

2

## PARENT, STAFF AND STUDENT SURVEY

95% of students, parents, and staff who have a positive perception of the College



## STUDENT WELLBEING AND MENTAL HEALTH

3

Increased awareness, reduced stigma, and improved overall mental health among students



## TECHNOLOGY LITERACY

4

Enhance students' digital literacy and responsible technology use.

5



## BEHAVIORAL AND DISCIPLINARY INCIDENTS

Reduce the number of behavioral incidents and disciplinary actions.

Create a positive and safe school culture that promotes respectful behavior and minimises disruptions

# SELF-REVIEW PROCESSES

At Divine Mercy College, we proudly follow a dynamic and comprehensive circular self-review process that encompasses various crucial stages for our College's success. Our top-stage evaluation meticulously considers key components such as the teacher development strategy, learning environment, and ICT strategy, community partnerships strategy, and leadership strategy.

We believe in cultivating high-quality leaders who play a pivotal role in shaping the educational landscape of our College. We also emphasize nurturing high-quality teachers who are instrumental in delivering impactful and innovative education.

At the core of our self-review process lies our ultimate goal - successful students. Every aspect of our plan is meticulously designed to ensure that our students thrive spiritually, academically, personally, and professionally, reflecting the holistic success of Divine Mercy College. We are confident in our ability to deliver a high quality education that empowers our students to achieve their full potential.





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