



DIVINE MERCY COLLEGE

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Curriculum Plan

Curriculum Plan Statement

In accordance with the School Curriculum and Standards Authority (SCSA) guidelines, our school is committed to delivering a comprehensive and forward-thinking curriculum plan for Pre-Primary to Year 10 students, meticulously designed to align with the published requirements and timelines for the implementation of the Western Australian Curriculum and Assessment Outline. This plan addresses the educational journey from kindergarten through year 6 to years 7 and 10, ensuring a seamless and coherent educational experience for all students. Central to our curriculum are the core elements of the protective behaviours plan, drug education, mental health, and online safety, each integrated into the curriculum to support the development of well-rounded, informed, and resilient individuals. Furthermore, we pledge to uphold the principles of holistic and inclusive education, ensuring that students with disabilities are fully included in regular classes or provided with specialised support in education support classes as needed. This approach underscores our commitment to fostering an inclusive, safe, and nurturing learning environment where every student has the knowledge, skills, and attitudes necessary to thrive in an ever-evolving world.

School Context

Introduction to Divine Mercy College

Our school is a community and you, as a teacher, are an important part of that community. We welcome you to the Divine Mercy College Family and hope that your time with us is a rewarding and enriching experience.

Motto

“Jesus, I Trust in You.”



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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 that is focused on the core values of faith, academics, service and personal development from preschool and throughout high school to influence a rapid changing world.

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 that follows Jesus
- 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. 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



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- To encourage the 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 well-being 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 total 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.

Engagement

- To encourage the cooperation among church, school, home and the community that is essential to the educational process
- To recognize and address the different challenges and opportunities of all educational levels available through at the College
- To encourage cooperation among Primary School and High School and all educational levels; collaborating when possible

College Strategic Priorities 2024 to 2026

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 strengthen our student's catholic identity, academic excellence, character development, and community engagement.



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Governing Body Accountability

Divine Mercy College School Board receives updates on pertinent curriculum information at regular meetings. This is done to ensure they are well-informed and have insight into the decision-making processes related to school infrastructure, technology, and staffing.

The Strategic Plan of DMC outlines the board's objectives for the next three years. It also includes a School Operational Plan that aims to identify any areas that require improvement. For the period between 2024 to 2027, the strategic plan has six main priorities. Based on these priorities, this year's operational plan has ten targets - five academic and five non-academic. They are,

Academic targets:

- 1) Maintain student achievement and progress in Years 3, 5, 7, and 9 NAPLAN to be above similar schools and state averages.
- 2) 100% of Year 12 students achieved category three in all areas.
- 3) 90% of students achieve the minimum standard of a C grade or higher in school delivered subjects at the college.



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- 4) 100% of students achieve WACE at the end of Year 12 and 100% completion rate of VET certificates.
- 5) Increase the median ATAR score above the state level.

Non-Academic targets:

- 1) Maintain a 95% attendance rate.
 - 2) 95% of students, parents and staff positively perceive the College.
 - 3) Increased awareness, reduced stigma, and improved overall mental health among students.
 - 4) Enhance students' digital literacy and responsible technology use.
 - 5) Reduce the number of behavioural incidents and disciplinary actions.
- Additionally, it creates a positive and safe school culture that promotes respectful behaviors and minimizes disruptions.

National Quality Standards (NQS) and Quality Improvement Plan (QIP)

At DMC, our commitment to upholding the highest standards of early childhood education is unwavering, as we diligently meet all the criteria set forth by the National Quality Standards (NQS). Our educational philosophy is rooted in the Early Years Learning Framework, embracing the critical concepts of Belonging, Being, and Becoming, which guide our approach to nurturing the holistic development of each child. To ensure continuous alignment with these standards, we have established a rigorous internal NQS audit process every Semester 2, following a structured review cycle of Examination, Review, and Governance. This thorough evaluation mechanism affirms our adherence to the NQS and enables us to identify areas for enhancement. Furthermore, our alignment with the National Quality Framework (NQF) is pivotal in the development of our Quality Improvement Plan, which is intricately woven into our Strategic Plan. This integration underscores our proactive and strategic approach to elevating the quality of our educational offerings, ensuring that we provide an exceptional early learning environment that fosters growth, learning, and development for every child under our care.



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Curriculum Context Statement

The Western Australian Curriculum and Assessment Outline lays out the Kindergarten to Year 10 curriculum for all children in Western Australia. It provides teachers and supporting staff with information to help plan and assess learning programs and report those outcomes.

Scope of Curriculum

DMC offers a highly structured curriculum based on very solid and systematic textbooks and resources. From Years Pre-Primary to Year 10, teachers are required to programme, assess, and report from nine learning areas. Eight subjects are required in the Australian Curriculum, as interpreted by SCSA's Year k-10 syllabus. The ninth subject area is an additional subject, Religion Education (P-8)/ Personal Development (Year 9-12). The curriculum areas taught in Pre-Primary to Year 10 are as follows:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts (Music, Visual Art, Media, Dance)
- Health and Physical Education
- Technologies
- Languages (Japanese)
- Religion Education/ Personal Development

In addition to the nine subjects listed above, DMC also implements the Sports and Recreations Certificate (VET) and ICT Certificate (VET) for Years 9 and 10.

Kindergarten students will be taught and assessed using the Early Years Learning Framework for Australia V2.0, 2022 (EYLF), as outlined in SCSA's K-10 syllabus. Additional curriculum strategies can also be referenced from the Kindergarten Curriculum Guidelines guide, which draws from the key ideas and related content from the EYLF to construct a curriculum for Early Childhood, which more specifically addresses standards from kindergarten.



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The School Curriculum and Standards Authority (SCSA) is responsible for organising and structuring senior secondary courses for Years 11 and 12. They ensure the integration of Australian Curriculum content and achievement standards into these courses and decide on the assessment and certification specifications for their courses. In addition, SCSA provides additional information, guidelines, and rules to meet local requirements.

In the senior secondary years, the curriculum becomes more specialised, enabling students to select subjects based on their interests, post-school aspirations, and potential career paths. It encompasses a wide range of ATAR courses, General courses, Vocational Education and Training (VET) qualifications, and endorsed programs, all outlined within the Western Australian Curriculum framework. This crucial phase prepares students for tertiary education, training, or employment, equipping them with the necessary skills and knowledge for their future endeavours.

Subject Offerings Year 11 and 12

ATAR	General	VET
English	English	Cert 1 in Business
Mathematics Applications	Mathematics Essential	Cert 2 in Business
Mathematics Methods	Media Production and Analysis	Cert 1 in Sports and Recreations
Mathematics Specialist	Outdoor Education	Cert 2 in Sports and Recreations
Chemistry	Human Biology	Cert 2 in Community Services
Human Biology	Psychology	
Physics		
Geography		
Media Production and Analysis		

Alternative Academic Pathways

The Alternative Academic Pathways (AAP) has been meticulously designed to involve students in a two-year program that optimises their opportunities post-graduation. DMC acknowledges the diversity in learning styles and maturation rates among



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students and the importance of tailoring the educational experience to individual needs.

The AAP is customised to accommodate the unique passions and interests of each student, ensuring they fulfill graduation requirements and are well-prepared for tertiary studies, whether at a university, TAFE, or through an apprenticeship.

In years 11 and 12, students uphold their commitment to English courses and have the option to delve into an additional certificate course, such as Certificate I and II in Business, concurrently with their selected ATAR or General courses. This dual focus not only ensures a comprehensive educational experience but also accommodates both academic and vocational aspirations.

Additionally, students in both Year 11 and 12 have the opportunity to engage with external TAFE courses while remaining enrolled in school. The diverse array of courses, coupled with various VET opportunities, can be explored through the provided links. It's important to note that prospective Year 11 students looking to pursue TAFE courses should submit their applications by July of Year 10. This thoughtful structure empowers students to navigate their academic journey with flexibility and purpose, aligning their education with individual aspirations and career goals.

Throughout these phases, the linkage of each stage of education to the Western Australian Curriculum ensures a cohesive and integrated learning journey for all students. The curriculum is meticulously designed to be comprehensive, inclusive, and responsive to the evolving needs of students, society, and the economy, with the ultimate goal of empowering students to reach their full potential and make positive contributions to their communities.

Learning Areas Time Allocation

School Timetable

	Bell Time	Times (Instructional)
Pastoral Care (PC)	8:15-8:50	20 mins
Period 1	8:50-9:35	45 mins
Period 2	9:35-10:15	40 mins
Period 3	10:15-10:55	40 mins
Recess	10:55-11:15	



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Period 4	11:15-12:00	45 mins
Period 5	12:00-12:45	45 mins
Lunch	12:45-1:15	
Period 6	1:15-2:00	45 mins
Period 7	2:00-2:45	45 mins
Staff meeting	3:00-4:00 (TBA)	

Curriculum Allocations

The following time allocations have been planned in conjunction with SCSA.

Pre-Primary to Year 2

Subject:	DMC Pre Primary	DMC Year 1	DMC Year 2	SCSA Guidelines Pre-Primary to year 2
English:	27%	26%	29%	24%
Mathematics:	26%	26%	23%	20%
HASS	6%	6%	6%	8%
Science:	6%	9%	6%	8%
Health & Physical Education:	3%	9%	9%	8%
Language: Japanese	0%	3%	3%	0 – 8%
Technologies	3%	3%	3%	8%
The Arts	6%	8%	6%	8%
Unallocated Time	14%	3%	6%	8-16%
Religion:	9%	9%	11%	0%

Years 3 to 6

Subject:	DMC Year 3	DMC Year 4	DMC Year 5	DMC Year 6	SCSA Guidelines 3-6
English:	29%	23%	23%	23%	24%



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Mathematics:	23%	23%	23%	23%	20%
HASS	6%	11%	11%	11%	8%
Science:	6%	6%	6%	6%	8%
Health & Physical Education:	9%	9%	9%	9%	8%
Language: Japanese	6%	6%	6%	6%	8%
Technologies	6%	6%	6%	6%	8%
The Arts	9%	9%	9%	9%	8%
Unallocated Time	0%	0%	0%	0%	8%
Religion:	6%	9%	9%	9%	0%

Secondary Learning Area Time Allocations

Subject:	DMC Year 7	DMC Year 8	SCSA Guidelines 7 + 8	DMC Year 9	DMC Year 10	SCSA Guidelines 9 + 10
English:	20%	20%	12%	20%	20%	12%
Mathematics:	17%	17%	12%	17%	17%	12%
HASS	11%	11%	12%	11%	11%	12%
Science:	17%	17%	12%	17%	17%	12%
Health & Physical Education:	9%	9%	8%	9%	9%	8%
Electives: Japanese or Media	6%	6%	8%	6%	6%	0-8%
Technologies	6%	6%	8%	0%	0%	0-8%
Electives: The Arts / VET Learning	6%	6%	8%	6%	6%	0-8%
Unallocated Time	0%	0%	20%	0%	0%	20-44%
Religion:	9%	9%	0%	9%	9%	0%

Keeping Safe Curriculum

All State and Territory government and non-government education authorities, and the Commonwealth, are committed to working together to ensure the wellbeing of all



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Australian students. Child Protection consists of ensuring the existence of good practice and providing an agreed approach to help schools and their communities address issues of bullying, harassment, violence, and child abuse and neglect. Divine Mercy College adopts the Creating Child Safe Institutions Framework (July 2016), from the Royal Commission into Institutional Responses to Child Sexual Abuse. In response to adopting this framework, Divine Mercy College has ensured all staff have completed training, which enables staff to implement the Keeping Safe – Child Protection Curriculum. This Curriculum is integrated into a variety of learning areas including; Health, The Arts, English, HASS and Technologies.

Please see the Keeping Safe Curriculum Plan for more details.

Use of Digital Technology

Integration of Digital Tools Across Year Levels:

At Divine Mercy College, we recognize the significance of preparing students for the demands of a rapidly evolving digital society. In alignment with this understanding, our school has adopted a thoughtful approach to the use of digital technology in education. To cater to the unique needs of each developmental stage, Kindergarten and Pre-Primary students are provided with iPads, while students in Years 1 to 10 have access to both laptops and desktop computers. Furthermore, students in Years 11 and 12 are encouraged to bring their own laptops to foster a sense of responsibility and familiarity with personal devices. Despite maintaining a focus on traditional teaching methods and textbooks, all subjects at Divine Mercy College seamlessly incorporate digital technology where appropriate, ensuring a balanced and adaptive learning experience.

Cyber Safety Education and Proactive Measures:

Acknowledging the critical importance of Cyber Safety in the digital age, Divine Mercy College places a strong emphasis on educating students from Pre-Primary to Year 10 about safe online practices. Our curriculum incorporates Cyber Safety content, leveraging valuable resources from the eSafety Commissioner to provide relevant and up-to-date information. To fortify our commitment to a safe digital environment, all staff members undergo training to effectively respond to and report critical online incidents. This proactive approach empowers our staff to handle cyber-related challenges with expertise and diligence.



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Additionally, Divine Mercy College actively engages with external experts by inviting guest speakers to educate students about the responsible use of social networks. This external perspective enriches our students' understanding of digital citizenship. Furthermore, to foster a collaborative partnership with parents, we disseminate Cyber Safety information through regular emails and newsletters. This ensures that parents are well-informed and equipped to support their children in navigating the digital landscape safely. By prioritizing Cyber Safety education and implementing proactive measures, Divine Mercy College is dedicated to providing a secure and informed digital learning environment for all members of our school community.

Whole School Curriculum Delivery Plan

The Whole School Curriculum Delivery Plan at DMC serves as a comprehensive blueprint to ensure cohesive and aligned curriculum delivery across all year levels. This plan is designed to adhere to the WA Curriculum provided by SCSA. By doing so, our school aims to guarantee consistency and excellence in education, promoting a seamless learning experience for students from Pp to Year 10.

This plan outlines the teaching scopes and sequences within each subject area, offering a roadmap that guides teachers in the delivery of content and skills throughout the academic year. The plan is structured to foster a deep understanding of the subject matter while accommodating students' diverse learning needs at different stages of their educational journey.

Please see the Whole School Curriculum Delivery Plan for more details.

Inclusive Education

Students at Educational Risk

Inclusive education lies at the heart of Divine Mercy College's commitment to fostering a diverse and equitable learning environment. Our dedicated teachers at Divine Mercy College are acutely aware of the unique backgrounds that students bring to the classroom, encompassing cultural diversity, varying physical and psychological abilities, medical considerations, and language differences. With a steadfast dedication to ensuring that every student has the opportunity to reach their full potential, our



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educators employ inclusive practices that cater to the diverse needs of the student body.

Recognizing the inherent diversity within our student community, all teachers at DMC actively engage in differentiation strategies within their classrooms. This approach accommodates different learning styles, speeds and preferences, creating an inclusive atmosphere where every student can thrive.

Student at Educational Risk

All students at DMC are provided with the opportunity to reach their full potential. Some, however, may require Individual Education Plans (IEP) and so receive extra resources. These students work on modified plans.

Curriculum Adjustment Plans (CAP) are also developed and written by the classroom teacher either for specific individual students who do not meet normal disability criteria, but who benefit from a programme tailored to their needs.

Moreover, DMC's Learning Support teachers play a pivotal role in promoting inclusivity by allocating scheduled time to provide additional support for students deemed at educational risk. This proactive approach addresses potential challenges early on, allowing for personalised interventions and strategies to enhance student's learning experience.

Data Analysis

At DMC, our teaching staff employs a comprehensive range of qualitative and quantitative assessment measures to gather accurate data, enabling informed planning and tailored teaching strategies for each student. Following a whole school assessment schedule, data is systematically collected, monitored, stored, and handed over, ensuring timely availability for teachers. All teaching staff are obligated to complete assessments within specified timeframes, contributing to a dynamic and responsive educational environment. This commitment to data-driven decision-making underpins our goal of providing a student-centred education that caters to the unique needs of every student.



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Term	Collection of Data	Ongoing Collection
1	<ul style="list-style-type: none"> ✓ NAPLAN: Years 3, 5, 7, and 9 ✓ PAT Testing: Years 3 to Years 10 (Eng Comprehension, G&P, Spelling, Maths, and Science) ✓ On-Entry Assessment: Pp to Year 1 ✓ EALD Progress Map ✓ OLNA: Years 10 to 12 	Weekly Spelling Test: Years 1 to 6 Mathematic Topic Tests SCSA Judging standards to level students – end of each Semester XUNO Attendance Records Psychologist Reports Coordinator Reports Incident Reports Red Card/ Green Card Records Complaint Registry
2	<ul style="list-style-type: none"> ✓ NQS Adult ✓ Internal Semester Exam: Years 9 to 12 ✓ EST: Years 12 General ✓ Well-being Surveys: Years 3 to 12 	
3	<ul style="list-style-type: none"> ✓ Parents, Students, and Staff Survey ✓ PAT Testing: Years 1 to 6 (English Comprehension, G&P, Spelling, Maths, and Science) 	
4	<ul style="list-style-type: none"> ✓ WACE Exam: Year 12 ✓ PAT Testing: Years 7 to 10 (English Comprehension, G&P, Spelling, Maths, and Science) ✓ Internal Exam: Years 9 to 12 ✓ York Assessment for Reading Comprehension: Pp to Year 1 	

Assessment and Reporting Policy

At DMC, we believe effective teaching and learning require timely, meaningful, and comprehensive information on student achievement and progress to students and their parents/carers to promote effective home/school partnerships in support of student learning.

Our Assessment and Reporting Policy supports our belief that everyone has the right to positive school achievement at our school. Our teachers strive to provide appropriate assessment accommodations to support this where possible.

DMC aligns our Assessment and Reporting Policy with the SCSA Reporting and Polciy Guidelines, ensuring a structured, transparent approach across all educational levels: Primary, Secondary (Years 7 to 10), and Senior (Years 11 and 12). Our policy is designed



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to mirror the educational journey and development of our students, providing them and their families with detailed insights into academic and social progress.

Procedures for Assessment and Reporting

Adherence to Standards: Our procedures begin by adapting the Western Australian Curriculum, Kindergarten Guidelines, and Early Years Learning Framework alongside our School Business Plan and Strategic Plans. This framework guides our teaching, assessment, and reporting efforts, ensuring they meet SCSA standards.

Evidence Gathering: Teachers collect work samples and performance data, forming balanced judgments consistent with our assessment policy. This practice is fundamental to delivering accurate and meaningful reports.

Reporting Systems: We employ the Accelerus Reporting system for comprehensive reporting across all learning areas, augmented by NAPLAN outcomes for Years 3, 5, 7, and 9, PAT Testing, IEP and CAP reports, and assessments aligned with SCSA Judging Standards. This multifaceted approach ensures a well-rounded evaluation of student achievement.

Parental Engagement: Divine Mercy College values the involvement of parents and caregivers in the educational journey. We offer various formal and informal reporting mechanisms, including:

- An Interim Report in Term 1, focusing on providing parents and students with an idea of how the student is progressing in an early stage.
- Formal Semester Reports in Terms 2 and 4, detailing academic and social performance on the SCSA 5-point scale.
- During Terms 2 and 3, Parent-Teacher Evenings provide parents with an opportunity to establish collaborative relationships with teachers, in order to support their child's academic achievement, learning, and wellbeing.
- Individual Education Programs (IEP's) Report is for students receiving special needs support.
- Curriculum Adjustment Plans (CAP's) Report is for students considered needing adjustments to the curriculum. Such as students at risk, and those needing attention.



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- Additional communications as needed, including emails, phone calls, and student diaries, ensuring parents are kept informed, especially if their child is identified as at risk.

Feedback to Students: Beyond traditional reporting, students receive continuous feedback through written comments on work samples and test results, empowering them with a clear understanding of their strengths and areas for growth.

Mental Health Awareness

At Divine Mercy College, we prioritise the holistic well-being of our students, acknowledging the intricate connection between their physical, emotional, and spiritual health and their academic achievement and personal growth. To this end, we have instituted Student Wellbeing Guidelines designed to cultivate a nurturing and supportive atmosphere. These guidelines focus on preventive measures, establishing robust support systems, and ensuring easy access to a variety of resources, all aimed at fostering students' overall well-being.

Recognising the critical role mental health plays in our student's lives, we have an on-site psychologist available to offer professional support as needed. Furthermore, we are committed to enhancing our staff's ability to identify and respond to mental health issues. Each year, we sponsor two staff members to participate in the Suicide Gatekeeper training, equipping them with vital skills to act effectively should a crisis arise. Additionally, we ensure that most of our staff undergo professional development in Youth Mental Health every two years, broadening our collective understanding of adolescent mental health challenges.

Our proactive approach to mental health education extends beyond our staff. We regularly host guest speakers who specialise in general well-being, providing valuable insights to our students. Events like "Are U OK?" day are organised to spread awareness about mental health, encouraging open dialogue and fostering a community where everyone feels supported and understood. Through these initiatives, Divine Mercy College aims to not only educate but also to create a safe environment where every student has the opportunity to thrive.