

DIVINE MERCY CATHOLIC SCHOOL



# STRATEGIC PLAN

2025 - 2029

# 2025-2029



## **Strategic Plan 2025-2029**

**Divine Mercy Catholic School  
Kariobangi South Parish**

Pre-primary - PP1, PP2

Primary - Grade 1 to Grade 6

Jnr Secondary Grade 7 to Grade 9



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# Foreward

A society's development relies on how effectively it harnesses and utilizes its resources to empower its people in the areas of Socio transformation through education. Among these resources, establishing a state-of-the-art Centre of Excellence enshrined through competency-based learning is one of the most critical steps in promoting the educational well-being of Divine Mercy Catholic School learners.

The Church through the school encourages all kids of school going age in the society through parents/guardians to enroll their children with Divine Mercy Catholic School which exists to address their concerns and uplift their living standards through knowledge and talent development initiatives by our learners and various stakeholders.

This emphasis places educational and socio-economic empowerment at the forefront of the Catholic School agenda. Under the leadership of His Grace, Archbishop Philip Arnold Subira Anyolo, the Archdiocese of Nairobi has continually emphasized the importance of socio-economic development for its learners and students.

Divine Mercy Catholic School is a key initiative of the Church, playing a vital role in promoting the socio-economic empowerment of the Kariobangi South and Nairobi Eastlands communities and their surroundings by way of modern education programs. Through mobilizing resources educational initiatives, and by offering affordable quality education, and societal change programs, the Centre strives to foster sustainable development.

Since its establishment, Divine Mercy Catholic School has undergone significant changes, achieving, numerous milestones while facing challenges and adapting to an evolving operational environment. Various projects and programs aimed at socio-economic empowerment and delivering high-quality services to all learners and students have been successfully implemented. However, the transformation process has been met with challenges, particularly the growing need for technological advancement, modern infrastructure, and services that align with the changing needs of society's education and learning requirements. Managing these developments has underscored the need for efficient systems to address strategic issues within the school set up.

Among the emerging priorities are the establishment of modern boarding facilities and talent development platforms, which offer new opportunities for the Parish to fulfill its mission. As we begin the implementation of our current Strategic Plan, it is crucial to recognize that its success will depend on the full support of all stakeholders. I, therefore, call upon our partners and stakeholders to actively contribute to the realization of this plan. As your Parish Priest, I am committed to supporting this process, safeguarding the Parish's assets, quality education and providing the necessary policy guidance.

**With God's blessings**  
**Fr. James Nguru Mukui**  
**SCHOOL DIRECTOR**





# BOARD OF MANAGEMENT



**Fr. James Nguru**  
Director of the School



**Fr. Michael Owuor**  
Assistant Director



**Fr. Francis Kiarie**  
ADN Education Secretary



**BOM Chairman**  
**Dr. Harley Mutisya**



**Mr. Dominic Kilonzo**  
Member



**Ms. Hanne Wanjiru**  
Member



**Ms. Susan Mbugua**  
Member



**Ms. Sylvia Kago**  
Member



**Mr. Nicodemus Kimeu**  
Member



**Ms. Melchiat Mutsotso**  
Ex-official

# OUR TEAM





# A word from the BOM Chairman



Strategic Planning and subsequent implementation and monitoring is an emerging trend in leadership and management today. It has been realized that proper planning is a pre-requisite for the success of any endeavor, be it provision of education in an institution or business.

This strategic plan therefore is intended to offer a roadmap which will be used in developing Divine Mercy Catholic School into a reputable learning institution within the next 5 years.

Divine Mercy Catholic School has the crucial role and responsibility of providing affordable, quality, accessible and relevant education to boys and girls in line with Sessional Paper of 2005. The school will thus contribute to increased knowledge and skills locally and nationally thereby participating in raising Kenya's socio-economic development as envisioned in Vision 2030.

This Strategic plan (2025-2029) offers a broad framework for improving education within the school. It addresses areas that need attention in order for the school to discharge its mandate of curriculum delivery as well as providing holistic education towards imparting knowledge, values, skills and attitudes necessary for nation building.

On behalf of the Divine Mercy Catholic School board, I welcome all interested partners to identify areas that they may wish to assist the school.

**With gratitude,  
Dr. Harley Mutisya  
BOM Chairman**





# Preface

Divine Mercy Catholic School was started as a kindergarten School in the year 1994. This was through the help of Fr. Samuel Ngure who was the Parish Priest at Divine Mercy Catholic Church Kariobangi South (then, an outstation of Holy Trinity, Kariobangi North Parish), Archdiocese of Nairobi.

The first class of eight pupils was in 1994 as a nursery school, which grew to a population of 26 pupils by 1998 and sat for their first Kenya Certificate of Primary Education Exam in 2008.

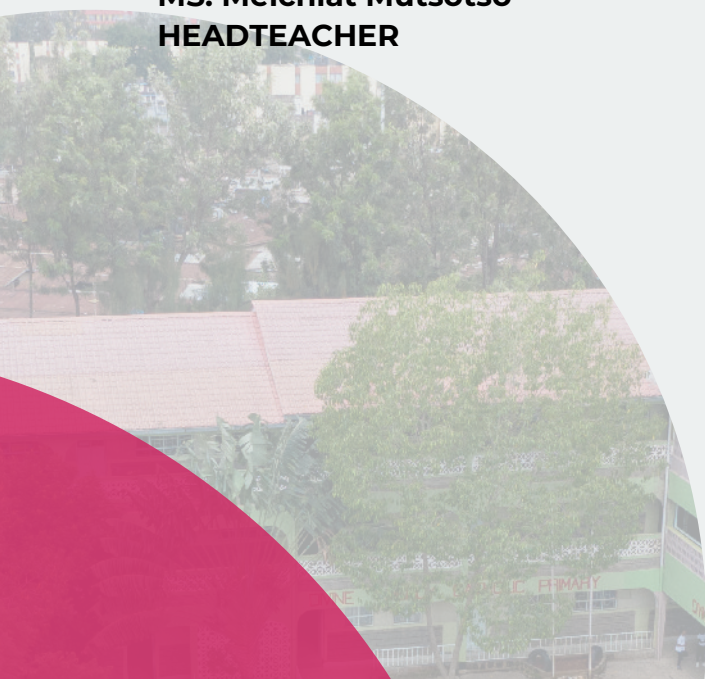
In 1999, the community and the priests under the Comboni missionaries led a major fundraising ceremony that facilitated the construction of the first 4 classrooms and an office. In 2000, the school infrastructure was elevated from temporary to semi-permanent structure to its present location.

The management, with the help and goodwill of a volunteer, Peter Woldolf, sourced funds to construct the school's kitchen and the former Dining Hall. They also managed to establish a library by sourcing books and some funds through Peace Corps (Volunteers).

The school has grown to its current status with a population of 958 pupils, 38 teachers, 3 school buses, 1 van and 30 classrooms. The school also has a modern science laboratory and computer laboratory that supports the implementation of the competence-based curriculum in Junior school.

Our focus is to make Divine Mercy School a premier centre of excellence as we build capacity for the competence-based curriculum.

**With thanks,  
MS. Melchiat Mutsotso  
HEADTEACHER**





# Acknowledgements

With humble hearts,  
we truly thank God who has helped us to put together  
the Divine Mercy Catholic School Strategic Plan for the period 2025 -2029.

This document is a product of the stakeholders' prayers,  
brainstorming and reflections that have been consolidated through  
the guidance of the Holy Spirit.

Allow me on behalf of Divine Mercy Catholic School  
to thank all the stakeholders and facilitators who worked  
tirelessly to ensure that we finalize this task within the agreed timelines.

***Special thanks to the following for their tireless dedication:***

Board of management  
Headteacher  
All Teachers  
Support staff  
Parents, Guardians & Pupils  
Optipro Ltd (Our Consultant)

The Word in Philippians 1:6 is apt to all of us

*"Being confident of this, that he who has begun a good work in you will carry it on to  
completion until the day of Christ Jesus."*

The journey has just begun, and the faithful implementation of the Strategic plan 2025-  
2029 is what we now pray for.

**The Lord God richly bless you all.**  
**Fr. James Nguru Mukui**  
**School Director**

# Executive Summary

## Vision Statement

Mould competence in a dynamic society

## Mission Statement

We deliver holistic education through conducive learning **environment**, collaborative **approach**, and competent **professionals**

### Strategic Goal#1

Service Excellence

### Key Objectives

Educational Aims  
Student wellbeing  
Inclusion  
Catholic faith-centred education

### Strategies

- Articulate connection
- Documented success Criteria
- Review the systems, structures, and personnel
- Advisory programs
- Plan for and support

### Activities

- Pedagogical skills
- High leverage strategies
- Integrate strategies into concepts
- MTTs Framework
- JIT data profiling

### Strategic Goal#2

Financial Growth

### Key Objectives

Increase revenue by 12% per year  
Reduce operational costs to 70% by 2025

### Strategies

- Increase enrollment by 10% per year
- Grow fee by 12% per year
- Cost-governance initiatives

### Activities

- Marketing campaigns
- Partnerships
- Scholarships
- Fee structures
- Cost governance
- Contract renegotiation

### Strategic Goal#3

Corporate Governance

### Key Objectives

Financial Transparency  
Risk Management and Compliance  
Ethical Decision-Making

### Strategies

- Audit committee
- External audits
- Risk management framework
- Incident reporting and response system
- Code of ethics
- Tracking System

### Activities

- Independent auditor
- Quarterly financial statements
- Enterprise risk management system
- Compliance officer
- Training on ethics
- Whistle blower system







# **Chapter 1**

## **Introduction**



## 1.1. Background information

Divine Mercy Catholic School was established in 1994 with 11 learner's majority coming from the neighboring Kariobangi South community. This was after a series of meetings and discussions bordering around locally available education centre for the Parishioners. This was initiated through the pioneer Parioshers including, Mr. Stephen Kamanja, Mrs. Kanja, Benjamin Wamugi, Eng. Rose Kung'u among others. Initially, the only available school was from the government which did not offer church-based faith teaching founded on Christianity disadvantaging the learners who believed in their faith through education. The Parish Priest and the Archdiocese of Nairobi were instrumental in the school formation through the Comboni Missionaries.

Sensitization and Registration was being done every Sunday in the church tent at Kariobangi South. By the end of that year, the group had registered 11 students who were willing and ready to partake into their education development through Christianity faith-based institution in line with the Catholic faith under the Archdiocese of Nairobi policies and guidelines. Most of the founding members are still present and active in Divine Mercy Catholic Church Kariobangi South Parish activities and membership in various groups even though some have since passed on while others have since relocated to other parts of the country and others outside Kenya.

Many parishioners and church members have continued to enroll their children with the school. Majority of the learners from Catholic families. The School has increasingly continued to onboard and receive more learners through employing innovative initiatives, strategies and having an all-inclusive student onboarding criteria to date including the recently establishment of outstation at Mowlem Sector 1 in the year 2023.

Despite the many challenges at the initial stages, the Pastoral Parish Council committee put extra effort and propelled the Divine Mercy Catholic School to be among the best performing schools at Deanery and in the Archdiocese of Nairobi. The Divine Mercy Catholic School stands out among one of the best performing schools and managed in the Education and Empowerment pillars.



# 1.1. Background information

The parish council allocated meaningful space to the development of the school classes, in primary, upper and junior schools, dining hall and indoor activities they have been operational for closer to three (3) decades since the school preexistence. The Divine Mercy Catholic School has tremendously grown to its status due to God's graces and strong and dedicated Parents/guardians/sponsors, learners, teaching fraternity, support staff, enabling community, government support, Parish Priests and Board of Management. Many learners and stakeholders have really benefited through quality but affordable education access for their children, talent identification and development, guidance and counselling initiatives and extra curriculum activities, health and wellness among other socio integration benefits.

The Divine Mercy Catholic School remains an integral part of the Kariobangi and Eastlands community and hopes to remain so for the foreseeable future. Due to the growth registered over the years, various governance and operational changes must be made in the Divine Mercy Catholic School to help maintain its relevance and competitive advantage.



## 1.2 Strategic Planning Approach

To ensure ownership of the strategic planning process, a participatory strategic planning approach was applied. The taskforce ensured adequate involvement of the key stakeholders.

They included:

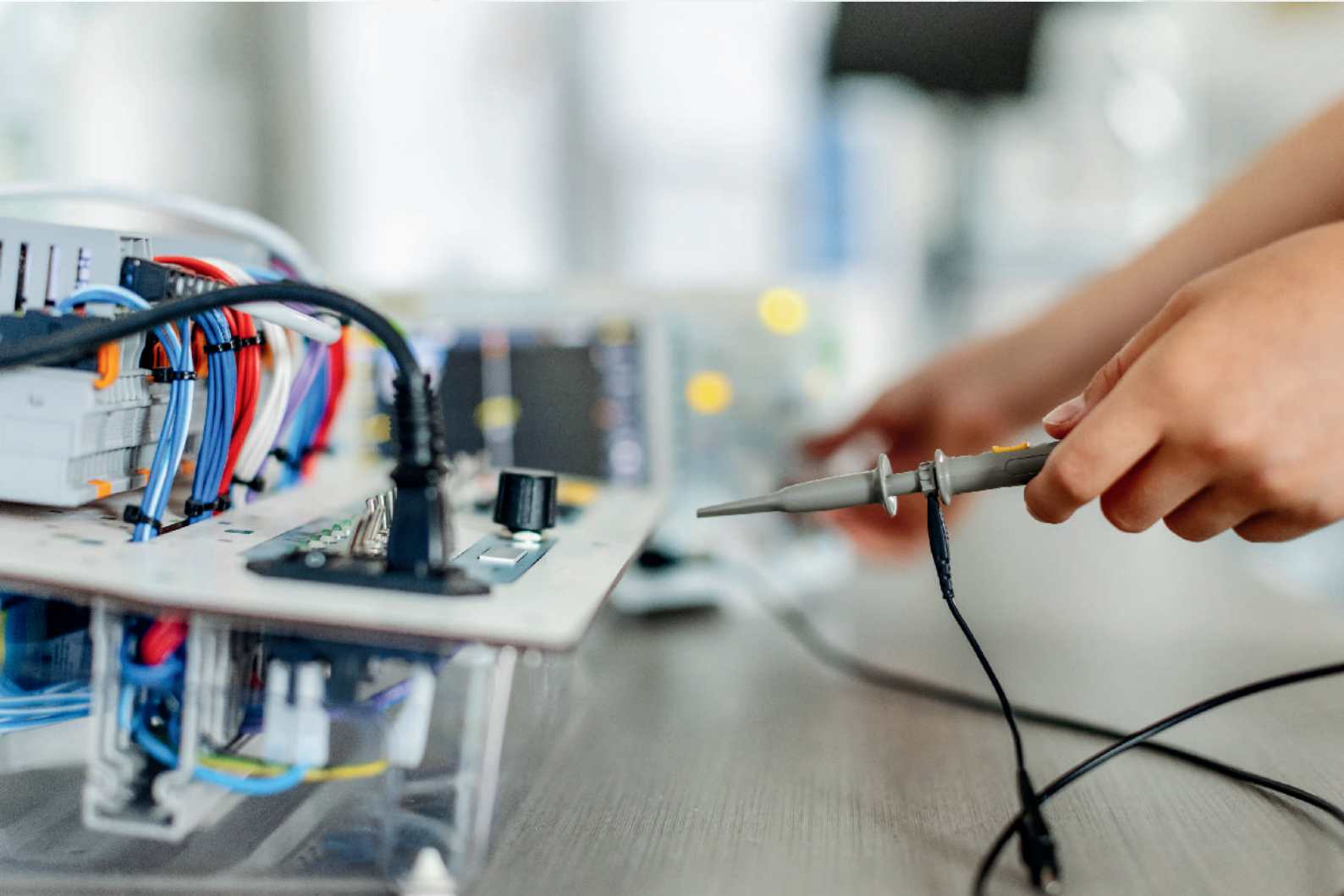
- Teaching fraternity
- Support staff
- Parishioners
- Public
- Government
- Board of Management
- Fr. In-charge of the Parish and his assistant
- Nairobi Archdiocese representative.

During the initial stages, a comprehensive full-term review was conducted on the previous school administration approach (2022-2024), desktop review of several documents was also conducted especially the audited financial reports for year 2023.

Initial consultative meetings were conducted through the school headteacher, Board of Management, Parish Pastoral Council and the school administration staff. In addition, structured questionnaires were developed and distributed to the school headmistress, Parishioners and church members as a way of gathering background information and feedback on the current operational status of the Divine Mercy Catholic School which was essential in guiding the strategic plan. Various meetings were held to discuss and gather the requisite documents for the strategic plan.

### 1.3. PLANNING ASSUMPTIONS

- There will be socio-economic and political stability in the country: It is critical for a stable and favorable learning environment.
- Stable school population: There are other competing players, e.g., homeschoolers and other government institutions and other factors such as technological evolution on Artificial Intelligence, are a threat to the school's continued evolution.
- For successful School Operationalization, there is need for Parents, teaching fraternity and all stakeholders to maintain loyalty to Divine Mercy Catholic School services and products.
- Current stable labor/industrial relations environment will be sustained: This is critical as employees form the basic factor of the school operation and functioning.
- Sustainable ICT environment that is government supported and backed.
- Stable education programs consumption patterns.
- Continued positive government intervention in basic and quality Education for all policy e.g., infrastructure and extension services as contained in Divine Mercy Catholic School.



## *Robotics & Coding Club*



## **Chapter 2**

# **Institutional Analysis**

## 2.1. Mandate



## 2.2. Core Functions



### 2.3. Vision

Mould competence in a dynamic society

### 2.4. Mission

We deliver holistic education through:

- a) A Conducive Learning Environment
- b) Collaborative Approach &
- c) Competent Professionals

### 2.5. Core Values

Charity

Integrity

Collaboration

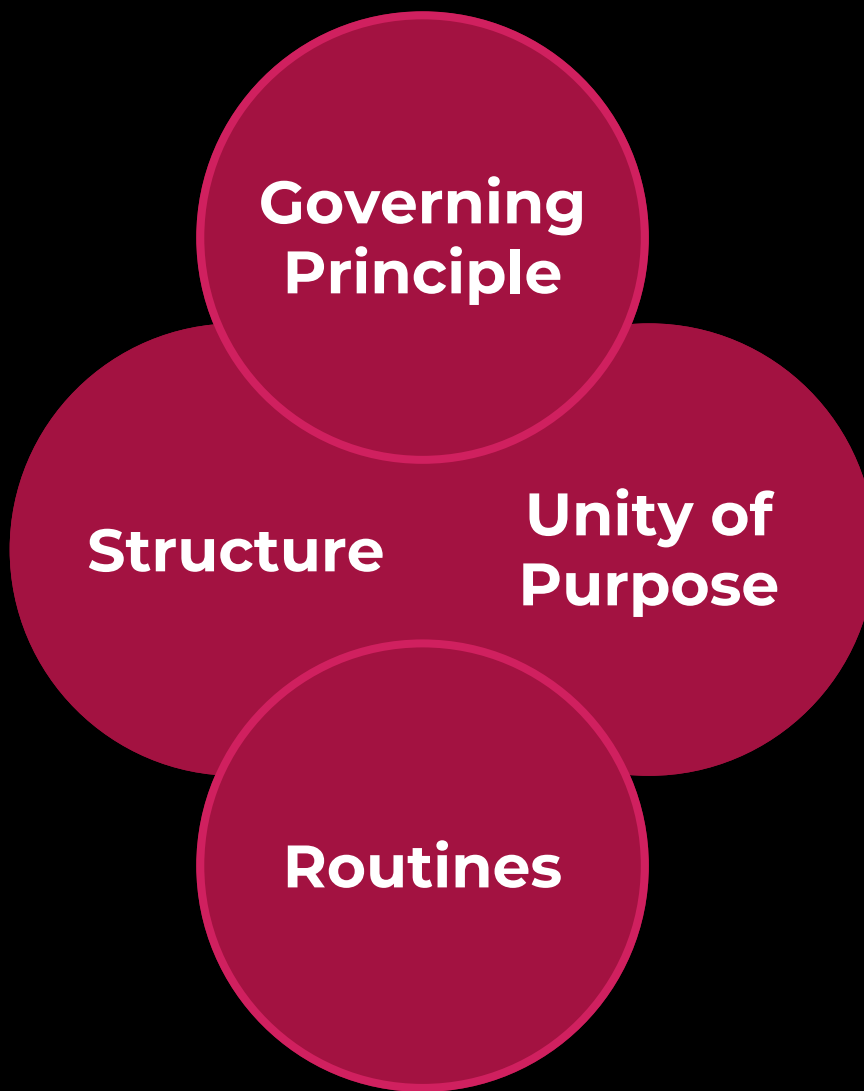
Discipline

Professionalism



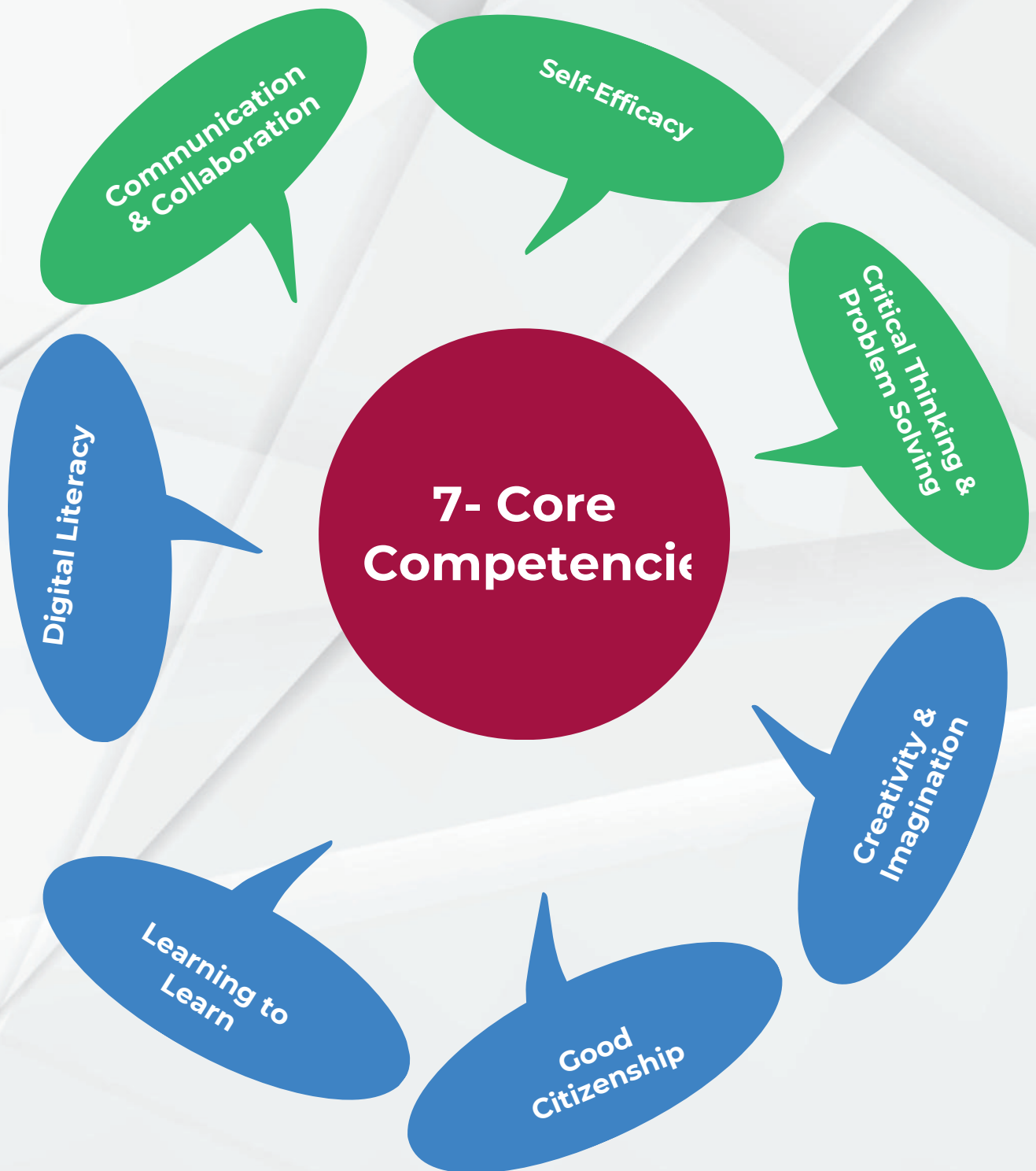
## 2.6. The DMS Way

(DMS - Divine Mercy Catholic School)



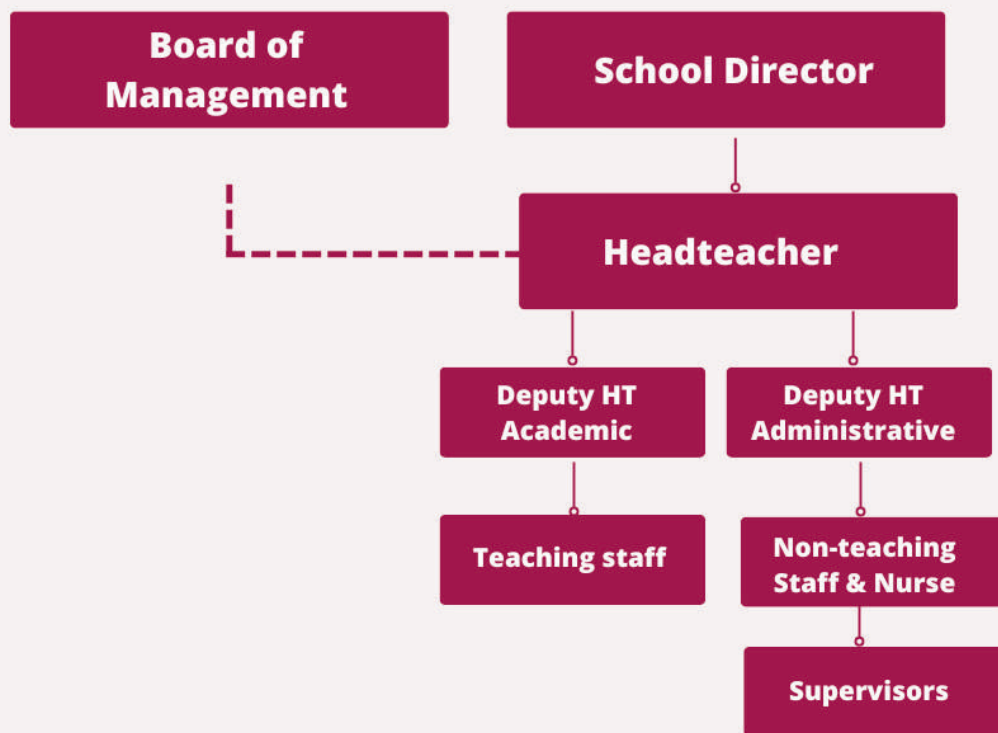
# THE DMS WAY

## 2.6.1. Governing Principle – Mould Competencies



## 2.6.2. DMS Structure

### ORGANIZATION CHART





### 2.6.3. DMS Unity of Purpose – Shared Pedagogy Skills

#### OUR EDUCATORS

**Communication Skills:** Convey information

**Adaptability Skills:** Learners needs & Pacing

**Collaboration Skills:** Learners, Families, Peers

**Inclusivity:** Welcoming Environment

**Compassion:** Care & Understanding

### 2.6.4. DMS Unity of Purpose – 3 Educational Aims



**Knowledge  
Development**

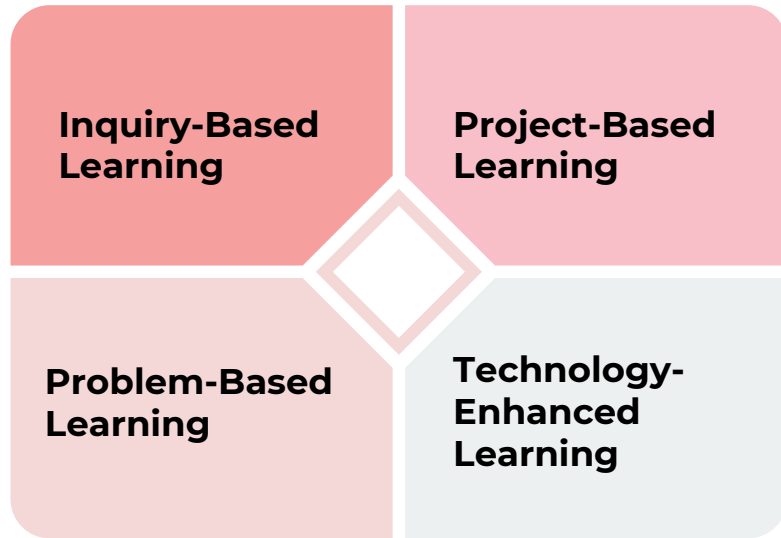
**Skills  
Development**

**Faith  
Development**

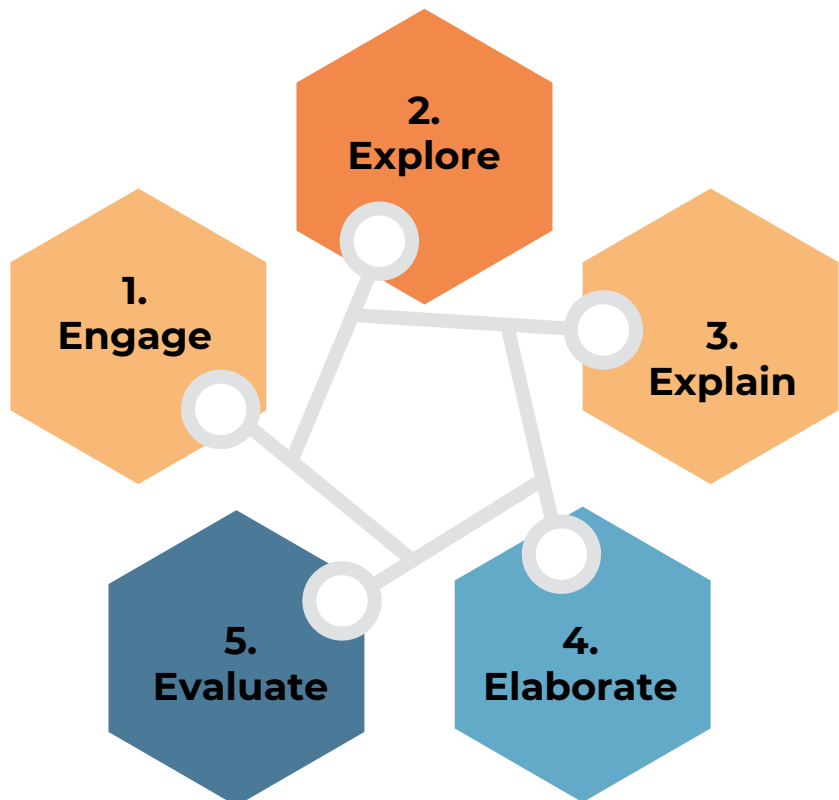


# THE DMS WAY

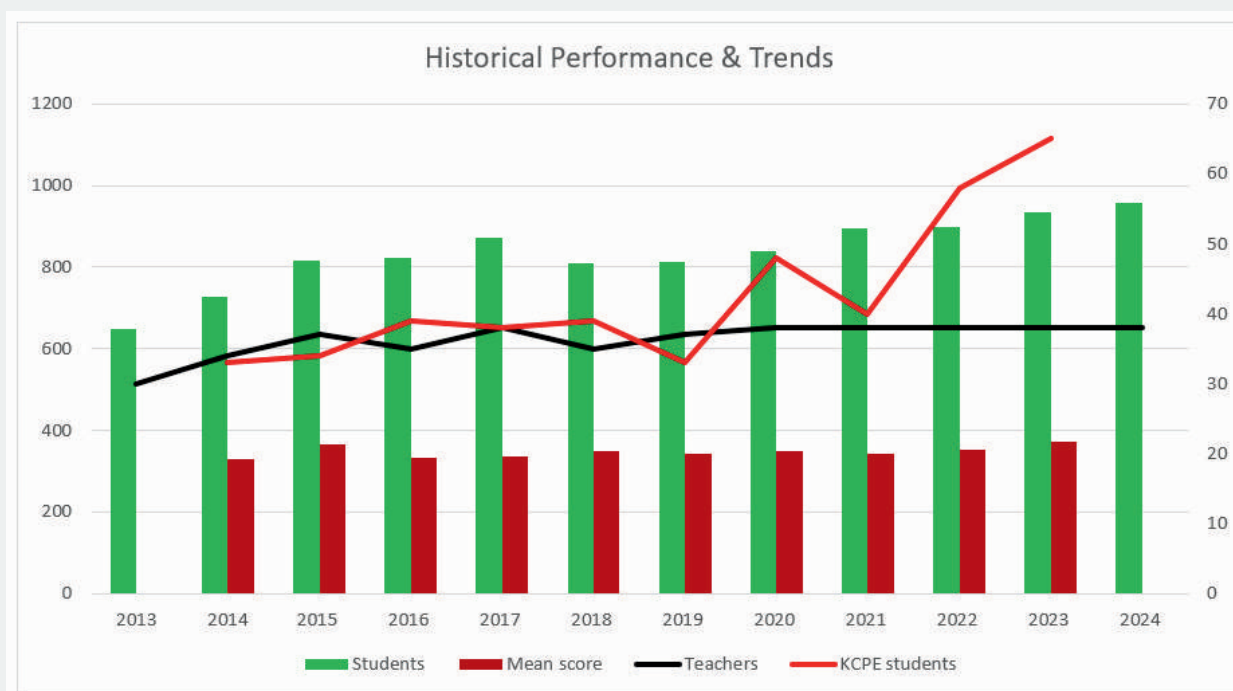
## 2.6.5. ROUTINE 1 – LEARNING APPROACH



## 2.6.6. ROUTINE 2– TEACHING MODEL



## 2.6.7. Historical Performance & Trends



	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Students	650	729	816	823	873	809	814	840	895	898	934	958
Teachers	30	34	37	35	38	35	37	38	38	38	38	38
KCPE students		33	34	39	38	39	33	48	40	58	65	
Mean score		331	366	334	336	348	343	348	343	353	372	







## *Swimming Club*

# **Chapter 3**

## **Contextual Analysis**



### 3.1. Internal Environmental Analysis (SWOT)

#### Strengths

- Faith based institution
- Populous catchment area
- Young population (Childbearing age)
- High retention
- Accessibility
- Security
- Dispensary
- Strong corporate governance

#### Weaknesses

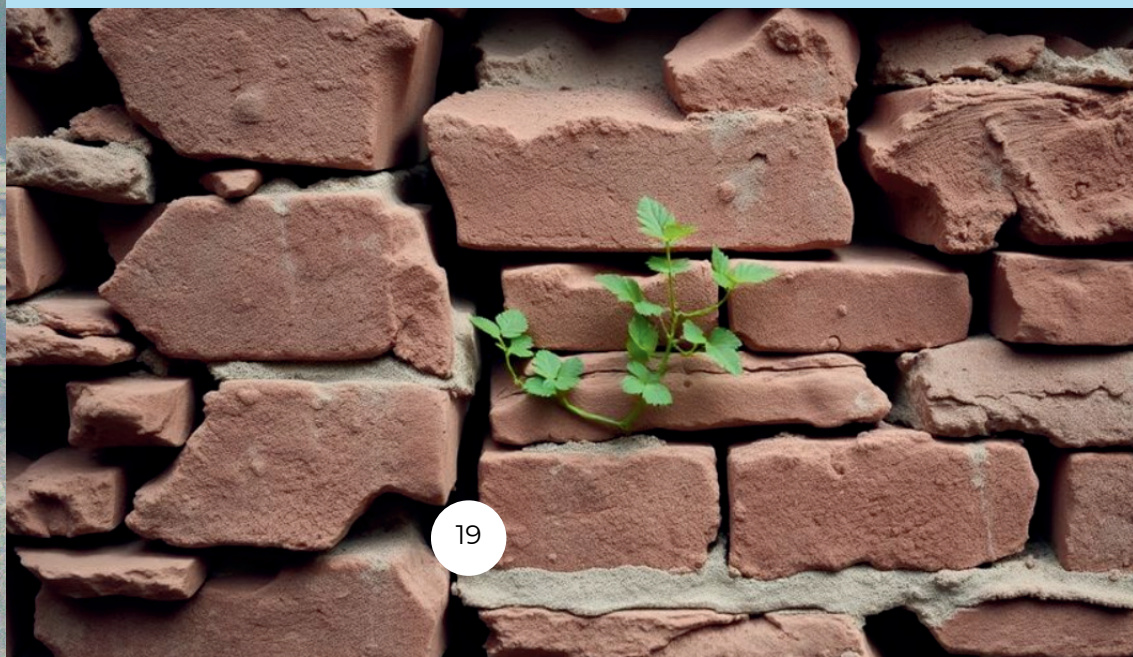
- Limited space (offices, classrooms, extra-curriculum)
- Lack of technology
- Low-income population
- Low internal uptake by the church members
- Lack of boarding facilities
- Lack of trainers on some co-curriculum specializations
- Disengaged personnel

#### Opportunities

- Expand boarding facilities
- Culture diversity
- Growing population
- Extra curriculum skilling (languages, music, arts)
- 100% transition requirement by government
- Church reputation

#### Threats

- Government policies
- Technological evolvement (AI)
- Proximity to light industries
- Access to illicit products
- Exposure to media
- Competition from other schools
- Increased mental health challenges
- Negative influence from society





## 3.2. External Environmental Analysis (PESTEL)

### 3.2.1 Political Factors

Kenya's political landscape is marked by seasonal election-related tensions, often impacting economic stability and deterring investments. The 2010 Constitution introduced a bicameral legislative house, devolution, and an independent judiciary, creating opportunities for local-level investments and improved governance. However, challenges persist, such as political conflicts between national and county governments and issues around revenue-sharing, which have spurred ethnic divisions and reduced cross-regional investments. Kenya's Vision 2030 targets a democratic, people-centered governance system, though progress faces challenges like insecurity and high business costs, impacting the Divine Mercy School operations.

### 3.2.2 Economic Factors

Kenya's classification as a lower-middle-income country is driven by macroeconomic reforms, growth in ICT, and a thriving informal sector. Despite recent economic gains, rising inflation and depreciation of the Kenyan shilling against the dollar continue to pressure the economy. Vision 2030 identifies economic development as crucial, encouraging investment in infrastructure, ICT, tourism, and manufacturing. However, high inflation and living costs could reduce parents' contributions and impact the schools programs.

### 3.2.3 Socio-cultural Factors

High poverty, inequality, and health challenges persist, affecting household finances and reducing contributions to Divine Mercy's initiatives. Increasing healthcare costs related to non-communicable diseases impact productivity and member engagement. The school can address these issues through health education and financial literacy programs. Kenya's predominantly youthful population also offers opportunities for targeted engagement, while ethnic divisions in urban areas present challenges for community integration.

### 3.3.4 Technological Factors

Technological advancements, especially mobile communication and internet connectivity, have enabled Divine Mercy to digitize member engagement, improving engagement and event coordination. Although technology demands significant initial investment and regular updates, it enhances service delivery. Risks like data security and high obsolescence rates require ongoing investment in secure, updated systems, leveraging Archdiocese infrastructure for better governance and operational efficiency.

### 3.3.5 Environmental Factors

Climate change is leading to erratic weather, impacting food security and inflation, potentially reducing stakeholders' contributions. Pollution in urban areas continues to affect members' health and productivity, further straining their financial contributions and engagement.

### 3.3.6 Legal Factors

Adherence to legal statutes is critical for Divine Mercy's operations. Non-compliance can lead to punitive measures and loss of member trust. The Nairobi Archdiocese supervises compliance, enforcing financial accountability and corporate governance standards, which are essential for Divine Mercy's continued growth and integrity.

### 3.3. Stakeholder Analysis

Stakeholder	Stakeholder interests in DM School - What they expect from us	What do we expect the Stakeholder to provide?	Potential Strategies for obtaining support or reducing obstacles
<b>Students</b>	Quality Education Supportive Learning Environment Personal Growth Opportunities Accessible and Affordable Education Pathway to Future Success Spiritual guidance Faith Formation	Academic Effort and Discipline Adherence to School Rules and Policies Respect for School Community Personal Conduct and Behavior Participation in School Life Personal Development and Growth	Establish Clear and Open Communication Channels Foster a Culture of Respect and Understanding Encourage Student Participation in Decision-Making Adapt and Personalize Learning Approaches Invest in Professional Development for Teachers
<b>Parents</b>	High-Quality Education Safe and Nurturing Environment Effective Communication and Transparency Individual Attention and Support Strong Leadership and Management	Active Involvement in Their Child's Education Effective Communication with the School Reinforcement of School Policies and Values Timely Fulfillment of Administrative and Financial Obligations Support for the School's Educational Mission Commitment to the Child's Attendance and Punctuality Promoting Lifelong Learning and Positive Attitudes	Create a Collaborative Environment Offer Parent Education Programs Provide Platforms for Feedback (PTA) Use Mediation and Conflict Resolution Strategies Acknowledge and Address Concerns Early Celebrate Shared Successes Cultural Sensitivity and Inclusivity
<b>Staff</b>	<ul style="list-style-type: none"> <li>Conducive working environment</li> <li>Fair remuneration</li> <li>Clear communication from management</li> <li>Clear job descriptions</li> <li>Capacity building and training</li> <li>Reward and motivation</li> <li>Career growth and advancement</li> <li>Job security</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Competence</li> <li>Self-drive</li> <li>Ethical Conduct</li> <li>Good Public Relations</li> <li>Skills</li> <li>Good Customer Services</li> <li>Marketing and Promotion of the Group</li> <li>Implementation of Group Policies</li> <li>Timely Reporting of issues that affect the group</li> <li>Exercise Managerial Skills</li> </ul>	<ul style="list-style-type: none"> <li>Staff training</li> <li>Establish clear communication channels</li> <li>Regular meetings between the staff and the management</li> <li>Establish a staff reward/reprimand system</li> </ul>



## 3.3. Stakeholder Analysis

Stakeholder	Stakeholder interests in DM School - What they expect from us	What do we expect the Stakeholder to provide?	Potential Strategies for obtaining support or reducing obstacles
<b>Board of Management</b>	Strategic Guidance and Oversight Financial Support and Resource Allocation Policy Development and Compliance Advocacy and Community Engagement	Effective Administration and Academic Performance Transparent Reporting and Accountability Innovation and Responsiveness to Changes Efficient Use of Resources	Regular strategic alignment meetings Collaborative budgeting sessions Conduct training sessions Establish an advocacy subcommittee
<b>Community</b>	Moral and Ethical Development Access and Affordability Community Engagement Job Creation and Local Economic Impact Infrastructure and Facilities Sharing Support for Social Initiatives	Support for School Policies Positive Advocacy and Reputation Management Cultural Respect and Inclusivity	Community Outreach Programs Parent-Teacher Associations (PTAs) Joint Problem-Solving Open Days and Community Forums
<b>Government</b>	Compliance with Educational Policies and Regulations Efficient Use of Public Resources Participation in National Initiatives Data and Reporting Inclusivity and Equal Access	Policy Clarity and Guidance Teacher Training and Professional Development Participation in National Examinations and Accreditation Legal and Administrative Support:	Strengthen Communication and Collaboration Collaborative Policy Input Enhance Transparency and Trust Leverage Government Initiatives



### 3.4. Competitive landscape – Porters' five forces

#### Competitive Rivalry

Differentiate Through Curriculum and Programs  
Service Excellence and Reputation  
Enhance Teacher Quality  
Strong Community Engagement  
Affordable fees  
Flexible Payment Plans

Build Strong Supplier Relationships  
Bulk Purchasing and Partnerships  
Diversify Suppliers  
Cost Control and Resource Management

#### Supplier Power

#### Buyer Power

Affordable and Value-Driven Education  
Offer Scholarships and Financial Aid  
Transparent Communication on Costs  
Parental Engagement in Fundraising

Emphasize Social Development and Peer Interaction  
Flexible Learning Models  
Boarding Alternatives and Day School Benefits  
Highlight Personalized Attention

#### Threat of Substitution

#### Threat of New Entrants

Create Strong Brand Loyalty  
Innovative Learning Approaches  
Leverage Reputation and Track Record  
Stay Adaptable to Market Changes

### 3.5. Comparative Analysis

	Divine Mercy School	Mary Immaculate Bahati	Holy Innocent Tassia
Year of Establishment	1994	1991	2000
Population	995	1700	2000
Facilities	Day school 5 vehicles	Day school Boarding School 11 vehicle	Day School
Performance	372 (in 2023)	375	389
Fees	16,500 - 21,000	21,000 - 26,000	22,000- 38,000
Market tactics	Local population	Local population	Within Estate
Extra-curriculum activities	Music	Music Band Dancing	Dancing Band Music Coding/ Robotic
Space	1X	6X	3X
Location	Kariobangi	Umoja	Tassia Estate



## *Table Tennis Club*

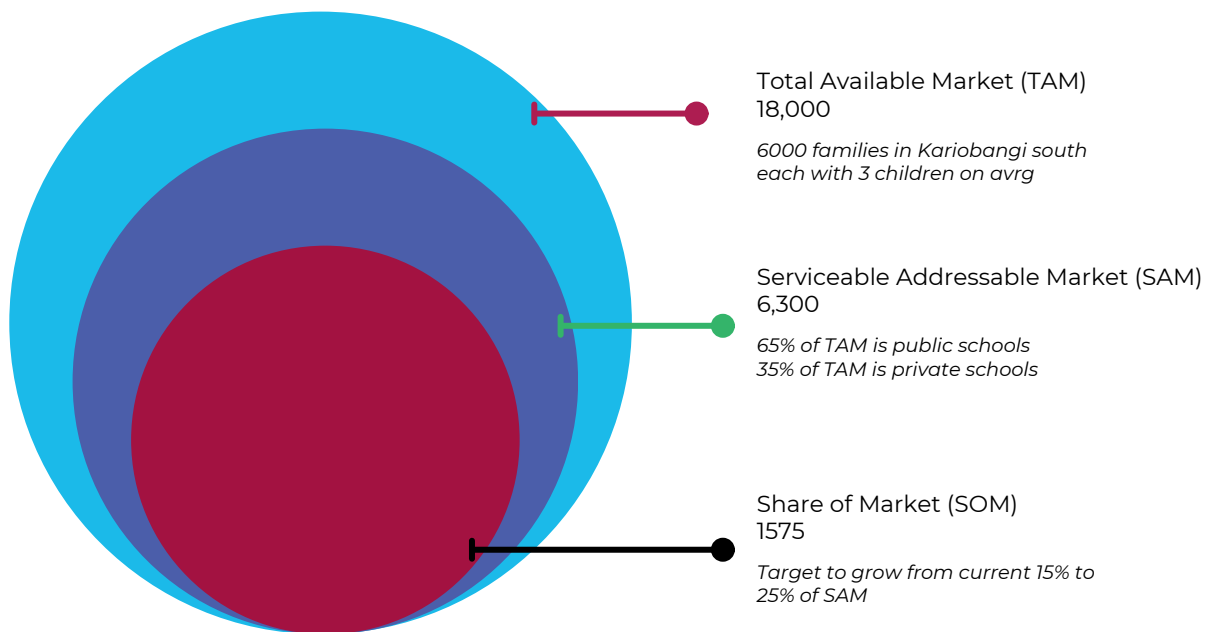


# Chapter 4

## Market Analysis



## 4.1. Market Analysis



## 4.2. Market Segmentation

Income level	Low-income - 20% Middle-income – 70% High-income - 10%
Religious Background	Inter-religious
Catchment Area	<ul style="list-style-type: none"> <li>• Allsops (Thika Road)</li> <li>• Kayole junction</li> <li>• Buruburu</li> <li>• Dandora</li> <li>• Mowlem</li> <li>• Jogoo road</li> <li>• Outering</li> <li>• Kangundo road</li> </ul>

# **Chapter 5**

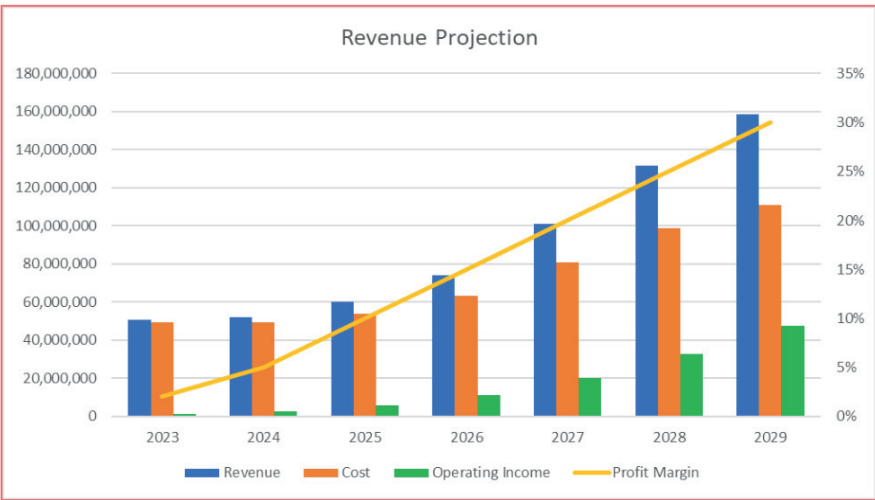
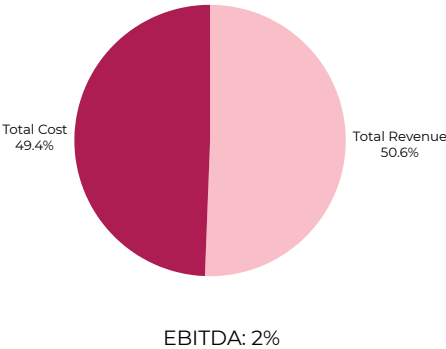
## **Financial Forecast**





# 5.1. Income Statement

Profitability Chart



	2023	2024	2025	2026	2027	2028	2029
Revenue	50,583,538	52,101,044	64,963,313	80,382,382	101,620,093	124,194,471	151,972,367
Cost	49,373,414	49,373,414	58,466,982	68,325,024	81,296,075	93,145,853	106,380,657
Surplus	1,210,124	2,727,630	6,496,331	12,057,357	20,324,019	31,048,618	45,591,710
Profit Margin %	2%	5%	10%	15%	20%	25%	30%

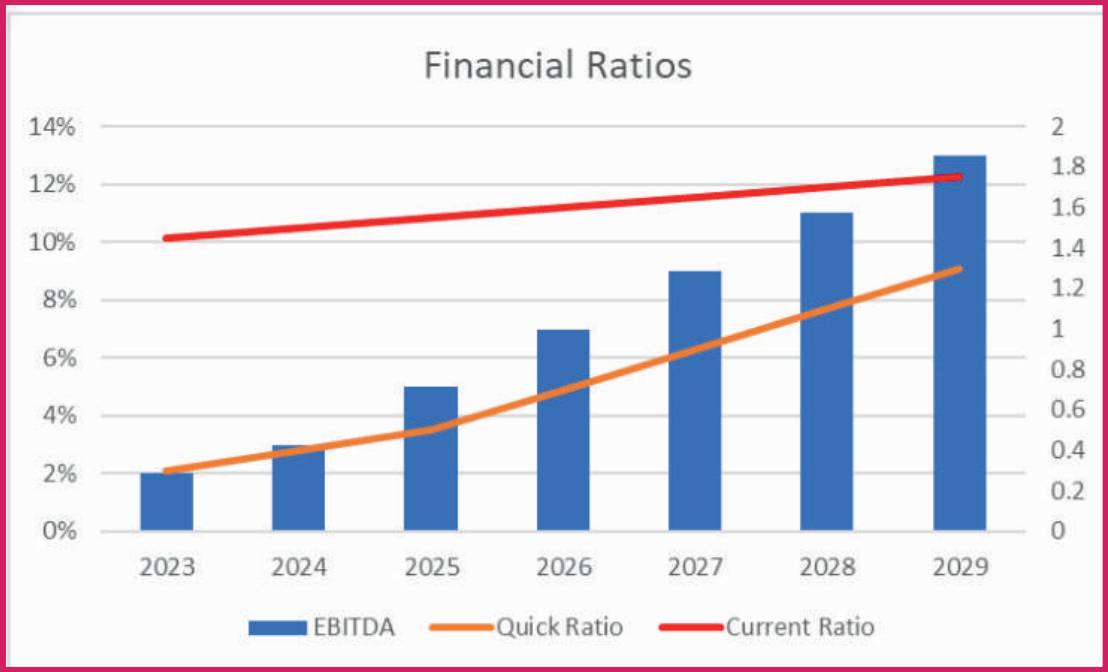
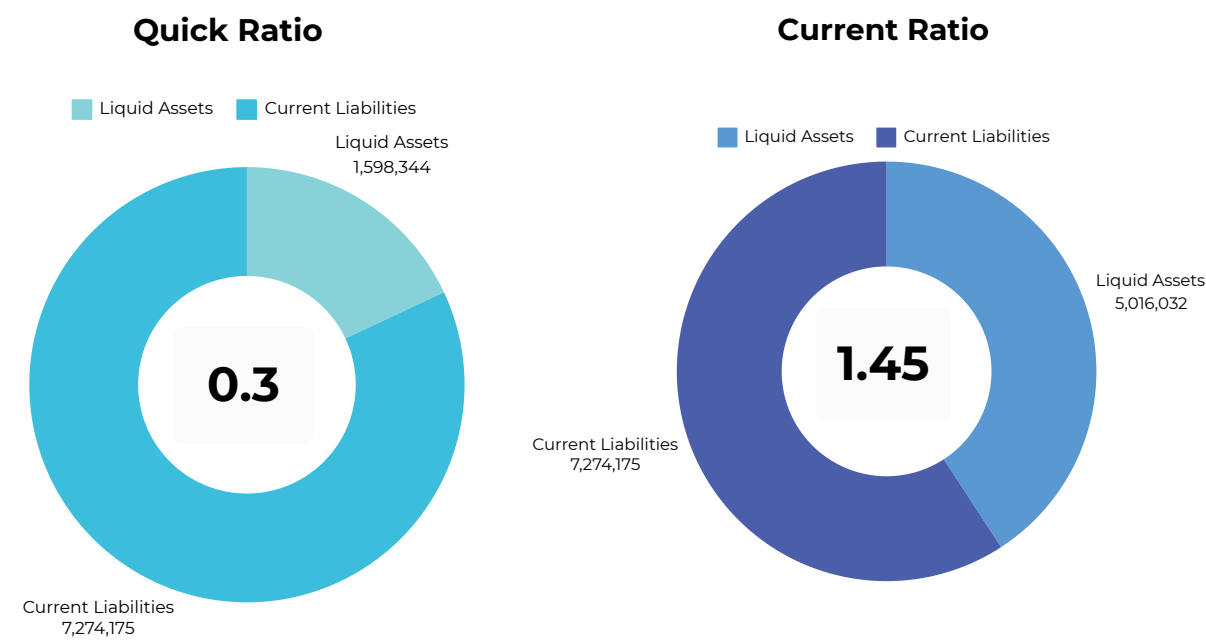
# 5.2. Assumptions/Initiatives

YOY  
Student  
Population  
Growth  
**10%**

Fee  
Escalation  
per year  
**12%**

Reduce Total  
expenditure  
from **98%** to  
**70%** by 2025

# 5.3. Balance Sheet





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# Chapter 6

## Strategic Direction



# Executive Summary

## Vision Statement

Mould competence in a dynamic society

## Mission Statement

We deliver holistic education through conducive learning **environment**, collaborative **approach**, and competent **professionals**

### Strategic Goal#1

Service Excellence

### Strategic Goal#2

Financial Growth

### Strategic Goal#3

Corporate Governance

### Key Objectives

Educational Aims  
Student wellbeing  
Inclusion  
Catholic faith-centred education

### Key Objectives

Increase revenue by 12% per year  
Reduce operational costs to 70% by 2025

### Key Objectives

Financial Transparency  
Risk Management and Compliance  
Ethical Decision-Making

### Strategies

- Articulate connection
- Documented success Criteria
- Review the systems, structures, and personnel
- Advisory programs
- Plan for and support

### Strategies

- Increase enrollment by 10% per year
- Grow fee by 12% per year
- Cost-governance initiatives

### Strategies

- Audit committee
- External audits
- Risk management framework
- Incident reporting and response system
- Code of ethics
- Tracking System

### Activities

- Pedagogical skills
- High leverage strategies
- Integrate strategies into concepts
- MTTS Framework
- JIT data profiling

### Activities

- Marketing campaigns
- Partnerships
- Scholarships
- Fee structures
- Cost governance
- Contract renegotiation

### Activities

- Independent auditor
- Quarterly financial statements
- Enterprise risk management system
- Compliance officer
- Training on ethics
- Whistle blower system



## 6.1. Strategic Direction

GOALS	OBJECTIVES	STRATEGIES	TACTICS (Activities)
<b>GOAL 1:</b>  <b>Service excellence (PRODUCT)</b>  <b>Goal: Improving Teaching &amp; Learning</b>	Review and refresh our Educational Aims	Articulate how current academic standards and learning behaviors connect with the DMS Educational Aims	Educators have a shared understanding of the pedagogy (teaching methods) identified in the Definition of Learning (Ed. Aims)
		Document success criteria related to the Educational Aims and reflect on these throughout the learning design process.	Educators identify and practice high leverage strategies that bring into action the DMS Educational Aims
		Review the systems, structures, and personnel that support the DMS learning design process that lead to developing a collaborative learning community.	Integrate the identified strategies into units impacting both the learner and the educator
	Integrated student wellbeing throughout the school	Supporting student wellbeing through advisory programs.	Define & Establish a multi-tiered system of supports (MTSS) framework supports regular collaborative conversations about student academics, social-emotional, and behavioral needs for all learners.
	Defined and implemented approach to Inclusion	All educators will plan for and support DMCS's definition of inclusion through our school-wide learning design process.	All educators deeply understand all learners and use just-in-time student data and evidence to make responsive educational decisions to support each unique learner.
<b>GOAL 2:</b>  <b>Financial Growth (OPERATIONS)</b>  <b>Goal: Achieve long-term financial stability and growth.</b>	Increase revenue by 12% per year  (Compounding 60% in 5 years)	Increase student enrollment by 10% per term	Launch targeted digital and community -based marketing campaigns - Website, Social Media
			Community-based marketing campaigns- networking & referrals
			Partner with local Kindergarten schools to create pipeline enrollment programs.
			Offer scholarships and financial aid programs for underrepresented groups through the Parish (Works of mercy)
		Grow fee by 12% per year	Issue updated annual fee structures
	Reduce operational costs to 70% by 2025.	Implement a cost-governance initiatives.	Conduct an audit of all operational expenses to identify savings.  Review and renegotiate vendor contracts to lower procurement costs.



## 6.1. Strategic Direction

GOALS	OBJECTIVES	STRATEGIES	TACTICS (Activities)
<b>GOAL 3:</b>  <b>Corporate Governance (SUSTAINABILITY)</b>  <b>Goal:</b> <b>Ensure the school operates with transparency, accountability, and sound decision-making processes.</b>	Improve Financial Transparency	Establish a dedicated audit committee to oversee financial practices.	Appoint an independent auditor to review the school's financial practices annually.
		Schedule regular external audits to review financial processes and reporting.	Publish quarterly financial statements to stakeholders.
	Strengthen Risk Management and Compliance	Develop a comprehensive risk management framework covering operational, financial, and legal risks.	Implement an enterprise risk management (ERM) system that includes a risk register updated quarterly.
		Implement an incident reporting and response system to address risks promptly.	Assign a compliance officer to ensure that the school's practices align with current legal requirements.
	Foster Ethical Decision-Making	Develop a code of ethics for all staff, students, and stakeholders.	Conduct annual training for all staff on the school's code of ethics.
		Implement compliance tracking systems to monitor adherence to laws, regulations, and policies.	Set up a whistleblower system to anonymously report ethical violations.

# Chapter 7

## Monitoring & Evaluation





## 7.1. Key Performance Indicators

TACTICS (Activities)	Baseline	Target	KPI	Responsibility	Timeline
Educators have a shared understanding of the pedagogy (teaching methods) identified in the Definition of Learning (Ed. Aims)	Not yet developed/ Communicated	100% adaption by all trainers	% demonstration of verifiable application	Headteacher/ Teachers	Quarterly
Educators identify and practice high leverage strategies that bring into action the DMC Educational Aims	Not yet developed/ Communicated	100% identify & practice	No. of strategies adopted	Headteacher/ Teachers	Quarterly
Integrate the identified strategies into units as concepts/skills that are reported on: Self-Manager, Collaborator, and Communicator	Not yet developed/ Communicated	Mature systems, structures and personnel	Students' competence  Personnel motivation, competence & Satisfaction	Headteacher/ Teachers	Quarterly
Define & Establish a multi-tiered system of supports (MTSS) framework supports regular collaborative conversations about student academics, social-emotional, and behavioral needs for all learners.	Defined Tier 1: Core Instructions Defined Tier 2: Small Groups Defined Tier 3: One-on-one support	Enhanced well being & responsive students  Strong Tier 3 (Teachers/ Counselor)	Clear definition Consistency & Impact of MTSS	Headteacher/ Teachers	Quarterly
All educators deeply understand all learners and use just-in-time student data and evidence to make responsive educational decisions to support each unique learner.	Not measured	System availability and data points	Religious inclusion Gender inclusion PWD inclusion Talent inclusion	Headteacher/ Teachers	Quarterly
Launch targeted digital and community -based marketing campaigns - Website, Social Media	Revenue growth 2% in 23/24	Complete website & social media manager - 3%	Annual Revenue	Director/ Headteacher	Annual
Community -based marketing campaigns-networking & referrals	Minimal	4%	No. of referrals	Director/ Headteacher	Annual



## 7.1. Key Performance Indicators

TACTICS (Activities)	Baseline	Target	KPI	Responsibility	Timeline
Partner with local Kindergarten schools to create pipeline enrollment programs.	0	10 Schools	No. of partnerships	Director/ Headteacher	Annual
Offer scholarships and financial aid programs for underrepresented groups through the Parish (Works of mercy)	0	10 Students	No. of students	Director/ Headteacher	Annual
Issue updated annual fee structures	Current fee	12% growth per year	Revised fee structures	Director/ Headteacher	Annual
Conduct an audit of all operational expenses to identify savings.	Expense:Revenue Ratio 0.96	Expense: Revenue Ratio 0.7	% cost reduction	Director/ Headteacher	Annual
Review and renegotiate vendor contracts to lower procurement costs.	0%	3%	% cost reduction	Director/ Headteacher	Annual
Appoint an independent auditor to review the school's financial practices annually.	Auditor in place	Sustain quality	Onboarding process	BOM/Director	
Publish quarterly financial statements to stakeholders.	None	Q1-Q4	Process Adherence	BOM/Director	
Implement an enterprise risk management (ERM) system that includes a risk register updated quarterly.	None	Required	Risk register completeness	BOM/Director	
Assign a compliance officer to ensure that the school's practices align with current legal requirements.	None	Required	Onboarding	BOM/Director	
Conduct annual training for all staff on the school's code of ethics.	None	Document	Trainings	BOM/Director	Quarterly
Set up a whistleblower system to anonymously report ethical violations.	None	Implement	Policy rollout	BOM/Director	Quarterly



## *Karate Club*









# DMS

# ROADMAP

2025 - 2029