



OUR LOGO

Our logo depicts God holding us in the palm of His hands, in the light of Christ. Through the guidance of The Trinity, our students are supported and nurtured in their faith and learning. The boab tree also represents our parents and the school community, who like the boab tree provide shelter, food, water and protection as our children flourish.

OUR VISION

St Joseph's Primary School is a vibrant, Catholic primary school serving the town of Kununurra, cultivating pride in learning and faith, culture, wellbeing and all student's achieving to their full potential. We aim to build resilience and strong hearts in our students so they can face the future with pride, respect and hope.

OUR BELIEFS AND VALUES

We are a Christ-centred community where we learn, care, serve, pray and aim to become responsible local and global citizens. We provide a curriculum that caters for all students in a safe and welcoming environment and where all are encouraged to take ownership of their learning and behaviour through the Gospel value.

CONTEXTUAL INFORMATION

Our region is home to the Miriwoong-Gajerrong people.

St Joseph's School is a Catholic School located in the East Kimberley regional town of Kununurra. The town serves the Shire of Wyndham-East Kimberley. Kununurra township was incorporated in the early 1960's as the base for the Ord River Irrigation Scheme. It is also a base that supports regional industries including the cattle, tourism and resources sectors.

St Joseph's School was founded by the Sisters of St Joseph in 1967 and strives to maintain the rich history of service of these sisters.

St Joseph's is a Catholic co-educational primary school, catering for 115 First Nations and non-First Nations students, from Kindergarten to Year 6, serving the Parish Community of St. Vincent Pallotti.

The school community provides a caring environment where the dignity of each person is nurtured through knowledge and understanding of self, respect of cultural heritage and the love of God. The school's curriculum endeavours to cater for all students as we encourage tolerance, reconciliation, respect for others and a thirst for learning. We provide a range of learning programs throughout the school, which include Literacy and Numeracy support, Arts, ICT (Technology), Stewardship and Sustainability. Our Learning on

Country is highly engaging. Our teaching and learning goals aim to improve skills in teaching, with particular emphasis on improving literacy and numeracy outcomes for students and educational leadership at the classroom level.

QUALIFICATIONS AND TEACHING STAFF

Many of our staff have multiple degrees in various areas of expertise which serve to add to the depth of knowledge and skills available for staff to provide a well-rounded education for our students.

Staff hold the following qualifications:

- Bachelor of Education (Early Childhood Education) (2)
- Bachelor of Education (3)
- Bachelor of Early Childhood Studies (1)
- Graduate Diploma of Children's Literature (1)
- Diploma in Teaching Conversion Course (1)
- Master of Teaching (1)
- Graduate Diploma in Education (2)
- Advanced Diploma (Teaching Primary) (1)
- Diploma in Teaching (1)
- Bachelor of Teaching (1)

WORKFORCE COMPOSITION

Some teaching staff are recruited through the CEWA Kimberley Calling program, through initial interviews and then a second interview at the school level. Non-teaching staff are recruited through local advertising, and interviews are conducted at the school level also.

Current staff composition for 2026 include:

Teaching staff – ten [9] female, one [1] male

First Nations Teacher Assistants – five [5] females

Non-First Nations Teacher Assistants – seven [6] female and [1] male

Administration staff – three [3] females

STUDENT ATTENDANCE

Regular attendance has been recognised as a major factor in student success. Throughout the year there are several initiatives that recognise regular attendance at school. In 2025, a partnership continued with attendance teams in the community. Staff are inducted in the Attendance Policy and target strategies each year, with the policy included in the online Staff Handbook.

Attendance data for 2025 is outlined in the table below:

Whole School	
3K	Commencing 2026
4K	72%

PP	71%
1	73%
2	73%
3	78%
4	75%
5	78%
6	77%

Students were supported to attend school through a school bus that collects students whose families do not have access to private transport. Parents are encouraged to register for long term or short-term assistance. Teachers and support staff work with the families through:

1. Text message sent home on day of absence asking for reason of absence.
2. Teacher follows up with caregivers for unexplained absences.
3. Teacher and support staff conduct a home visit to address issues around reluctance to attend school.
4. Attendance plans created in consultation with student, family and appropriate staff.
5. Scope for referral to Kununurra Students at Risk, after all processes have not improved student attendance.

NAPLAN

In 2025, 88% of students participated in NAPLAN in Year 3 and 5. St Joseph's NAPLAN data can be found in this link - <https://myschool.edu.au/school/48909/naplan/results>

PARENT, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

Parent satisfaction has remained strong, with families expressing confidence in the school's commitment to providing a safe, supportive, and engaging learning environment for their children. Parents value the strong relationships between home and school, regular communication from staff, and the care shown for each child's academic, social, and emotional wellbeing. Feedback indicates that families appreciate the school's focus on fostering positive learning experiences and maintaining high expectations for student growth and achievement.

Student Satisfaction

Students report high levels of satisfaction with their school experience, highlighting positive relationships with teachers, opportunities for participation, and a strong sense of belonging within the school community. Students feel supported in their learning and wellbeing, and they value the diverse range of educational, cultural, and extracurricular opportunities available to them. Feedback suggests that students enjoy coming to school and feel that their voices are heard and respected.

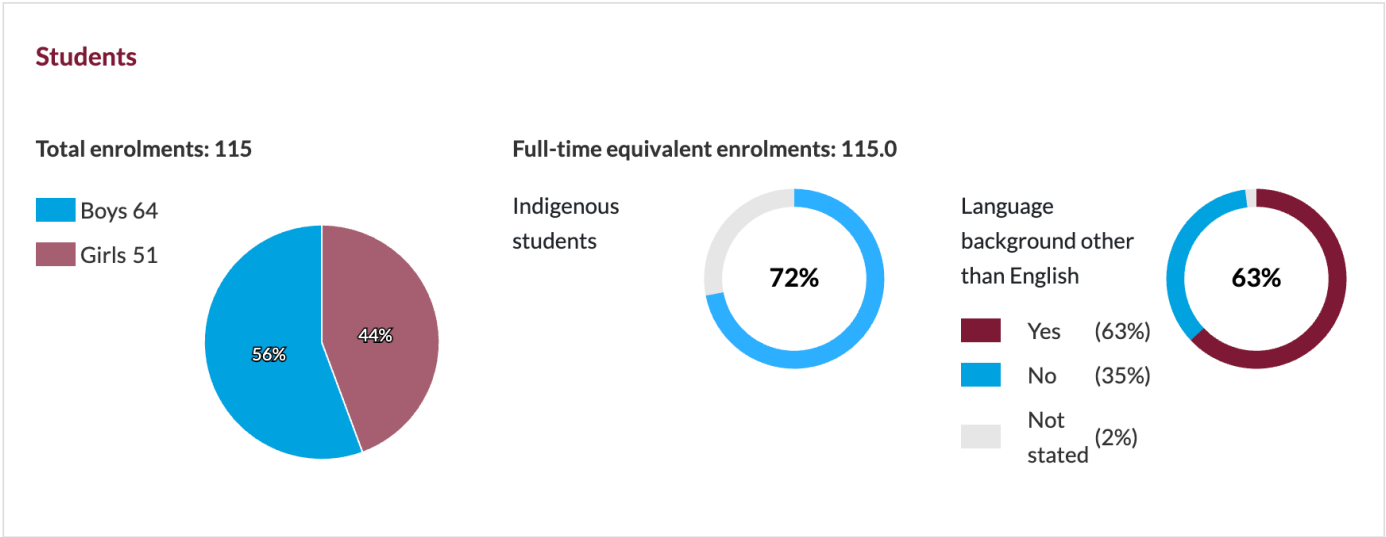
Teacher Satisfaction

Teacher satisfaction remains positive, with staff acknowledging the collaborative and supportive culture that

exists across the school. Teachers appreciate the professional relationships they share with colleagues, the opportunities for ongoing professional learning, and the shared commitment to student success. Staff feedback reflects a strong sense of purpose and engagement, with teachers feeling valued in their roles and supported by school leadership to deliver high-quality educational outcomes for all students.

SCHOOL INCOME

The following tables and charts summarise the recurrent and other income of St Joseph’s Kununurra, together with its capital expenditure for the calendar year 2025. Further information on the methods used and on the comparability of the data is available in Financial datat reporting on My School. If you are interested in national finance data please visit the school income page of the National Report on Schooling in Australia.



School income continued

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 104.0

Net recurrent income		\$ Total	\$ per student
	Australian government recurrent funding	3,836,076	36,885
	State / territory government recurring funding	253,200	2,435
	Fees, charges and parent contributions	73,933	711
	Other private sources	509,318	4,897
	Total gross income	4,672,527	44,928
	Less deductions	18,438	177
	Total net recurrent income	4,654,089	44,751

ANNUAL SCHOOL IMPROVEMENT

A review of the School Improvement Plan identified that several goals had been achieved and were to be monitored. Key Improvement Goals that are continuing to develop include:

Catholic Identity:

- Consistent OneNote planners used that support multi age group classrooms.
- Planning that is contextually and culturally appropriate for East Kimberley children.
- Teachers collect Religious Education assessment to support their reflective practice.
- Programming is discussed with REC or Assistant Principal on a termly basis.
- Develop a weekly routine for Staff Prayer
- Engage CEWA Religious Education consultant for support with First Nations spirituality resources.
- Develop an initiative that can lead by the Religious Education Companion within the school that focuses on First Nations spirituality.

Education:

- Ensure alignment between teaching practices and curriculum design
- Establish a consistent, school-wide approach to assessment and the use of data
- Promote reflective teaching and learning practices across the school

Community:

- Write an Attendance Policy that outlines expectations for absent note collection and the recording of attendance on SEQTA.
- Investigate the benefits and use of School Engagement Plans and School Attendance Plans.
- Ensure clear attendance procedures are documented in the staff handbook and included in Staff Induction.
- Introduce a Three-Year-Old Kindy program to encourage families to continue into the Four-Year-Old Kindy program
- Engage with the CEWA marketing team for promotional photographs and new styling guide
- Develop a modern, attractive and professional school website
- Build strong community connections by hosting events such as early childhood open days, a quiz night and a school fete
- Refine the school's social media strategy to align with current marketing best practice.

Stewardship:

- Implement a five-year maintenance plan to address major Work Health and Safety priorities
- Develop a planned, budgeted approach to playground replacement over a three-year period
- Establish consistent Work Health and Safety procedures, with a designated staff member appointed as WHS Coordinator
- Hold a goal-setting meeting at the start of each school year
- Submit & meet termly regarding programs / DWPs
- Undertake classroom visits linked to agreed goals & programming, with follow-up feedback provided