

# Annual Report 2024



## 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 as they grow into moral young adults. 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 two-way 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 an inclusive two-way 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 values.

## 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. The school is located in the East Kimberley town of Kununurra.

St Joseph's is a Catholic co-educational primary school, catering for 160 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.

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## 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:

- PhD Systems Education [1]
- Bachelor of Primary Education [6]
- Bachelor of Education (Early Years) [3]
- Graduate Diploma in Education [6]
- Master's degree (Leadership) [4]
- Master's degree (Religious Education) [2]

## 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 2025 include:

Teaching staff – ten [10] female, one [1] male

First Nations Teacher Assistants – six [6] females'

Non-First Nations Teacher Assistants – eight [8] female and two males

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 2024 is outlined in the table below:

Whole School	78%
3K	*Commencing 2026 pilot
4K	80%
PP	75%
1	74%
2	74%
3	75%
4	70%
5	79%
6	80%

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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 ANNUAL ATTENDANCE

The 2025 NAPLAN attendance data for Year 3 and 5 was very good. Forty-one [41] students were eligible and only two exemptions mean thirty-nine [39] participated in Naplan this year, each completing four tests successfully.

## PARENT, STUDENT AND TEACHER SATISFACTION

The Quality Catholic Education School Review (QCESR) process was conducted in 2024. It was noted in the final report that there were strong relationships between staff and students, with a welcoming, caring and belonging atmosphere in and out of the classrooms. The continued opportunities for staff to develop their skills to support the school's two-way contemporary pedagogy was also noted. Staff turnover from 2024 to 2025 was minimal, an indication of their satisfaction with their working environment.

A formal staff induction process was identified as lacking through the QCESR, so the leadership team created a formal induction process for the range of staff employed at the school that was implemented at the start of 2025. This is now an annual part of the school's improvement plan.

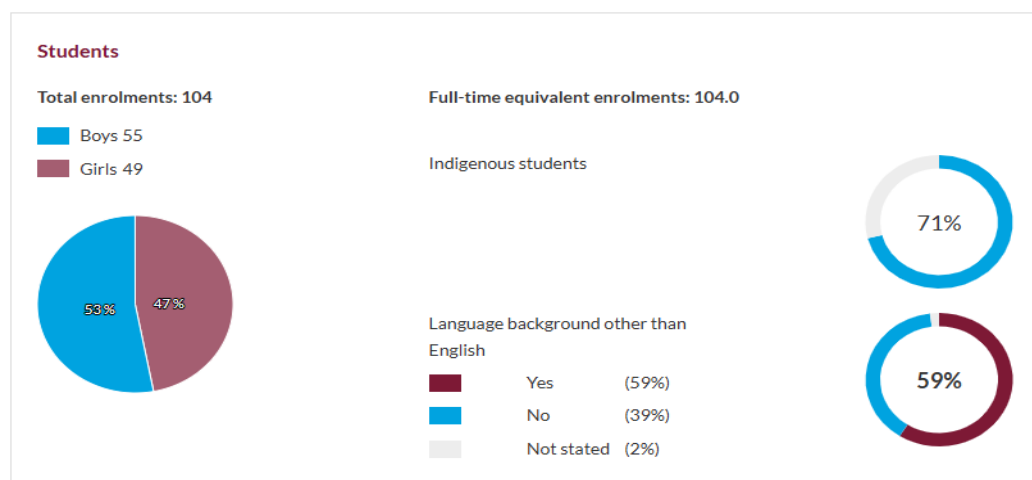
The QCESR feedback from parents was high. Parents shared that they were made to feel welcome by staff and enjoyed participating in a range of events offered throughout the year. Communication was acknowledged from parents as being valuable and formal communication was considered regular, however, inconsistencies were identified with regards to informal communication such as phone calls.

## 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 2024. Further information on the methods used and on the comparability of the data is available in Financial data 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.

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## School Income continued



Full-time equivalent enrolments relating to recurrent income and capital expenditure: 131.0

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	3,872,944	29,564
State / territory government recurring funding	292,894	2,236
Fees, charges and parent contributions	82,752	632
Other private sources	141,103	1,077
<b>Total gross income</b>	<b>4,389,693</b>	<b>33,509</b>
Less deductions	28,484	217
<b>Total net recurrent income</b>	<b>4,361,209</b>	<b>33,292</b>

## ANNUAL SCHOOL IMPROVEMENT

A review of the School Improvement Plan identified that several goals had been achieved and were to be monitored. Strategic intents that were being achieved were:

- Improved attendance to a whole school average of tba% with the school exceeding this goal by tba%.
- Continued to embed the partnership with AFAFE Playgroup to support Aboriginal families as first educators to feel included in the St Joseph's learning community.
- Implementation of whole school assessment template for teaching staff to promote consistency of teaching and learning expectations across the school.

Strategic intents that were continuing to develop were:

- Educators effectively using data to measure and monitor student learning and inform teacher practice and point of learning for every child.
- First Nations Health and Wellbeing Curriculum school wide.
- Site specific Code of Conduct for adults, students and community members.
- Implementation of a comprehensive Faith Story and Witness program for all new staff.
- Provide early learning experiences that are appropriately resourced, accessible and affordable, especially for the marginalised and disadvantaged.