



St Joseph's Catholic Primary School Bundaberg

2025 Annual School Report



Catholic Education
Diocese of Rockhampton

St Joseph's Catholic Primary School, Bundaberg

Catholic Education Diocese of Rockhampton

Principal

Mrs Monica White

Address

41 Woondooma Street
Bundaberg QLD 4670

Total enrolments

167

Year levels offered

Prep – Year Six

Type of School:

Co-educational

School Overview

St Joseph's Catholic Primary School is situated one block from the Central Business District of Bundaberg and adjacent to Holy Rosary Catholic Church. St Joseph's is a single-stream, Prep to Year Six school with a long and impressive history dating from 1876. In those early years, the foundress of the Josephite sisters, St Mary of the Cross MacKillop, visited this school on a number of occasions. St Joseph's is very proud of its Catholic ethos and history.

Our School Mission Statement outlines our vision to provide a nurturing learning environment where our students engage in a balanced, enriching education that is both inspired and guided by the gospel values of Jesus. We strengthen the partnership between home, school and parish and purposefully provide opportunities for our students to develop a sense of responsibility and stewardship. An essential aspect of student learning development is the relationship between home and school, and we welcome parental support and participation.

St Joseph's has a strong emphasis on Literacy and Numeracy, enhanced through the school-wide effective use of contemporary technologies which are integrated into teaching and learning. Our Learning Support Program responds to the needs of identified students requiring extension, behaviour and/or learning support. A classroom music program is supplemented with on-site music lessons and student participation in band and Junior and Senior choir. Specialist teachers teach Science, Music and Physical Education. We are a registered eSmart School and a Reef Guardian School.

Restorative Practices are a pastoral approach to healthy, positive relationships and student welfare. A school counsellor works at St Joseph's weekly, supporting students, parents and teachers. St Joseph's Catholic Kindergarten delivers a pre-prep program and strong links between school and Kindergarten ensure successful transitions for our youngest learners. Additionally, our registered Outside School Hours Care provides excellent service to our school and wider community with after school and vacation care available.

More information on our school can be accessed from myschool.edu.au

Curriculum Offerings

Distinctive Curriculum Offerings

St Joseph's school motto, 'Growing as One', highlights our school's vision with Gospel values and Restorative Practices underpinning a life of regular prayer, liturgy, daily meditation and classroom teaching of Religion. Offerings include: School Counsellor onsite weekly, school-wide Information and Communication Technologies (ICT) culture, 1-1 device program, specialist science and technology coach, physical education, music and Japanese lessons, instrumental music, sporting schools (swimming, gymnastics, athletics), NAIDOC week activities, Reconciliation Action Plans, Learning Support program and Student Wellbeing Programs (Way to Go). In addition, St Joseph's is a Reef Guardian, Catholic EarthCare and eSmart School and provides an Out of School Hours/Vacation Care Service.

Extra Curricula Activities

- Instrumental Music Program - Strong student participation in a successful instrumental music program.
- Optiminds - a creative problem-solving program in which children from year 4, 5 and 6 are involved.
- Sporting activities - All Students are involved in the school swimming program, cross country and Athletics Carnival. Sports programs including gymnastics, rugby, AFL, oz tag were accessed. Teams are fielded at the annual Catholic Education Challenge Cup carnival, Interschool Team Sports and Kaufusi Cup.
- Life Education programs expose students to the social and developmental changes they may experience at age appropriate levels. It supports and enhances our Personal and Social Development Education Program.
- Further involvement in: eSmart Week, Readers' Cup, Premier's Reading Challenge, Daniel Morcombe Day, National Day of Action against Bullying, Literacy/ Numeracy/ Book Week, Indigenous Literacy Day, Science and Digital Technology Fair, Discovery Day, and Year 5/6 School camps.
- Students are involved in a number of service and community activities annually - Anzac Day services, Cancer Fundraising, Arts Council, St Vincent de Paul, Caritas Australia, Clean-up Australia Day, Nude Food Day, Crazy Hair Day – Shave for a Cure, Future Leaders Eco Challenge, Under 8's Day, Battle of the Schools, Visiting the elderly at Gracie Dixon and NAIDOC week activities.
- All our Year 6 students are recognised as student leaders and form leadership teams in which they work together in service for our whole school community, including being Peer Mediators in the playground.
- Buddy Program (within school transition) – Kindy and Year 4, Prep and Year 5, Year 1 and 6.
- Transition from primary to high school program.

How Information and Communication Technologies are used to assist learning

- Technology features prominently in our daily school life. Wireless connectivity allows quick and easy internet access. Students are provided with laptops and iPads and our 1-1 device program is consolidated - commencing in Year 3.
- eSmart information is included in the Newsletter, Professional Development (PD) occurs with teachers and information sessions are provided for parents.
- On-site technical support is provided by qualified technicians on a daily part-time basis.
- Interactive TVs are in classrooms and modern, flexible furniture supports and enhances learning environments to enable learners to work collaboratively and to move around freely and work in different spaces.
- Students are developing their skills as self-managers in a vibrant, engaging, and stimulating environment.
- St Joseph's is an eSmart registered school that supports and teaches cyber safety.
- Google Chrome and Seesaw are used throughout the school. Teachers are continually updating their professional learning in this area. All students have email access. Educational Apps are used to enhance learning opportunities and SeeSaw is used by students, parents and teachers as a means of sharing learning, passing on messages and engaging parents.
- Facebook, PALs, digital newsletters and emails are used to communicate about learnings of the school.
- Vivi devices are installed in every classroom. Teachers have Vivi on their devices and the school is using Vivi with students.
- Typing programs are utilised by students in years 2 to 6.

Social Climate

Strategies to Promote a Positive Culture

A structured, age-appropriate range of social action opportunities is provided through our Catholic School Identity and Ethos and our school values, based on the Charism and values of Saint Mary of the Cross MacKillop, are articulated and embedded through Prayer, Assemblies and Liturgies, School Practices (Parish Mass, Liturgical Seasons). St Joseph's funds a school counsellor who works at the school every Wednesday and Friday. A Student Welfare Worker is also employed under the School Chaplaincy Program and supports students, staff and parents. This qualified teacher delivers a weekly 'Way to Go' program, a Wellbeing and Resilience Program, to each class. Our Buddies program provides support for our younger students and welcomes new students and visitors to our school. Restorative Practices is a pastoral approach to healthy relationships and staff/student/parent welfare. This approach to conflict resolution promotes resilience in both the one harmed and in the one who causes harm. Restorative Practices emphasises the strength and potential for each staff/student/parent. Through a restorative philosophy, we believe we can best facilitate the well-being of all students in our school community. Year 6 students take on the role of Peer Mediators during play time and they are trained in this role. Teachers have and will continue professional development using the Berry Street Teaching Model. The program strategies provide a practical toolkit to work with our most vulnerable students.

Cyber Safety and Anti-Bullying Strategies

- The whole school community is skilled in the Restorative Practices approach enabling successful resolution of conflict and positive relationship building. A school-produced video promotes our approach to this program.
- Our school has implemented Catholic Education Diocese of Rockhampton policies on ICT Acceptable Use Agreements for students and staff. The school regularly communicates with parents and the school community in relation to cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices.
- Our school Cybersafety Policy
- Registered eSmart School and annual eSmart Week participation with various class activities
- Each year St Joseph's participates in Child Protection Week activities with particular focus on internet safety activities that increase awareness of being 'cybersmart' in accessing the internet.
- Peer Mediation – Year 6 students are trained as peer mediators and support students with problem solving during playtime. Meetings held with Principal and School Counsellor weekly for support and monitoring
- At the local school level, we have developed A Response to Bullying Brochure, accessible on our school website

- Every child participates in lessons based on the Feeling Unsafe Posters, which are displayed throughout the school
- Daniel Morcombe Personal safety program (Child Safety Curriculum) is taught across all year levels
- Our school Behaviour Management Policy
- Participation in 2025 National Day Against Bullying.

Strategies for involving parents in their child's education

We have an active P & F Association that works closely with staff to support the school financially and socially. They are also involved in organizing community building events and parent education as well as taking responsibility for financial support and resources requested by the school community. The St Joseph's School Board supports the principal with development and updating of school policies and provides practical support in areas of finance and education in developing our school as a quality learning community. Parents are regularly involved in class excursions, Book Week, Mary MacKillop Festival, Grandparents Day, Catholic Education Week, St Joseph's Day and regular weekly classroom activities. We continue to provide opportunities to engage parents in student learning, e.g. use of technology as 2-way communication. The Seesaw APP is used to communicate with parents in real-time with a particular focus on student learning. Facebook, PALs, digital newsletters and emails are used to communicate to parents and the wider community.

Reducing the school's environmental footprint

St Joseph's is a Reef Guardian School.

School Projects: Vegetable garden, Worm Farms, Tree Planting, Mulching, Weeding, Woongarra Scrub plot (endangered species), Wetlands education, Nude Food lunch awareness and encouragement, education re impact of single use plastics on the environment and a campaign to reduce their use.

Community partnerships: 'Cut the Glow to Help Turtles Go' public awareness campaign with Parks and Wildlife rangers; "Less is More" community funded project – making bees wax wraps and signage.

Certification Level 2 as a registered Catholic EarthCare School.

Resource Management: 82 solar panels installed, Litter collection, Food waste collection, Worm Farm and Composting, Recycling – including pens and Batteries.

School Participation in environmental days: National Tree Day, Science Fair during Science Week, Future Leaders Eco Challenge (Great Barrier Reef Marine Park Authority), Clean Up Australia Day.

Characteristics of the Student Body

St Joseph's has a wonderful multicultural mix of students from countries such as India, Sri Lanka, Philippines, Solomon Islands, Fiji, Holland and Tonga. There are several Indigenous students who attend St Joseph's. These students and their families enrich our school community with their culture in many ways. English is the main language spoken with a small number of students from non-English speaking and Indigenous backgrounds. The school population is drawn from a broad demographic with varied socio-economic circumstances. The school population is reasonably stable with some movement due to families relocating to other centres or moving to/from Bundaberg usually for work or work transfers.

Average student attendance rate (%)

The average student attendance rate for 2025 was 92.17%.

Management of non-attendance

Parents are required to inform the school of student absences through TASS Parent Lounge or Orbit Parent App. Absences due to illness or appointments are also required to be reported to the school. Any unexplained absences are followed up with SMS contact after 9:30am following on from teachers marking the roll by 9.00am each day. The roll is marked again at 1:35pm.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	14.00	18.00	3.00
Full-time equivalents	12.10	11.22	1.61

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	15.38%
Bachelor Degree	94.62%
Diploma	
Certificate	

Major Professional Development Initiatives

- Annual Bishop's In-service Day
- Social Justice, Student Protection In-service
- Restorative Practices PD, Trauma Aware Schooling, Berry Street Training
- Understanding Rumble's Quest Data PD
- WPHS/Fire Safety
- ICT Code of Practice
- Code of Conduct
- RAP Workshops
- NCCD PD
- Autism Training and workshops
- AusLan/SPELD Workshop
- Ready Reading Workshop
- Reading – DRA
- Mathematics Immersion Week and Workshop for Staff and Parents
- Restorative Practices Workshops
- NAPLAN on-line training
- Strategies for Effective Literacies Teaching on-line
- Age Appropriate Pedagogy Workshop
- ACEL Conference.

The percentage of teachers engaged in professional development was 100%.

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$18,980.00.

Average Staff Attendance and Retention

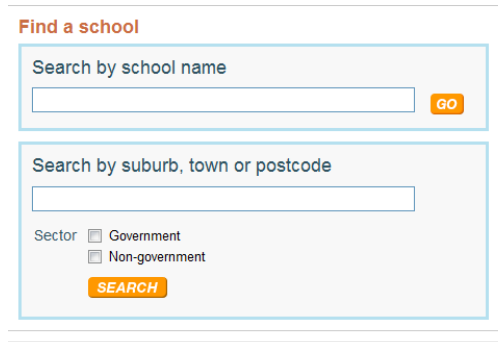
The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 91.80%.

Percentage of teaching staff retained from the previous school year was 87.80%.

School Income

<http://www.myschool.edu.au/>.

(The School information below is available on the My School website).



The screenshot shows the 'Find a school' section of the My School website. It features two search boxes: 'Search by school name' with a 'GO' button, and 'Search by suburb, town or postcode' with a 'SEARCH' button. Below the second search box, there are checkboxes for 'Sector' with options 'Government' and 'Non-government'.

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

Mathematics continued to be a key focus for 2025 supported through the Catholic Education Office consultants and external consultant. The project involved teachers and support staff from all Year levels at St Joseph's and included teachers from across the Bundaberg Catholic Primary Schools. Reading, writing and spelling also continues as a major focus for St Joseph's School. The data collated enables teachers to identify student strengths and learning needs so that teaching, learning and assessment can be differentiated to year level Australian Curriculum expectations. Learning Support and classroom teachers work in partnership to support this process by gathering data related to specific students so that interventions target individual needs. Key outcomes for student cohorts based on NAPLAN results would indicate progress across the area of Mathematics and Reading. A data wall is a visual representation and utilised as a whole school to identify student growth. Reading and Spelling data is used to identify starting points for teaching and to differentiate learning. Growth in learning is identified and evident in our data analysis. The whole school approach to reading and writing with clear expectations for teaching practice ensures consistency of language and pedagogy across all levels. St Joseph's continues growth across NAPLAN Years 3-5 especially in Reading and Numeracy.

Strategic Improvement Progress and Next Steps

Strategic progress in 2025

Our goals for 2025 were:

- To ensure that the assessments for Religious Education allow the opportunity for students to demonstrate an understanding of Catholic worldview.
- Mastery of Teaching - To continue to create an expert teaching team across the school who demonstrate confidence, competence and capability, leading to improved student outcomes in Mathematics
- To reinforce the practise of whole school language and strategies that support engagement and wellbeing and safe, supportive learning environments
- To improve school processes that ensure ongoing and effective communication, which will help to build successful partnerships that support the needs of the school, students and families.

The school made good progress on the goals for 2025 by:

- Updating, reviewing and sharing data – timetabled for staff meeting twice per term.
- Teachers using data to inform teaching and learning during term planning days.
- Teachers (with Learning Support staff) implementing targeted intervention based on data.
- Teachers access AITSL site to identify strengths and areas for growth to assist in development of their professional learning plan (with Principal support).
- Principal allocation of budget support for Teachers/Support Staff to continue ongoing professional learning aligned with goals.
- Restorative Practices Approach further embedded and communicated to the school community.
- Regular classroom 'circle' time.
- Counsellor, in consultation with the Principal/Leadership team, supports the school community in their mental health/wellbeing.
- Social Emotional Learning lessons weekly in every class delivered by Student Welfare Worker.
- Teachers promote student learning engagement to parents through ICT, Facebook, newsletters, Seesaw, prep interviews (surveys), Landing Page - Student, Teacher, and Public, SMS messages, Parent Lounge, email and other ICT apps.
- Board, P&F and staff involved in planning for and promoting parent engagement in student learning.

Strategic Priorities for 2026

Our goals for 2026 are:

- To enable students to engage with the Catholic Christian tradition in the context of their personal experiences and contemporary culture and to foster students' capacities and skills of thinking critically, by using appropriate cognitive verbs.
- To improve the mathematics skills of Year 4 and Year 5 students (2026 and 2027) who are borderline to move into a new proficiency level in NAPLAN and/or are just under the 50th percentile in PAT-M.
- To improve individual student learning outcomes by strengthening self-regulation skills across all year levels through consistent implementation of the whole class and individual ready to learn plans.
- To provide students with access to quality, targeted resources and consistent teaching practices that enable their successful learning across the English curriculum, specifically reading and spelling as observed in formal assessments.

Parent, Teacher and Student Satisfaction

St Joseph's has a very positive profile within the community. The dedication, generosity, friendliness of staff and students and the strong, genuine support and engagement of parents are strengths. St Joseph's is very aptly described by parents and students as "a family-oriented school. It provides a warm and nurturing environment in which 'catering for the individual learner' is recognized as a priority." Parents appreciate the learning support (human and physical resources) that St Joseph's offers to support student learning. Parent, staff and student electronic Satisfaction Surveys were conducted and collected by an outside agency in 2024 across categories of Catholic Ethos and Identity, Effective Teaching and Learning, Pastoral Support and Wellbeing and Leadership, Partnerships and Resourcing. Results indicate a high level of satisfaction from all stakeholders and across all dimensions with "a real commitment to address this issue in a tangible and relevant manner". The P&F Association and School Board are very active in supporting our school community. Students of Year 6 are members of a leadership team that sets goals to help to grow St Joseph's as a quality learning community. St Joseph's maintains a visible presence in the wider community and our activities and achievements are often featured in the local media.