



**MENZIES**  
Community School

*Pukulpa Nintirrinkula*  
Happy Learning



# 2022 Annual Report

# Principal's Message

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The Annual report provides the community with an overview of how the school performed last year. It also provides a snapshot of the programs provided and their success, recommendations for future directions and finances.

With great pleasure, I present Menzies Community School's 2022 Annual Report. This report provides parents and community members with information regarding Menzies Community School activities and performance in 2022, which was the first year of the 2022-2024 Strategic Plan.

2022 was the year that COVID hit the town of Menzies. This was the year that the staff ensured that learning was still happening even when the families of Menzies were affected. It was also the year that we welcomed three new staff, two new teachers and a new Education Assistant. 2022 was also the year the staff, students and community members revisited the values. As a result, three new values have been chosen, Belong, Achieve, and Respect. A new website was also created to share the plans and policies of the school.

Academically, it has been a successful year. This is shown by our testing and anecdotal evidence the staff have collected. In 2023, we aim to focus on the results as we will have the same staff stay to continue delivering our programs and partnerships within the community.

Megan Irving (Principal)



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# About Us

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## School Context

Menzies Community School is situated 130kms north of Kalgoorlie-Boulder and was established in 1896. In 2021 the school has been steadily working towards accommodating the future enrolment growth in the area of Early Childhood Education.

It now has two primary classes including an early childhood centre and a high school class catering for students in Year 7-12 who are enrolled in high school subjects through the School of Isolated and Distance Education.

The school population includes not only students from Menzies township but also students who travel by bus each day from Morapoi Station.

Literacy and Numeracy are priorities with explicit instructional methods in place in each of these learning areas. At Menzies we focus our learning opportunities in a way that is culturally and contextually responsive with attention on the individual needs of our students.

## Our Vision

In partnership with our families, Menzies Community school provides a supportive learning place to build students of culture and character who contribute to the world.

## Our Values

The values which all children and adults show in supporting work to achieving this vision are:

**Belong** - Being an active and valued member of our community

**Achievement** - Having the confidence and the satisfaction that we have tried our best

**Respect** - Caring for self, others, the community and our environment.



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# Our Public School Review

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Menzies CS took part in a follow up review in July 2022. The school presented self-assessment and evidence in the areas of: Relationships and Partnerships, Leadership, Teaching quality, Student achievement and progress, Learning environment and Use of resources.

The advice received confirms the following positive actions are underway and some future growth priorities that will support the school's continued progress towards meeting the Standard. This provides the assurance that the school has demonstrated sufficient and sustainable progress in relation to the recommendations in each domain.

- The building of family and community partnerships including collaboration with a view to supporting a seamless Kindergarten to Year 10 pathway for students.
- The collaborative development of a business plan and operational plans to strengthen and consolidate the school's strategic improvement agenda.
- School-wide implementation of Letters and Sounds to support consistent practices in literacy.
- The re-alignment of students in different classrooms has enabled an explicit teaching focus on learning outcomes.

The following recommendations were made for future growth:

- Continue implementing a whole-school approach to literacy and numeracy with consideration for leadership, professional learning and support for consistent practices.
- Maintain your focus on tracking individual and whole-school trends in student performance leading to improved levels of teaching practice through Brightpath, Progressive Achievement Tests - Reading and Mathematics, Letters and Sounds and Heggerty Phonemic Awareness.
- Continue to foster ongoing respectful community relations, both within the school and across the community, emphasising the importance of culture and language.



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## Menzies Community School

### Public School Review



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# Attendance

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School attendance is an area that we are working on hard to improve. We are better than or equivalent to like schools in the primary school. In the high school, constant non-attendees have a huge impact on overall attendance rates.

| Attendance Overall Primary |        |              |                   |
|----------------------------|--------|--------------|-------------------|
|                            | School | Like Schools | WA Public Schools |
| 2020                       | 73.3%  | 73.1%        | 91.9%             |
| 2021                       | 83.4%  | 72.6%        | 91%               |
| 2022                       | 72.3%  | 68.8%        | 86.6%             |

| Attendance Overall Secondary |        |             |                   |
|------------------------------|--------|-------------|-------------------|
|                              | School | Like School | WA Public Schools |
| 2020                         | 60.1%  | 71%         | 87.3%             |
| 2021                         | 82.3%  | 48%         | 84.4%             |
| 2022                         | 37.3%  | 62.4%       | 80.4%             |

| Attendance Category Secondary |         |           |          |        |
|-------------------------------|---------|-----------|----------|--------|
|                               | Regular | At Risk   |          |        |
|                               |         | Indicated | Moderate | Severe |
| 2020                          | 0.0%    | 30.8%     | 30.8%    | 38.5%  |
| 2021                          | 40.0%   | 0.0%      | 0.0%     | 60.0%  |
| 2022                          | 0.0%    | 0.0%      | 28.6%    | 71.4%  |
| Like Schools 2022             | 20.0%   | 19.6%     | 21.1%    | 39.2%  |
| WA Public Schools             | 40.0%   | 29.0%     | 19.0%    | 12.0%  |

| Attendance Category Primary |         |           |          |        |
|-----------------------------|---------|-----------|----------|--------|
|                             | Regular | At Risk   |          |        |
|                             |         | Indicated | Moderate | Severe |
| 2020                        | 30.0%   | 20.0%     | 40.0%    | 10.0%  |
| 2021                        | 41.7%   | 33.3%     | 16.7%    | 8.3%   |
| 2022                        | 0.0%    | 33.3%     | 33.3%    | 33.3%  |
| Like Schools 2022           | 22.3%   | 23.6%     | 23.8%    | 30.2%  |
| WA Public Schools           | 51.0%   | 32.0%     | 13.0%    | 5.0%   |

**Attendance Risk Rates: Regular 90%+, Indicated 80 – 89%, Moderate 70 – 79%, Severe: less than 70%**



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# Our Staff

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## Staff Demographic

Most of our teaching staff are graduates, and our support staff have lived in Menzies for at least five years, if not more.

|                             | No       | FTE        | AB'L     |
|-----------------------------|----------|------------|----------|
| <b>Administration Staff</b> |          |            |          |
| Principals                  | 1        | 1.0        | 0        |
| Total Administration Staff  | 1        | 1.0        | 0        |
| <b>Teaching Staff</b>       |          |            |          |
| Other Teaching Staff        | 3        | 3.0        | 0        |
| Total Teaching Staff        | 3        | 3.0        | 0        |
| <b>Allied Professionals</b> |          |            |          |
| Clerical / Administrative   | 2        | 0.9        | 1        |
| Gardening / Maintenance     | 1        | 0.6        | 0        |
| Instructional               | 1        | 1.0        | 1        |
| Other Allied Professionals  | 1        | 1.0        | 0        |
| Total Allied Professionals  | 5        | 3.5        | 2        |
| <b>Total</b>                | <b>9</b> | <b>7.5</b> | <b>2</b> |

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

## 2022 Professional Learning

Staff participated in Professional Learning which included:

LEAP Short Course - support for students with Autism Spectrum Disorder

Highly effective teaching for all students

Heggerty Phonological Awareness

Two-Way Science

Oral Language Difficulties: Two Students in Every Classroom

Road Safety and Drug Education

Keys4Life Online

Professional Standards for Effective Classroom Practice

Developing individual education programs using smart goals

K-PP Planning for Messy Play

Curriculum Support K-10 / Early Childhood - Preprimary

Wraparound - Early Intervention Program

Management of Trees and Shrubs

Irrigation and water management

CS Career Development 7-12

Individual pathway planning with year 9-10 students

Leading School Improvement - Kalgoorlie



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# Progress Towards Priorities

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2022 saw the first year of the 2022-2024 Strategic Plan implementation.

The strategic plan incorporates priorities in the areas of Teaching, Learning Environment, Leadership, Resources and Relationships, and targets.

Our targets have been grouped into Academic and Non-Academic Areas.

Every target has been tracked using the traffic light system. Red means the target is behind schedule and at high risk of not being met, yellow means the target is behind schedule and at low risk of not being met, and green means the target is on schedule or has been achieved.



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# Target Settings and Progress

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| Target                                                                                      | Status | Strategies                                                                                                                                                                                    | Monitoring                                                                                                                                                         | Comments                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 70% of students are achieving their IEP targets in English and Maths year on year.          |        | <ul style="list-style-type: none"> <li>Best practices used in classroom</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Work samples</li> <li>Assessments</li> <li>Observations</li> <li>Task Analysis</li> </ul>                                   | Continue using successfully implemented strategies; continue to set achievable goals; Regular monitoring of targets using task analysis.                                                                                                                                                                                                                        |
| Students in Years 3,5,7 and 9 are achieving at or above like school in all areas in NAPLAN. |        | <ul style="list-style-type: none"> <li>Practice tests</li> <li>Direct Instruction</li> <li>Use laptops regularly and touch type programs</li> <li>Continue using current programs.</li> </ul> | <ul style="list-style-type: none"> <li>Work samples</li> <li>Testing of computer skills</li> <li>Continuous assessment</li> <li>Observations checklists</li> </ul> | <p>Due to small number of students sitting the NAPLAN assessment annually, it is important students' assessment is monitored using other assessments that are evidenced based and an integral part of the teaching and learning program.</p> <p>The number of students sitting NAPLAN in 2022 was below five and therefore we are unable to report on this.</p> |



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**Lego Fractions**

Whole: 1 white brick

Half: 2 red bricks,  $\frac{1}{2} = \frac{1}{2}$  = whole

one eighth: 8 small bricks,  $\frac{1}{8} \times 8 = \text{whole}$

1 out of 8 are green:  $\frac{1}{8}$

4 out of 8 are pink:  $\frac{4}{8} = \frac{1}{2}$

2 out of 8 are orange:  $\frac{2}{8} = \frac{1}{4}$

1 out of 8 are grey:  $\frac{1}{8}$

1 out of 4: 4 small bricks,  $\frac{1}{4} \times 4 = \text{whole}$

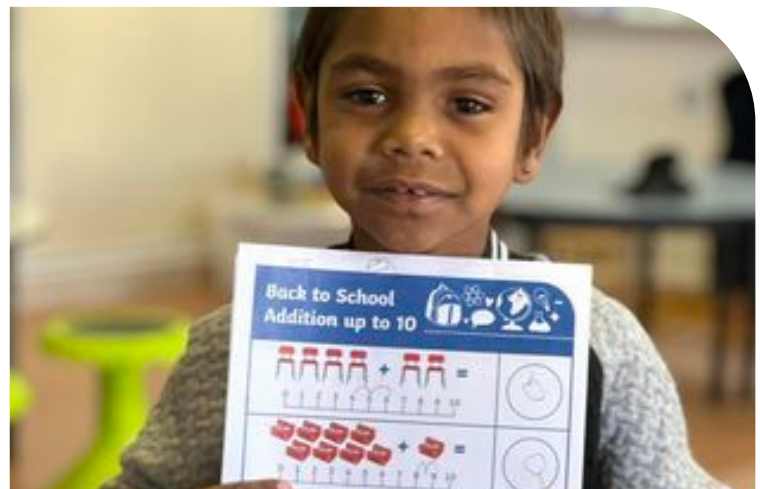
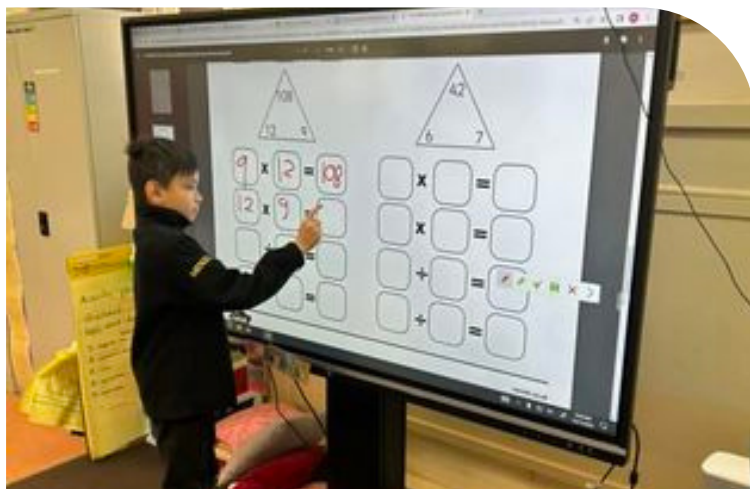
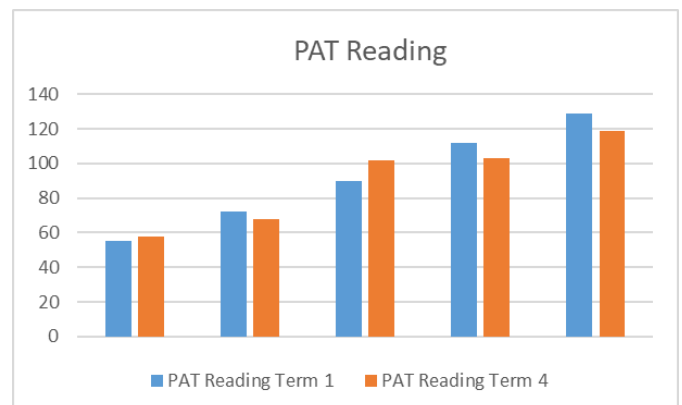
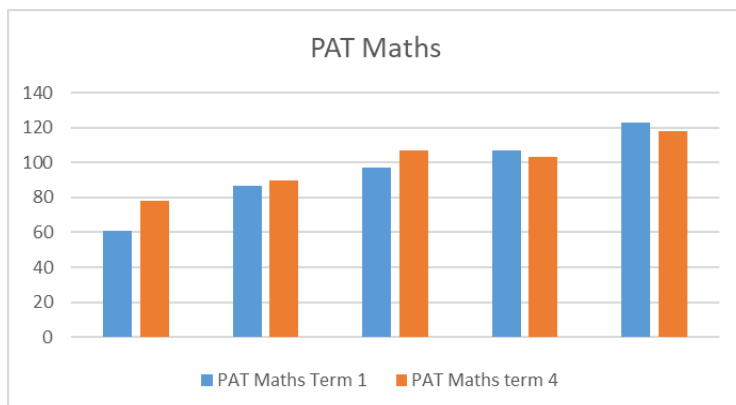


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The number of pupils who participated in NAPLAN in 2022 was less than five, hence we cannot include this information in the report. It is crucial that evidence-based evaluations be used to oversee the assessment of children. This comprised PAT Math and Reading, On-Entry Assessment, Top Ten Math assessments, Letters and Sounds tracking, and Brightpath Writing assessment in 2022.

## PAT Maths and Reading Assessments

A Progressive Achievement Test (PAT) has been designed to provide norm-referenced information about the level of student achievement attained in the skills and understanding of mathematics and reading. The test provides a scale score to track and monitor growth over time. Student results can be measured in the norm reference sample and compared to the same year level across Australia. The test provides teaching points and identifies areas of strength and weakness in groups of students. The tests are administered in Terms One and Four. Reading comprehension assesses how well each student understands the text they read. Mathematics covers number knowledge, number strategies, algebra, geometry, measurement, and statistics.

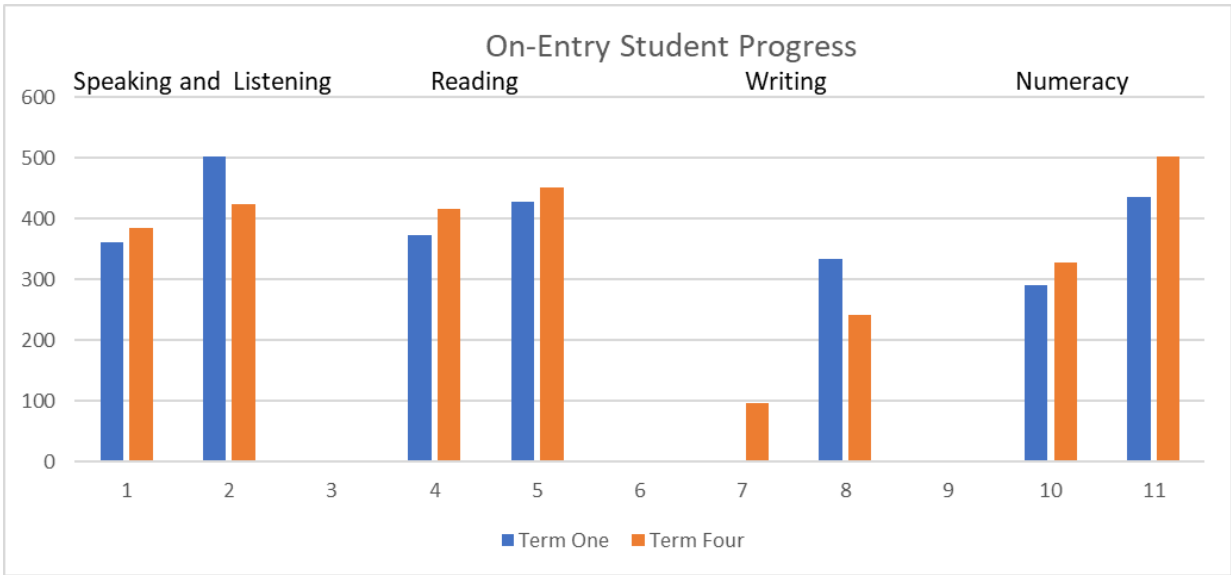


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# Student Achievement Data

## On Entry Assessment

Students in Pre-Primary, Year One and Year Two participate in On-Entry Assessment in Terms One and Four. Students are assessed in their English and Maths skills. The results provide teachers with information on their students' current skills and understandings, which assists teachers in planning and delivering targeted learning programs that meet the needs of each individual.

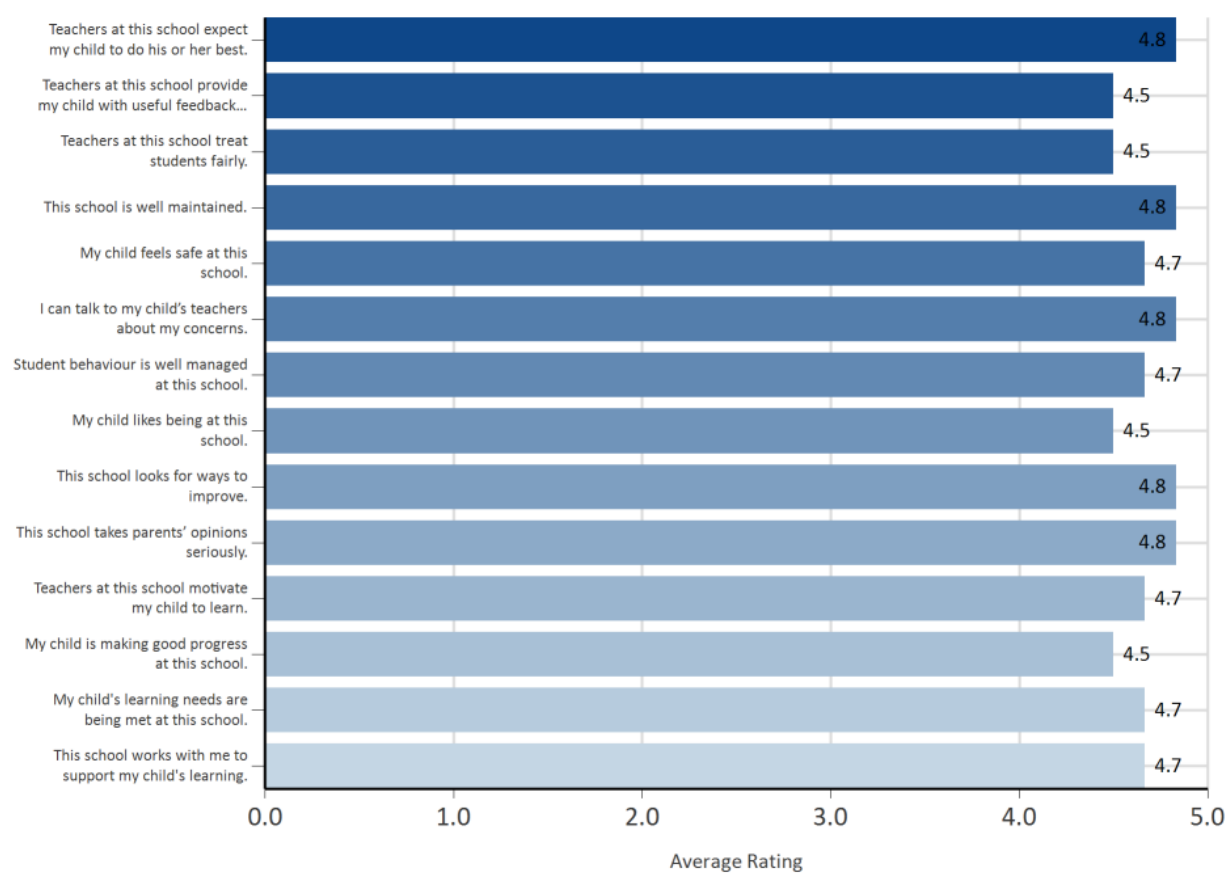


Every colour represents a student's score in both Terms One and Four. The PP cohort sat slightly below their state counterparts in all assessments at the beginning of 2021. However, as the results show, enormous progress was made throughout the year.



Each year, the school uses a range of survey tools to seek staff, student, and parent opinions and to monitor a range of specific improvement initiatives. Every two years, staff, students and parents are invited to participate in the National Survey of Our School Community. The survey consists of 20 questions that are standard across the country and do not change from survey to survey. Participants also have the opportunity to write a comment about any aspect of the school.

## Parent survey

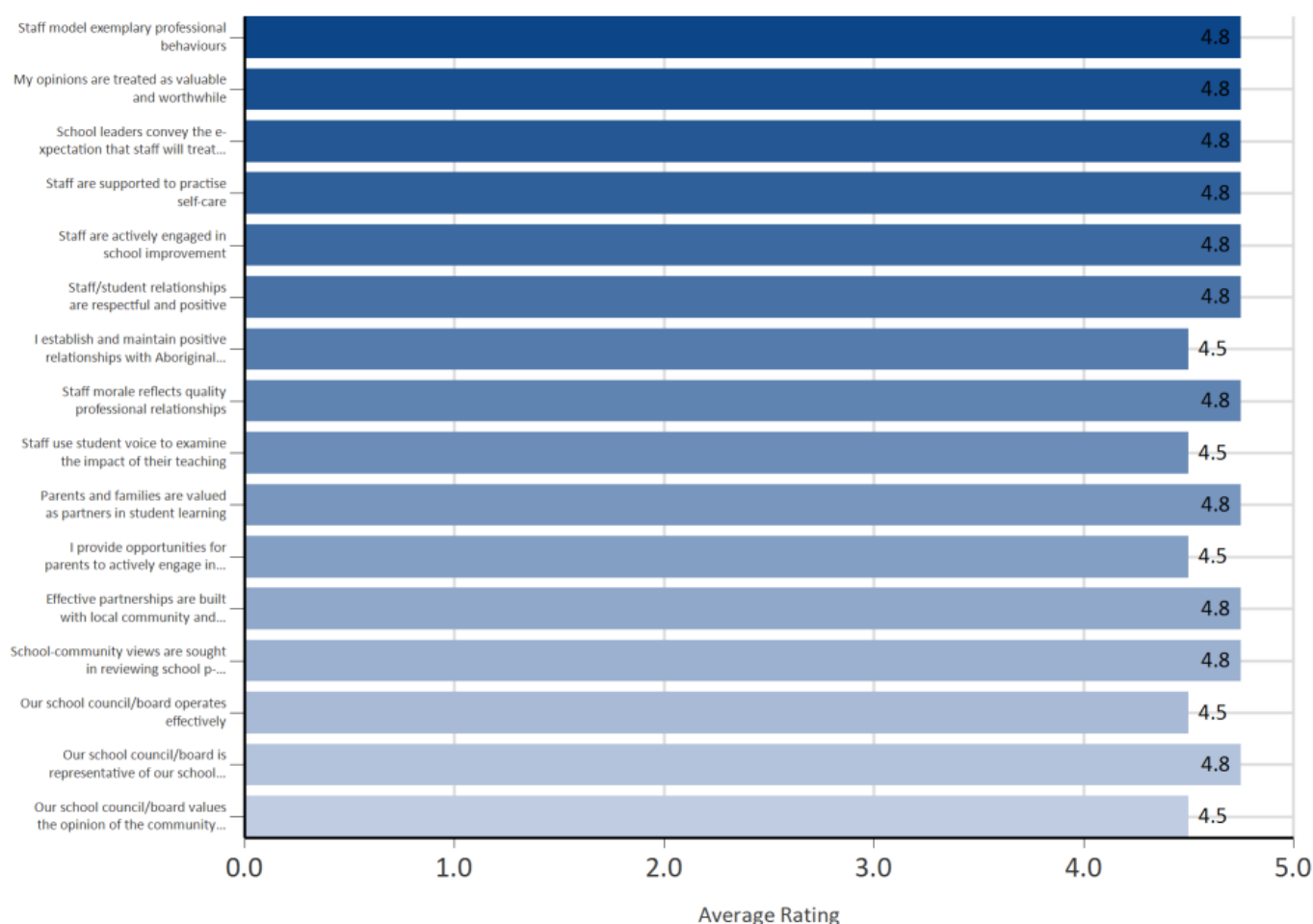


# National School Opinion Survey

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Each year, the school uses a range of survey tools to seek staff, student, and parent opinions and to monitor a range of specific improvement initiatives. Every two years, staff, students and parents are invited to participate in the National Survey of Our School Community. The survey consists of 20 questions that are standard across the country and do not change from survey to survey. Participants also have the opportunity to write a comment about any aspect of the school.

## Staff Survey results



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# 2022 Highlights

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- Bush days to Ten-Mile Station, Three Rock Holes and Menzies Sandstone Road.
- Trip to the South Kalgoorlie Dental Centre
- Combined faction carnival with Mount Margaret Remote Community School
- Harmony Day
- NAIDOC Day
- Attendance rewards to Goldfields Oasis, to Orana Cinemas and a shopping trip
- Tennis visit by Murlpirrmarra Connection Limited
- TAFE Career Day
- Occupational Therapist visits every fortnight.
- Scitech visit
- Swimming Lessons
- Hundreds of "Facebook Famous" visits to the office for great work
- Visit by travelling author and illustrator
- Cooking every Friday
- It's Rocket Science incursion
- Making lanterns for Menzies Discovery day
- Music lessons with Mr Lindsay

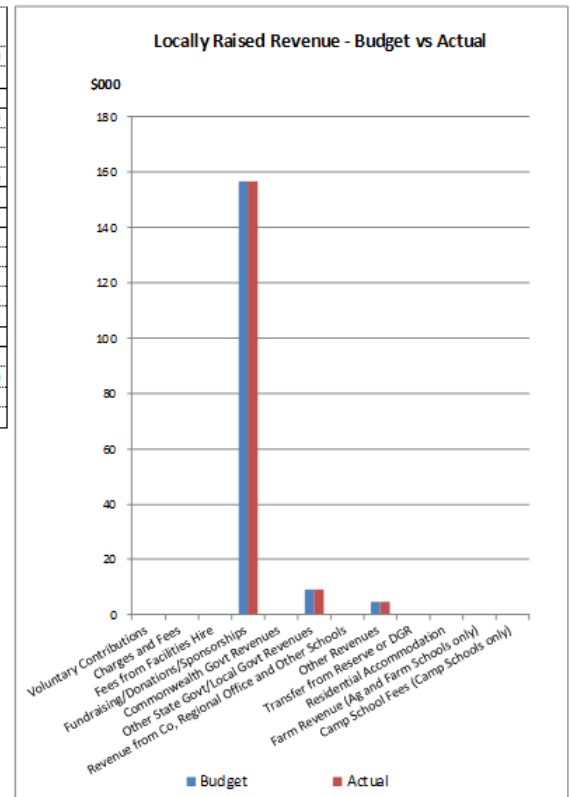
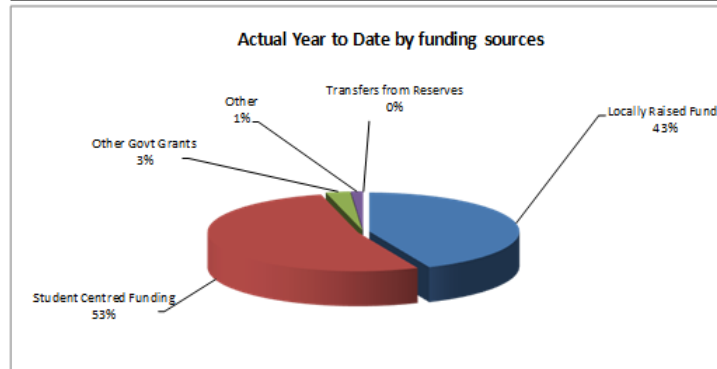
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# Financial Summary

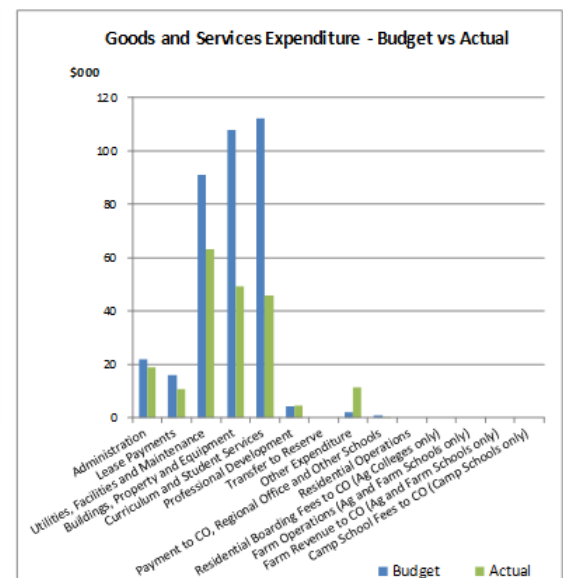
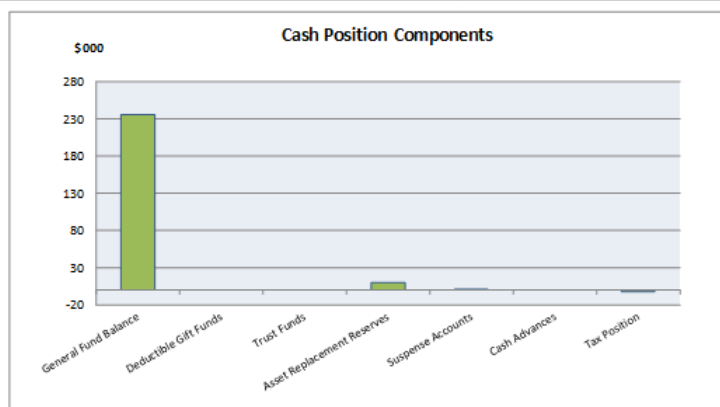
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**Menzies CS**  
Financial Summary as at  
31-December-2022

|    | Revenue - Cash & Salary Allocation                 | Budget                 | Actual                 |
|----|----------------------------------------------------|------------------------|------------------------|
| 1  | Voluntary Contributions                            | \$ 156.00              | \$ 156.00              |
| 2  | Charges and Fees                                   | \$ -                   | \$ -                   |
| 3  | Fees from Facilities Hire                          | \$ -                   | \$ -                   |
| 4  | Fundraising/Donations/Sponsorships                 | \$ 156,707.00          | \$ 156,706.60          |
| 5  | Commonwealth Govt Revenues                         | \$ -                   | \$ -                   |
| 6  | Other State Govt/Local Govt Revenues               | \$ 9,091.00            | \$ 9,090.91            |
| 7  | Revenue from Co, Regional Office and Other Schools | \$ 347.00              | \$ 346.80              |
| 8  | Other Revenues                                     | \$ 4,732.00            | \$ 4,733.23            |
| 9  | Transfer from Reserve or DGR                       | \$ -                   | \$ -                   |
| 10 | Residential Accommodation                          | \$ -                   | \$ -                   |
| 11 | Farm Revenue (Ag and Farm Schools only)            | \$ -                   | \$ -                   |
| 12 | Camp School Fees (Camp Schools only)               | \$ -                   | \$ -                   |
|    | <b>Total Locally Raised Funds</b>                  | <b>\$ 171,033.00</b>   | <b>\$ 171,033.54</b>   |
|    | <b>Opening Balance</b>                             | <b>\$ 79,390.00</b>    | <b>\$ 79,390.07</b>    |
|    | <b>Student Centred Funding</b>                     | <b>\$ 189,792.00</b>   | <b>\$ 189,792.22</b>   |
|    | <b>Total Cash Funds Available</b>                  | <b>\$ 440,215.00</b>   | <b>\$ 440,215.83</b>   |
|    | <b>Total Salary Allocation</b>                     | <b>\$ 1,283,257.00</b> | <b>\$ 1,283,257.00</b> |
|    | <b>Total Funds Available</b>                       | <b>\$ 1,723,472.00</b> | <b>\$ 1,723,472.83</b> |



|    | Expenditure - Cash and Salary                      | Budget                 | Actual               |
|----|----------------------------------------------------|------------------------|----------------------|
| 1  | Administration                                     | \$ 22,070.00           | \$ 18,809.43         |
| 2  | Lease Payments                                     | \$ 16,246.90           | \$ 10,961.36         |
| 3  | Utilities, Facilities and Maintenance              | \$ 91,199.00           | \$ 63,319.12         |
| 4  | Buildings, Property and Equipment                  | \$ 107,638.00          | \$ 49,259.06         |
| 5  | Curriculum and Student Services                    | \$ 112,050.00          | \$ 45,701.72         |
| 6  | Professional Development                           | \$ 4,382.00            | \$ 4,614.70          |
| 7  | Transfer to Reserve                                | \$ -                   | \$ -                 |
| 8  | Other Expenditure                                  | \$ 2,028.00            | \$ 11,325.42         |
| 9  | Payment to CO, Regional Office and Other Schools   | \$ 1,000.00            | \$ 280.00            |
| 10 | Residential Operations                             | \$ -                   | \$ -                 |
| 11 | Residential Boarding Fees to CO (Ag Colleges only) | \$ -                   | \$ -                 |
| 12 | Farm Operations (Ag and Farm Schools only)         | \$ -                   | \$ -                 |
| 13 | Farm Revenue to CO (Ag and Farm Schools only)      | \$ -                   | \$ -                 |
| 14 | Camp School Fees to CO (Camp Schools only)         | \$ -                   | \$ -                 |
|    | <b>Total Goods and Services Expenditure</b>        | <b>\$ 356,613.90</b>   | <b>\$ 204,270.81</b> |
|    | <b>Total Forecast Salary Expenditure</b>           | <b>\$ 708,780.00</b>   | <b>\$ 708,780.00</b> |
|    | <b>Total Expenditure</b>                           | <b>\$ 1,065,393.90</b> | <b>\$ 913,050.81</b> |
|    | <b>Cash Budget Variance</b>                        | <b>\$ 83,601.10</b>    |                      |



| Cash Position Components     |                      |
|------------------------------|----------------------|
| Bank Balance                 | \$ 243,928.66        |
| Made up of:                  |                      |
| 1 General Fund Balance       | \$ 235,945.02        |
| 2 Deductible Gift Funds      | \$ -                 |
| 3 Trust Funds                | \$ -                 |
| 4 Asset Replacement Reserves | \$ 10,088.36         |
| 5 Suspense Accounts          | \$ 78.28             |
| 6 Cash Advances              | \$ -                 |
| 7 Tax Position               | \$ (2,183.00)        |
| <b>Total Bank Balance</b>    | <b>\$ 243,928.66</b> |

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