



OFFICIAL

MENZIES

Community School

Pukulpa Nintirrinkula

Happy Learning



2024

Annual Report

Principal's Message

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The 2024 Annual Report provides the community with an overview of how the school performed last year. It also gives a snapshot of the programs provided and their success, recommendations for future directions and the school's finances.

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

2024 was the year of high staff and principal turnover which made it hard for the students to settle and build relationships with teachers who changed so frequently. Despite this, our students continued working hard and producing some strong results. This is shown by our testing and anecdotal evidence the staff have collected. At Menzies Community School we use evidence-based programs and quality teaching to enhance student achievements.

Elizabeth Owers
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. Since 2021 the school has been steadily working towards accommodating the future enrolment growth. 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 our main 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:

Achieve

- Be organised and ready to go
- Come to school each day
- Work cooperatively
- Learn on country

Belong

- Make good choices
- Encourage others
- Believe in self and others
- Accept others
- Include all

Respect

- Follow instructions the first time
- Treat others the way I want to be treated
- Respect culture
- Actively listen in
- Keep my school grounds and property clean



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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, School attendance in high school has increased from 28.3% to 66.5%, well above like schools. Overall, our students should be proud of their attendance rates.

Attendance Overall Primary			
	School	Like Schools	WA Public Schools
2022	72.3%	68.8%	86.6%
2023	57.9%	73.3%	88.9%
2024	69.9%	59.9%	89.4%

Attendance Overall Secondary			
	School	Like Schools	WA Public Schools
2022	37.3%	62.4%	80.4%
2023	28.3%	64.4%	82.5%
2024	66.5%	26.1%	82.2%

Attendance Category Primary				
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	0.0%	33.3%	33.3%	33.3%
2023	23.1%	15.4%	19.2%	42.3%
2024	17.9%	21.4%	32.1%	28.6%
Like Schools 2024	14.0%	16.3%	24.1%	45.6%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

Attendance Category Secondary				
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	0.0%	0.0%	28.6%	71.4%
2023	0.0%	25.0%	0.0%	75.0%
2024	16.7%	16.7%	33.3%	33.3%
Like Schools 2024	2.2%	4.1%	10.7%	83.0%
WA Public Schools	48.0%	25.0%	15.0%	12.0%

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



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Staff Demographic

Most of our teaching staff are experienced teachers and our support staff have been at the school for at least two years, if not more.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
Teaching Staff			
Other Teaching Staff	3	3.0	0
Total Teaching Staff	3	3.0	0
School Support Staff			
Clerical / Administrative	3	1.0	1
Instructional	1	1.0	1
Other Allied Professionals	1	1.0	0
Total School Support Staff	5	3.0	2
Total	9	7.0	2

In 2024 our staff participated in the following professional learning:

- Accountable and Ethical Decision Making
- Anaphylaxis Training
- Asbestos Awareness
- Autism Modules 1-2
- Berry Street Education Model – Module 1
- Child Protection and Abuse Prevention
- Classroom Management Strategies Refresher
- Documented Planning: Smart Goals
- Education Assistant Toolkit
- Emerging and Team Leader Program
- Foetal Alcohol Spectrum Disorder
- Gatekeeper Suicide Prevention Program
- Introduction to Differentiation
- Islander Cultural Awareness
- National Quality Standards
- Newly Appointed Principal Induction Program
- On-entry Assessment
- Record Keeping Awareness
- Special Educational Needs Foundations
- Respectful Relationships and Consent
- Special Learning Disorders
- SupS: Effective Reading Instruction
- SupS: Enhancing Language Comprehension and Writing Instruction
- SupS: Introduction the Science of Learning
- SupS: Unpacking the Science of Reading
- Trauma Informed Classroom Practice
- Work Health and Safety for Employees

Target Settings and Progress

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2024 was the final year of our Strategic Plan.

The strategic plan incorporates priorities in Teaching, Learning Environment, Leadership, Resources and Relationships. We have set targets in both academic and non-academic areas. (See next page.)

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 (cont'd)

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Target	Status	Strategies	Monitoring	Comments
70% of students are achieving goals within their IEP targets in English and Mathematics year on year.		• Best practices used in classroom • Small group work • Individual instruction • Explicit teaching • Daily Reviews	• Work samples • Assessments • Observations • Task Analysis	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.		• Practice tests • Explicit Instruction • Daily Reviews • Whole school Mathematics language • Whole school teaching programs	• Work samples • Testing of computer skills • Continuous assessment • Observations checklists	Our NAPLAN data is skewed because of or low numbers. Years 3, 5 and 7 had two students each undertaking NAPLAN. A total of 6 all together. Nearly all results were above like schools.

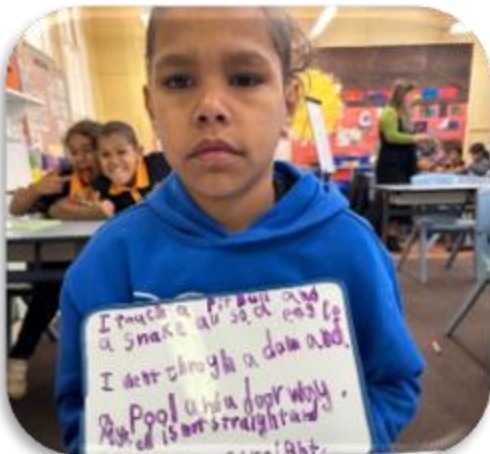


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Target Setting and Progress (cont'd)

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Target	Status	Strategies	Monitoring	Comments
Increase attendance rate from 83.2% (Sem 1 2021) to 88% by 2024.		- Attendance rewards/ acknowledgement - Positive phone calls - Parent communication - Siren in morning indicating breakfast club starting	- Integris - Online Student Information - Student Attendance Reporting	Several families left Maropoi and took some time before re-enrolling their children at other schools therefore their absences are registered as ours and affecting our statistics. Cultural activities and family emergencies will have affected the whole school attendance
Increase regular attendance rate from 41.2% (Sem 1 2021) to at least 50% by 2024.		- Positive parent phone calls - Attendance rewards/ acknowledgement - Morning siren	- Integris - Online Student Information - Student Attendance Reporting	Cultural activities and family emergencies will have affected the whole school attendance. We haven't met our targets but have increased regular attendance dramatically during 2024.
Decrease number of secondary students in severe at risk attendance category.		- Attendance reward/ acknowledgement - Individual Attendance Plans - Parent calls - Career guidance	- Integris - Online Student Information - Student Attendance Reporting	Frequent attendance rewards have a motivating influence on children. Weekly attendance meat tray raffle is very popular.



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Student Achievement Data

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School Assessments

The number of pupils who participated in NAPLAN in 2024 was 6, so we cannot include this information in the report as the small cohort means data is skewed. However, NAPLAN is not the only assessments we do at the school. It is crucial that evidence-based evaluations be used to oversee the assessment of children. These are comprised of NAPLAN, PAT Mathematics and Reading, On-Entry Assessment, Top Ten Math assessments, Letters and Sounds tracking, InitialLit, DIBELS and Brightpath Writing assessments.

With our assessment schedule, we can track student achievement longitudinally, from the beginning to end of the year, or across year levels as they progress through primary school. These assessments provide teaching points and identify areas of strength and weakness in individual or groups of students. The standardized and norm referenced PAT tests are administered in Terms 1 and 4, and other tests are administered as required by the program of work.

In 2024 we also engaged the services of an online school data platform called Elastik. This platform analyses our NAPLAN and PAT test data and finds the knowledge gaps of our students. Teaching staff then use this data to inform their planning and teaching. Elastik also has a persuasive and narrative text assessment called Writemark whereby an AI marks handwritten and typed texts by the students and provides editable in-depth feedback that can guide the teacher's planning and teaching of writing.



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On-Entry Assessment

Students in Pre-Primary, Year 1 and Year 2 participate in On-Entry Assessment in Terms 1 and 4. Students are assessed in their English and Mathematics 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. In 2024, On-Entry testing was only done at the beginning of the year for two pre-primary students.

2024 On-Entry Data

Numeracy											
	Score	Bottom 20%	Middle 60%	Top 20%	Performance	Very Low	Low	Moderate	High	Very High	Progress
Full Name											
Student 1	358				Bottom 20%						
Student 2	386				Middle 60%						
Reading											
	Score	Bottom 20%	Middle 60%	Top 20%	Performance	Very Low	Low	Moderate	High	Very High	Progress
Full Name											
Student 2	462				Middle 60%						
Student 1	409				Bottom 20%						
Writing											
	Score	Bottom 20%	Middle 60%	Top 20%	Performance	Very Low	Low	Moderate	High	Very High	Progress
Full Name											
Student 2	97				Bottom 20%						
Student 1	141				Bottom 20%						

2024 Highlights

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- Assemblies
- Attendance reward days
- Book Week parade
- Combined faction carnival with Mount Margaret Remote Community School
- Ear Bus and Lions Eye Institute visit
- Exercise Equipment
- Harmony Day
- High School Camp in Perth
- Leonora Health Expo
- NAIDOC Day
- Scaling up Schools Project workshops
- School Photos
- Science Week
- Skate Park designing
- Stephen Michael Foundation AFL Clinics
- TLG visits
- Two-Way Science bush days



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Financial Summary

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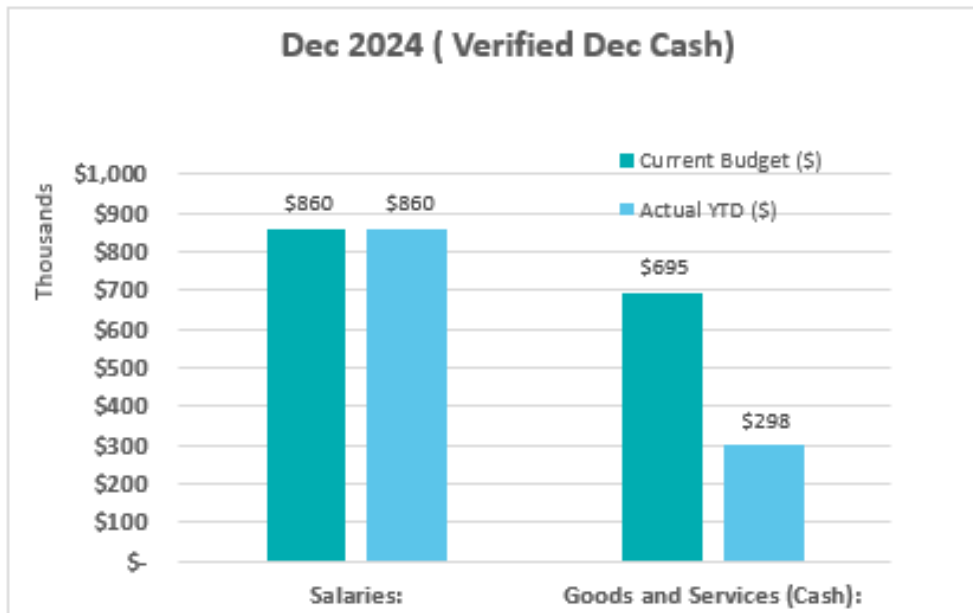
INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	319,164	319,164
Carry Forward (Salary)	163,970	163,970
STUDENT-CENTRED FUNDING		
Per Student	304,762	304,762
School and Student Characteristics	847,513	847,513
Disability Adjustments	(52,386)	(52,386)
Targeted Initiatives	108,824	108,824
Operational Response Allocation	24,909	24,909
Total Funds:	1,233,622	1,233,622
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(179,781)	(179,781)
School Transfers - Cash	179,781	179,781
Department Adjustments	0	0
Total Funds:	0	0
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	234	234
Charges and Fees	0	0
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	160,000	47,650
Commonwealth Govt Revenues	320	320
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	19,787	19,084
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	180,341	67,288
TOTAL	1,897,097	1,784,044

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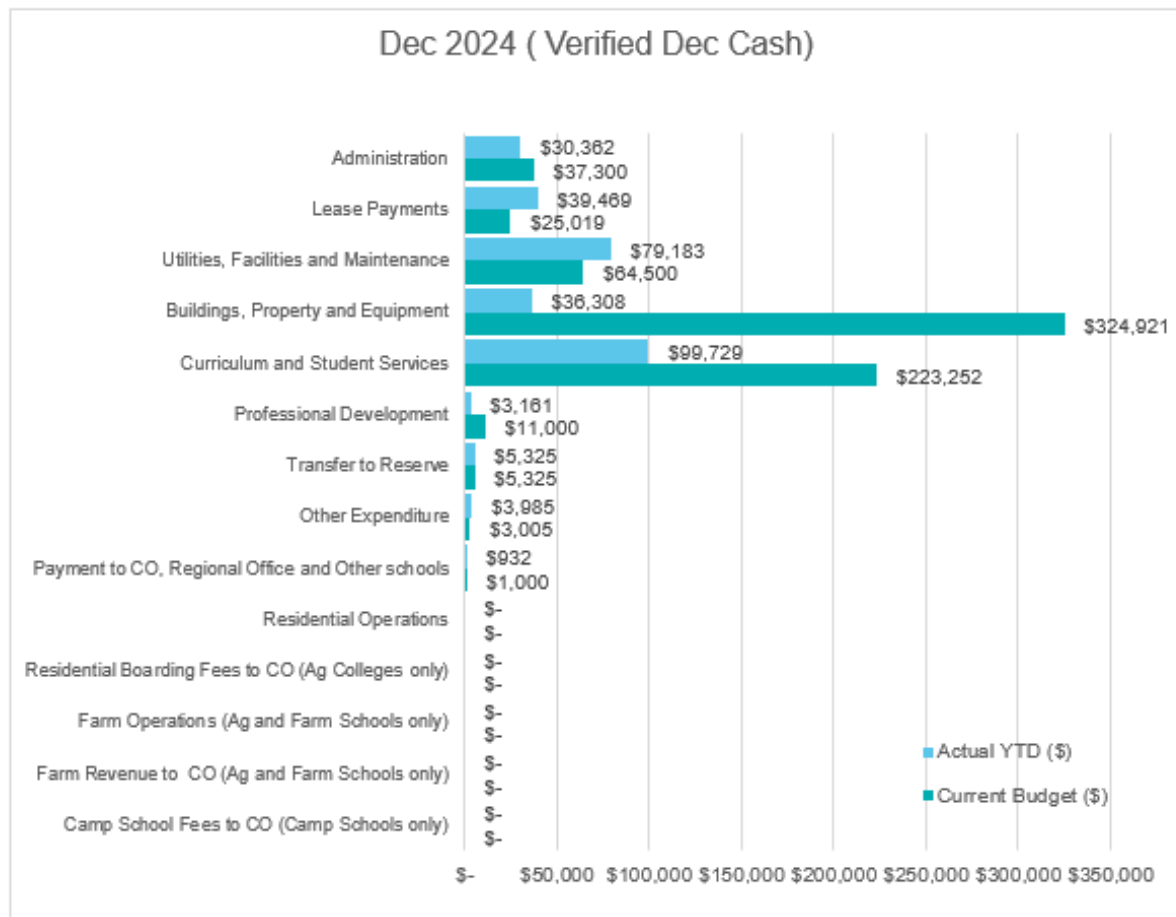
Financial Summary (cont'd)

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Goods and Services vs Salary expenditure



Goods and Services Expenditure - Budget vs Actual



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