



MENZIES

Community School

Pukulpa Nintirrinkula

Happy Learning



2025

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.

I am pleased to present Menzies Community School's 2025 Annual Report. This report provides parents and community members with information on Menzies Community School activities and performance in 2025, the first year of the 2025–2027 Strategic Plan. It outlines our progress, challenges and priorities as we work to strengthen outcomes for every student. Transparency and accountability remain central to how we operate as a school and as a partner in this community.

2025 continued to be an unsettling year for the school. There were four principals and ten different teachers. This instability significantly impacted continuity of learning, relationships and overall school culture. It was reflected in our results and attendance, highlighting the importance of consistency for student success.

In 2026, we aim to focus sharply on improving results as we will have stable staffing to continue delivering our programs and partnerships within the community. Consistency in leadership and teaching will allow us to embed our strategic priorities and strengthen both academic growth and engagement.

Megan Irving
Principal



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About Us

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School Context

Menzies Community School is located approximately 130 kilometres north of Kalgoorlie-Boulder and has been serving the community since 1896. As a small remote school, we provide education from Early Childhood to Year 12. Primary students are taught onsite, while secondary students access a range of subjects through the School of Isolated and Distance Education, supported by school staff to ensure continuity of learning.

Students attending Menzies Community School come from the township of Menzies and surrounding areas, including Morapoi Station, travelling to school each day by bus. The school works closely with families, community organisations and partner agencies to support the learning, wellbeing and engagement of every student. We recognise the importance of culturally responsive education and aim to ensure that teaching and learning reflects and respects the culture, identity and experiences of our students and community.

Literacy and numeracy remain key priorities across the school and are delivered through explicit, evidence-based teaching practices supported by targeted intervention and assessment. As a small school, staff are able to know each student well and provide personalised learning opportunities that support growth, engagement and wellbeing.

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 that all children and adults show in supporting work to achieve this vision are:

Belong

- building strong relationships
- inclusion
- a sense of community

Achieve

- striving for personal best
- continuous improvement in learning

Respect

- valuing culture
- valuing people
- valuing our environment
- valuing ourselves.



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Attendance

Attendance at Menzies Community School remains a key focus. While attendance rates can vary due to the small cohort size and the unique circumstances of a remote community, the school works closely with families and community partners to support students in attending regularly, with attendance trends showing improvement and remaining comparable to those of like schools in several areas.

Attendance Overall Primary			
	School	Like Schools	WA Public Schools
2023	57.9%	73.3%	88.9%
2024	69.9%	59.9%	89.4%
2025	55.6%	61.5%	89.1%

Attendance Overall Secondary			
	School	Like Schools	WA Public Schools
2023	28.3%	64.4%	82.5%
2024	66.5%	26.1%	82.2%
2025	72.9%	33.6%	81.7%

Attendance Category Primary				
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	23.1%	15.4%	19.2%	42.3%
2024	17.9%	21.4%	32.1%	28.6%
2025	0.0%	18.2%	36.4%	45.5%
Like Schools 2025	15.1%	15.0%	25.8%	44.1%
WA Public Schools	64.0%	23.0%	9.0%	4.0%

Attendance Category Secondary				
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	0.0%	25.0%	0.0%	75.0%
2024	16.7%	16.7%	33.3%	33.3%
2025	20.0%	0.0%	60.0%	20.0%
Like Schools 2025	4.3%	6.8%	13.9%	75.0%
WA Public Schools	48.0%	24.0%	15.0%	13.0%

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



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Our Staff

Staff Demographic

Most of our teaching staff are experienced teachers, and our support staff have lived in Menzies for at least five 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	4	4.0	0
Total Teaching Staff	4	4.0	0
School Support Staff			
Clerical / Administrative	2	0.9	1
Instructional	1	1.0	1
Other Allied Professionals	1	1.0	0
Total School Support Staff	4	2.9	2
Total	9	7.9	2



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.

2025 Professional Learning

Staff participated in Professional Learning, which included:

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
SEN planning

Gatekeeper
First Aid

Trauma Informed Classroom Practice

Work Health and Safety for Employees

KWS facilitator
Supporting students with challenging behaviour

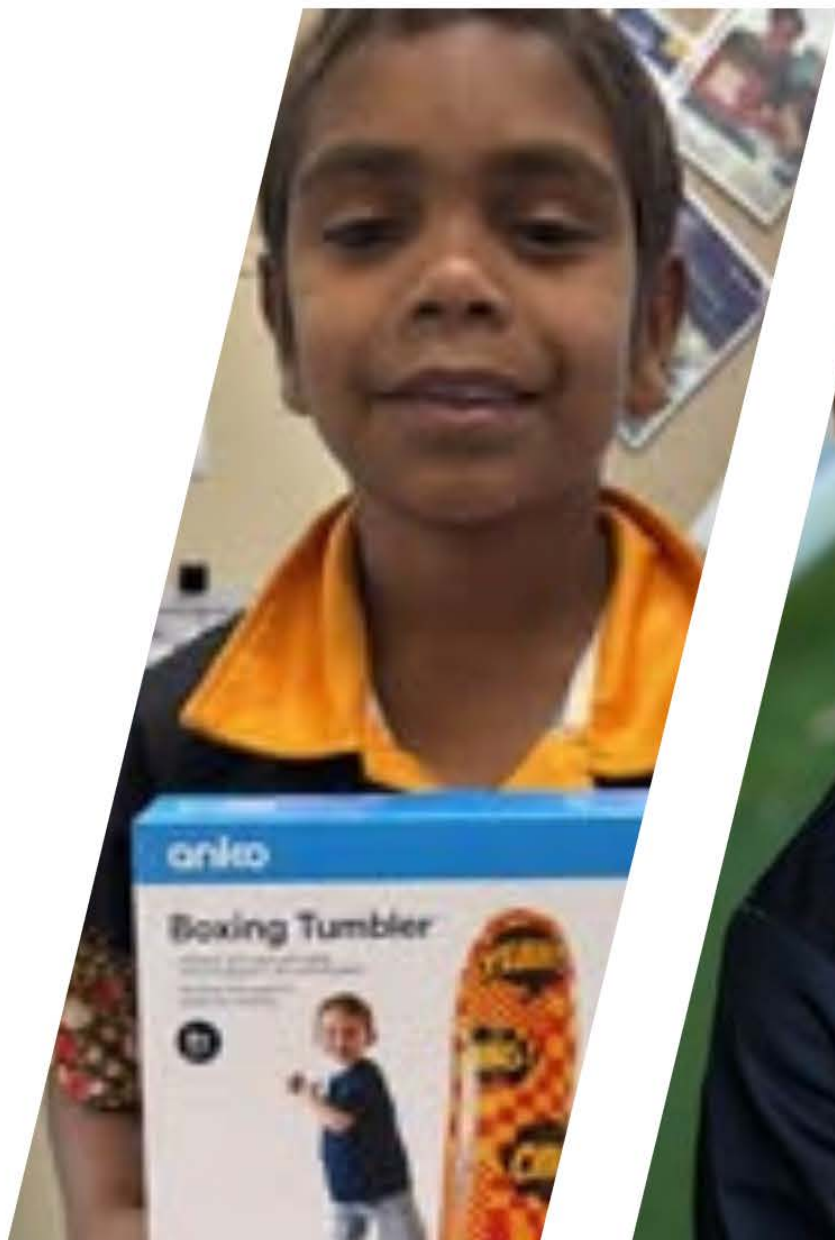
Two-Way Science
Staff wellbeing

Snake handling
NCCD

Target Settings and Progress

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2025 was intended to mark the first year of our 2025–2027 Strategic Plan, with targets focused on improving student achievement, strengthening attendance, building staff capability and embedding culturally responsive practice across the school. However, due to significant changes in both school administration and staffing throughout the year, the Business Plan was not fully finalised or implemented as originally intended. As stability returns to the school, completing and embedding the Business Plan will be a key priority for 2026 to ensure clear targets, consistent direction and improved outcomes for students.



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Student Achievement Data

In 2025, three students participated in NAPLAN. Due to the small cohort size, the results are not reported, as the data may be skewed and do not provide a reliable comparison. NAPLAN is one way to measure how well students are doing, but it is only one part of the school's overall assessment plan. Menzies Community School uses a range of evidence-based assessments to monitor student progress and inform teaching. These include NAPLAN, PAT (Progressive Achievement Tests) Mathematics and Reading, On-Entry Assessment, Top Ten Maths assessments, Letters and Sounds tracking, InitialLit (a literacy assessment), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and Brightpath Writing assessments.

Our assessment schedule enables staff to monitor student achievement over time and across year levels, providing valuable information about individual student growth and trends across the school. PAT assessments are administered in Terms 1 and 4, while other assessments are conducted throughout the year as part of the teaching program. In 2025, the school continued to utilise the Elastik Data Platform to analyse NAPLAN and PAT data and identify areas of need for students. This information supports teachers in planning targeted instruction. Elastik also includes Writemark, an AI-supported writing assessment tool that provides detailed feedback on persuasive and narrative texts to support the teaching and development of student writing.



2025 Highlights

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- Installation of a sensory playground
- Visits from Curtin Dental students
- Combined faction carnival with Mount Margaret Remote Community School
- Harmony Day
- NAIDOC Day
- Swimming Lessons
- Hundreds of "Facebook Famous" visits to the office for great work
- shopping trip to Kalgoorlie for a reward
- Mrs Irving returning
- High school camp to Kalgoorlie
- Stephan Michael Foundation visits
- TLG visits
- Bush Days
- Book Week parade
- Scaling Up Success visits and support
- Birds of Prey incursion
- Camp Quality incursion
- Snake incursion
- Interschool sports carnival
- Camping at Mount Margaret Remote Community School
- Snake handling course
- KWS courses



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Financial Summary

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	294,802	294,802
Carry Forward (Salary)	330,683	330,683
STUDENT-CENTRED FUNDING		
Per Student	158,422	158,422
School and Student Characteristics	723,827	723,827
Disability Adjustments	0	0
Targeted Initiatives	129,746	129,746
Operational Response Allocation	14,783	14,783
Total Funds:	1,026,778	1,026,778
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(190,000)	(190,000)
School Transfers - Cash	190,000	190,000
Department Adjustments	0	0
Total Funds:	0	0
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	0	0
Charges and Fees	0	0
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	0	375
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	3,131	3,131
Other Revenues	11,500	10,713
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:	14,631	14,219
TOTAL	1,666,894	1,666,482

