



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

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D21/0101255

# Menzies Community School

## Public School Review

February 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five-year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

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A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.



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For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)



## Context

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Menzies Community School is located 750 kilometres north-east of Perth and 130 kilometres north of Kalgoorlie-Boulder, within the Goldfields Education Region.

Menzies is home to the Wangkatja people, who maintain strong links to the town and neighbouring country. The town of Menzies was proclaimed a municipality in 1895 following the discovery of gold in the region. In 1897, the school was established to accommodate approximately 200 students, with the original school building and teachers' house still in use today.

Catering for students from Kindergarten to Year 10, currently there are 16 students enrolled. The school has an Index of Community Socio-Educational Advantage of 764 (decile 10).

Strong partnerships exist with the community, with support provided by the School Council.

## School self-assessment validation

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The acting Principal compiled a school self-assessment submission based on the evidence, information and time available.

The following aspects of the school's self-assessment process are confirmed:

- The school's self-assessment was the trigger for conversations with staff, parents and community representatives.
- Contributions from recent school leaders were acknowledged by the incumbent Principal.
- Information sources and evidence were presented that aligned to the school's performance.
- Limited analysis of the school's actions, effectiveness, and progress and achievements within each domain was submitted.
- A number of planned actions were identified and are appropriate to future directions.
- The validation visit added value to the evidence submitted through the Electronic School Assessment Tool (ESAT).
- Staff and the community engaged actively in the validation visit.

The following recommendations are made:

- Use the Standard to guide reflections on the school's performance.
- Build a culture of reflection and continuous improvement using the ESAT to warehouse judgements and observations.

## Public School Review

### Relationships and partnerships

A high care approach is embedded in the school, with a 'family' ethos supporting strong relational trust and respect between staff, students and parents.

#### Commendations

The review team validate the following:

- A strong level of ownership is exhibited by all those associated with the school, including the staff, community representatives, with particular support and engagement provided by the School Council Chair.
- The quality of the school's community partnerships is a direct reflection of the trust and respect for staff who have a strong cultural connection with the community.
- Staff acknowledge the respectful understanding, exhibited by the Principal, of their role in maintaining a focus on the needs of the children.
- There is a very respectful relationship between teaching and school support staff.

#### Recommendations

The review team support the following:

- Consider options that will create higher levels of engagement from fathers and other significant male community figures.
- Continue to highlight the benefits of open and transparent communication processes between staff and the community.

### Learning environment

Overall, a safe, friendly, and orderly learning environment is evident. The school makes a concerted effort to ensure that families and visitors feel welcome.

#### Commendations

The review team validate the following:

- The behaviour of students reflects the positive relationships they have with their teachers, resulting in minimal disruption to class or playground activities.
- Every effort is made to provide an engaging environment for reluctant student attendees, with strong support provided by the Aboriginal and Islander education officer.
- The school environment is welcoming, attractive and encourages students to interact positively and co-operatively.
- Efforts by the school to provide explicit support for students with severe learning difficulties were acknowledged by parents.

#### Recommendations

The review team support the following:

- Review the impact of the implementation of Individual Education Plans to ensure that intervention is appropriately targeted.
- Consider a class restructure in the early years, based on data that identifies students with significant language development deficits.

## Leadership

The Principal is committed to building on the staff's existing culture of collective responsibility for the performance of all students in the school.

### Commendations

The review team validate the following:

- The Principal is acknowledged by staff for understanding the importance of not over promising and under delivering.
- The Principal has identified the need to focus on the school's strategic priorities.
- A culture of 'quiet' distributed leadership is evident throughout the school.
- There is a strong desire to build a set of expectations for staff that will ensure continuity and consistency of student learning and health and wellbeing programs.
- Staff are acknowledged for their commitment to meeting the cultural needs of students.

### Recommendations

The review team support the following:

- Strengthen the alignment between school priorities and budget management.
- Initiate conversations with staff to ensure the plan, act, assess, reflect model is applied to classroom teaching practices.

## Use of resources

The school is well maintained and reflects a pleasing and welcoming environment.

### Commendations

The review team validate the following:

- The quality of the relationships between the Principal, school officer and the Kalgoorlie-based manager corporate services (MCS) is very positive.
- The benefit to the school of having an experienced MCS supporting the school officer and Principal is considerable.
- The school officer provides an important bridge between the school and the MCS.
- Despite pressures created through enrolment fluctuations, budget management is sound and expenditure within reasonable limits.
- The school is well resourced, with adjustments planned to be made due to the changing profile of the student body, with more expenditure directed towards the early years.

### Recommendations

The review team support the following:

- Give careful consideration to the deployment of teaching staff, taking into account the greater number of students in the early years.
- Develop a workforce plan that includes a detailed account of the current skills and expertise of staff.
- Principal to seek advice on appropriate professional learning in the area of budget and human resource management.

## Teaching quality

Following a period of reflection, development of explicit renewal strategies will assist in defining the school's direction and improvement journey.

### Commendations

The review team validate the following:

- Programs, such as Big Picture, have a positive impact on students' educational aspirations and pathways to work.
- Staff accommodate student learning needs within multi-aged groupings using a variety of tools and programs.

### Recommendations

The review team support the following:

- Restructure the classrooms and clearly redefine the scope of learning to be delivered.
- Establish the Early Years Learning Framework as the basis for classroom planning using evidence-based practice to intervene with students experiencing learning difficulties.
- Prioritise phonemic awareness strategies as a precursor to the introduction of Letters and Sounds in the early years.
- Seek guidance and support from network schools and those that are recognised to have strong practices in oral language development.
- Consider deploying an education assistant to deliver MiniLit learning options as an intervention strategy.

## Student achievement and progress

The school acknowledges the need to exercise caution when analysing comparative data for schools with small cohorts.

### Commendations

The review team validate the following:

- There is evidence of student tracking, which promotes continuity of learning based on student need.
- The school promotes opportunities for parents and carers to meet with teachers to discuss their child/ren's progress.

### Recommendations

The review team support the following:

- Support teachers in the use of detailed information on student learning needs by utilising multi-layered, culturally appropriate assessment protocols.
- Augment existing student achievement data with the use of normed PAT-R<sup>1</sup>, PAT-M<sup>2</sup> and PAT<sup>3</sup>-Early Years Assessment tools.
- Initiate a moderation strategy for student achievement and progress with nominated schools.
- Consider the implementation of Brightpath as an element of student performance moderation.

## Reviewers

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Rod Lowther  
Director, Public School Review

Krystal Wiggins  
Principal, Nulsen Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 1, 2022.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 Progressive Achievement Tests - Reading
- 2 Progressive Achievement Tests - Mathematics
- 3 Progressive Achievement Tests