



MENZIES

Community School

Pukulpa Nintirrinkula

Happy Learning



2021

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.

It is with great pleasure that I present Menzies Community School's 2021 Annual Report. This report provides parents and community members with information regarding Menzies Community School activities and performance in 2021, which was the final year of the 2019-2021 Strategic Plan.

2021 was my first year as principal of Menzies and I feel very privileged to be working in a school where the staff go above and beyond for improving the academic and social outcomes for all students.

Academically we have instigated a new mathematics program, which while being in its infancy, is showing great promise. Likewise with English, we have embraced a whole language approach.

In 2022, we aim to continue to keep growing our programs and partnerships within the community. We will also continue to focus on delivering high quality programs by dedicated staff to provide the students at Menzies Community School a quality education.

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:

Achievement

- Organised and ready to go
- Progress
- Work cooperatively

Positivity

- Achieve goals and outcomes
- Believe in self and others
- Engagement in the wider community
- Vibrant environment

Honesty

- Show integrity
- Be respectful
- True to self and others



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Our Public School Review

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Menzies CS took part in a Public School Review in February 2021. 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 following aspects of the school's self assessment are confirmed:

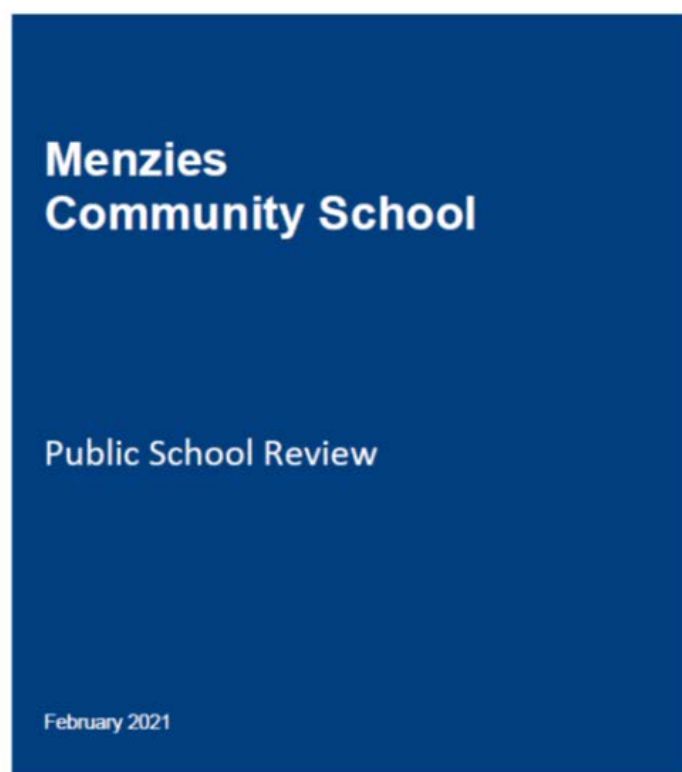
- The school's self-assessment was the trigger for conversations with staff, parents and community representatives.
- Contributions from recent school leaders were acknowledged by the incumbent Principal.
- Information sources and evidence were presented that aligned to the school's performance.
- Limited 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.
- This information has given clear direction for school improvement over the 12 months.



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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
2018	86.5%	69.4%	92.6%
2019	76.8%		91.6%
2020	73.3%	73.1%	91.9%
2021	88.3%	89.1%	92.4%

Attendance overall Secondary			
	School	Like Schools	WA Public Schools
2018	63.2%	41.9%	87.6%
2019	64.4%	65.1%	86.8%
2020	60.1%	71.0%	87.3%
2021	82.3%	48.0%	84.4%

Attendance Category Primary				
	Regular	At risk		
		Indicated	Moderate	Severe
2018	27.3%	27.3%	36.4%	9.1%
2019	28.6%	35.7%	21.4%	14.3%
2020	30.0%	20.0%	40.0%	10.0%
2021	41.7%	19.9%	16.7%	8.3%
Like Schools 2021	32.3%	19.9%	19.2%	28.8%
WA Public Schools 2021	71.0%	19.0%	7.0%	3.0%

Attendance Category Secondary				
	Regular	At risk		
		Indicated	Moderate	Severe
2018	25.0%	25.0%	12.5%	37.5%
2019	9.1%	18.2%	36.4%	36.4%
2020	0.0%	30.8%	30.8%	38.5%
2021	40.0%	0.0%	0.0%	60.0%
Like Schools 2021	12.0%	11.2%	17.1%	59.6%
WA Public Schools 2021	51.0%	26.0%	14.0%	9.0%

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	ABL
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	2	0.4	1
Gardening / Maintenance	1	0.2	0
Instructional	2	1.8	2
Other Non-Teaching Staff	1	1.0	0
Total School Support Staff	6	3.5	3
Total	10	7.5	3



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.

2021 Professional Learning

Staff participated in Professional Learning which included:

- Letters and Sounds
- Talk for Writing
- SSEND Autism Modules
- Heggerty Phonological Awareness
- Two – Way Science Initiative
- School Council training
- Code of Conduct
- K-6 reading whole school planning
- National Quality Standards
- Youth Mental First Aid
- Brightpath writing moderation
- Catering to an ASD child
- Protective Behaviours
- Role of AEO
- Starting and running a Kindilink
- Science of Reading

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Progress Towards Priorities

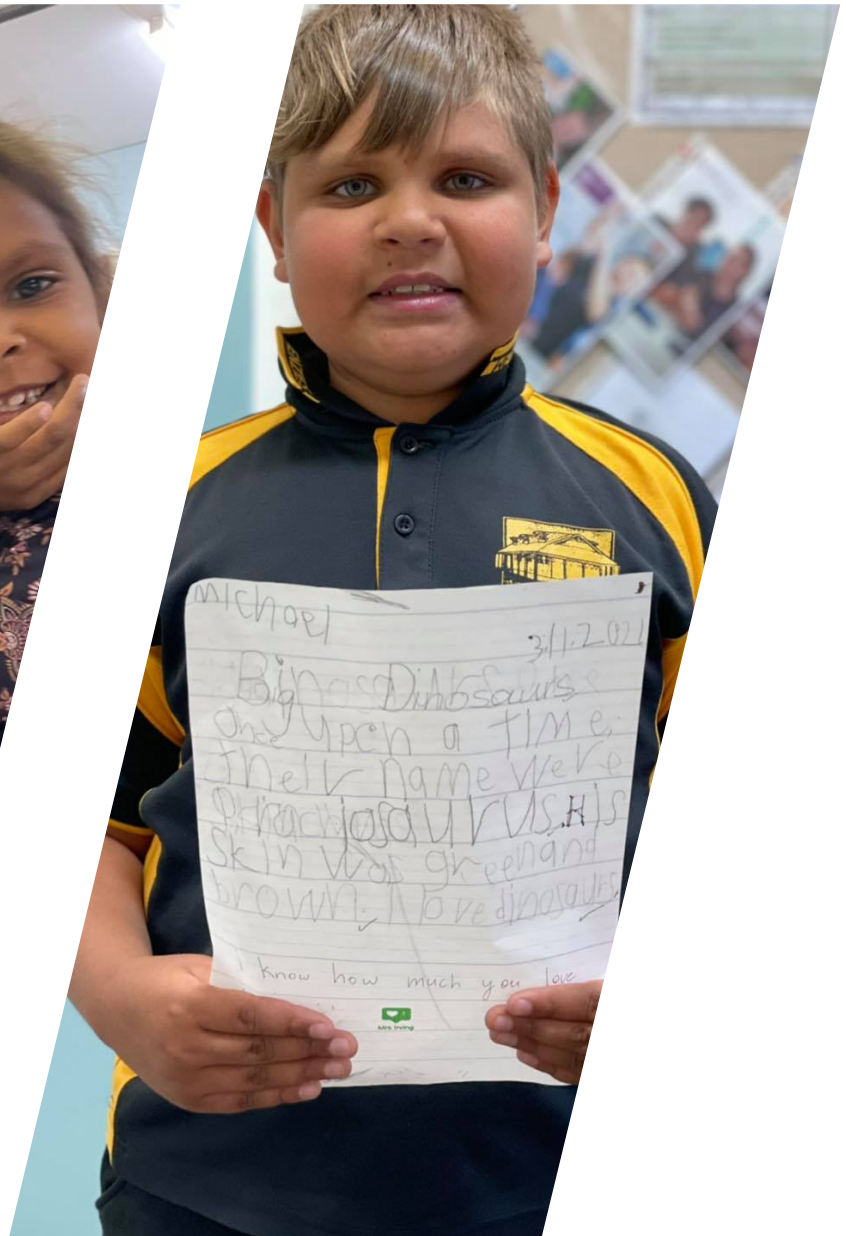
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2021 saw the last year of implementation of the 2019-2021 Strategic Plan. While some progress has been made, due to the ongoing staff and administration changes, not all targets have been met.

Our focus for the Strategic plan is stated in three areas:

- **Success for all students**
- **Early Childhood Education**
- **Relationships**

Each area has a set of targets that have been tracked using the traffic light system. Red meaning not achieved, Amber meaning partially achieved and Green meaning achieve in that year. Anything marked in grey is either yet to or cannot be actioned.



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Success For All Students

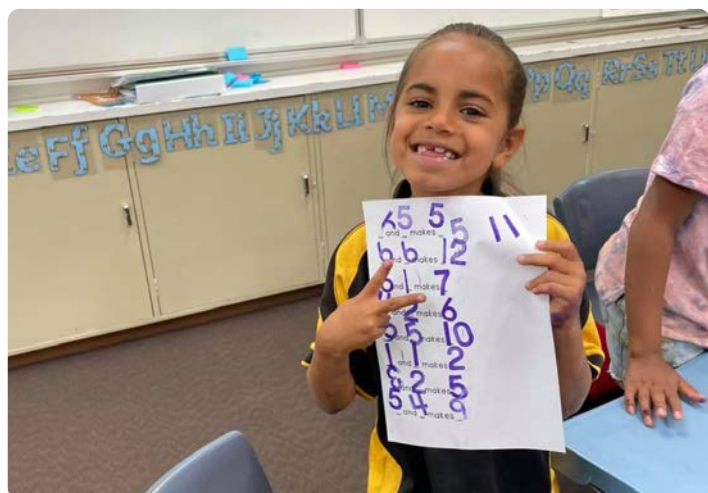
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Priority 1: Improve academic performance outcomes for all students in Numeracy

Student progress to be monitored and mapped on First Steps Progress Maps		This has not been completed due to teachers not being upskilled and the high numbers of teacher changes.
Teachers use data and additional evidence to explain what they do and the impact it has on student learning.		Teachers have used data collected from ABLEWA testing and anecdotal records.
Effective target setting for individual students and groups in IEPs/SEN planning and GEPs (March & July) based on data collected through diagnostic tools outlined in the school assessment schedule.		In 2020 and 2021 all teachers have completed the online training modules of ABLEWA and this has resulted in quality SEN planning documents for all students.
Student scores in NAPLAN (Mathematics components) to be at or above students from like schools		In 2020 there, due to COVID-19, there was no NAPLAN. In 2021 there were no students enrolled in Years 3,5,7 or 9.
Each student tracking below the average of students from like schools will be closely monitored in order to ensure a growth of 5 % in their NAPLAN score for Mathematics		

Priority 2: Improve academic performance outcomes for all students in Literacy

Student progress to be monitored and mapped on EALD progress maps showing increase development		This has not been completed due to teachers not being upskilled and the high numbers of teacher changes.
Teachers use data and additional evidence to explain what they do and the impact it has on student learning.		Teachers have used data collected from ABLEWA testing and anecdotal records.
Effective target setting for individual students and groups in IEPs/SEN planning and GEPs (March & July) based on data collected through diagnostic tools outlined in the school assessment schedule.		In 2020 and 2021 all teachers have completed the online training modules of ABLEWA and this has resulted in quality SEN planning documents for all students.
Student scores in NAPLAN (English components) to be at or above students from like schools		In 2020 there, due to COVID-19, there was no NAPLAN. In 2021 there were no students enrolled in Years 3,5,7 or 9.
Each student tracking below the average of students from like schools will be closely monitored in order to ensure a growth of 5 % in their NAPLAN score for English		



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Early Childhood Education

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Priority 1: To maintain a strong focus on teaching in the early years.

Progression of students from On-entry assessment to		This has not been completed due to teachers not being upskilled and the high numbers of teacher changes.
Year 3 student scores in NAPLAN (English components) to be at or above students from like schools		In 2020 there, due to COVID-19, there was no NAPLAN. In 2021 there were no students enrolled in Year 3.



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Priority 1: Maintain and continuously improve positive relationships with Aboriginal students and with all students, their parents and families who may attend the school

Staff communicate regularly with parents and families of Aboriginal students about their children’s learning through informal and formal methods		All teachers meet with parents/caregivers once a term and discuss SEN reports.
Involvement of parents and families in events such as Bush Day, Parent Sessions, MAC Friday lunch, Learning Journey Day, Assemblies and special events such as Harmony Day.		Core family groups always attend events. There is inter-generational cultural issues that relate to visiting the school.
Incorporation of ‘Exhibitions’ each term		This occurs every assembly in various forms.



Student Achievement Data

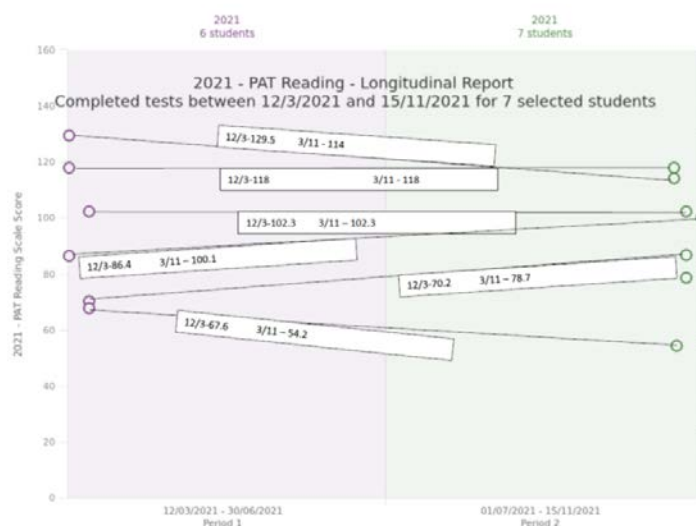
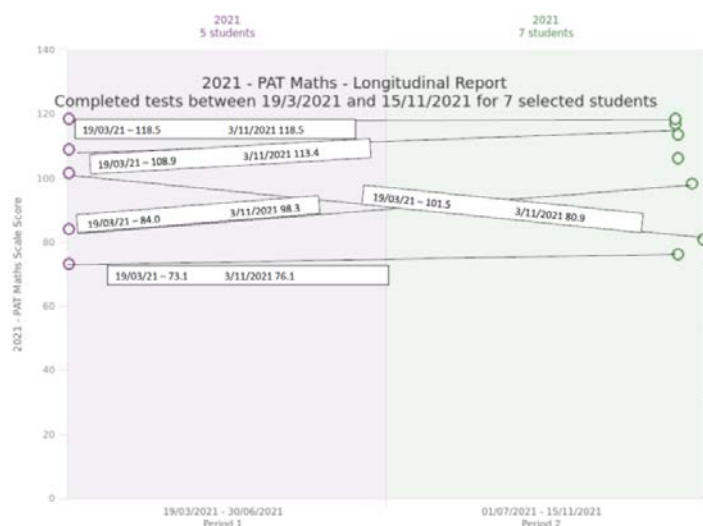
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With no students in the NAPLAN cohort, standardised student achieved data is limited for the report.

All staff collect data on a school level to inform future curriculum delivery for students and to plan for individual interventions as required. In 2021 this included PAT Maths and Reading, Top Ten Math assessments, Letters and Sounds tracking and Brightpath Writing assessment.

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 used 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 1 and 4. The reading comprehension assesses how well each student understands the text they are reading. The reading data shows that most students have increased slightly apart from one anomaly. The results only indicate the stable cohort of students. Mathematics covers number knowledge, number strategies, algebra, geometry, measurement, and statistics. The Matematic data shows the same as the reading; apart from one anomaly, all students have increased their knowledge of mathematical content, which is pleasing to see.



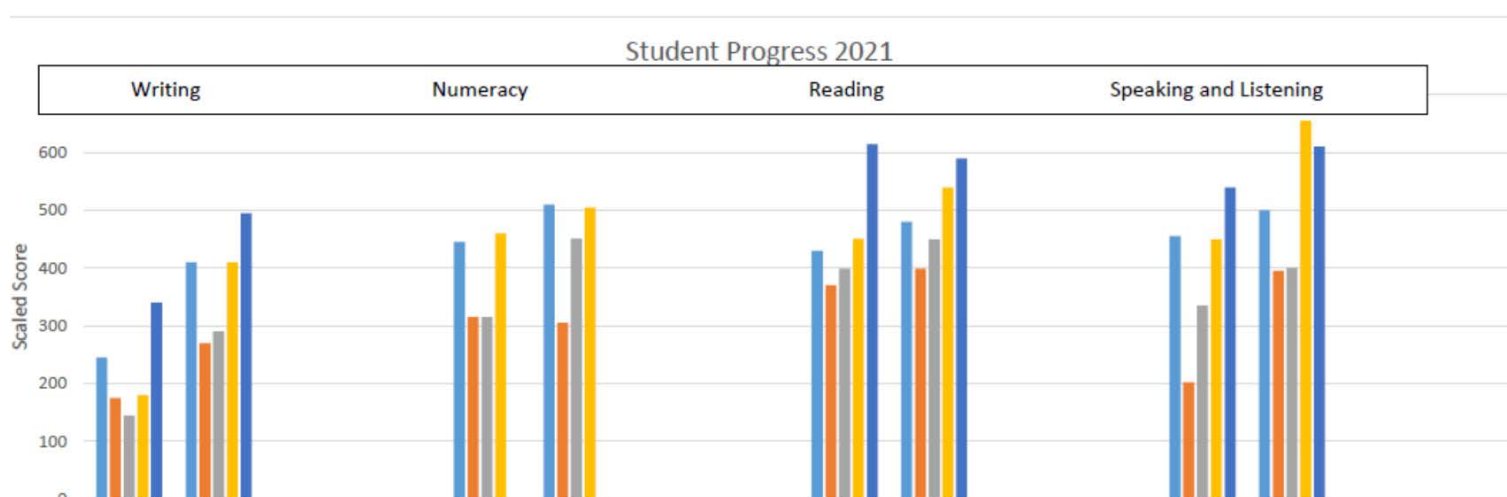
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Student Achievement Data

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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.



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2021 Highlights

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- Visit from Museum of the Goldfields
- Bush days to Jeedamya Creek, Niagara Dam, Walling Rock and Fig Tree Hill
- 2 Teach, Learn, Grow visits
- Combined faction carnival with Mount Margaret Remote Community School
- Harmony Day
- NAIDOC Day
- YMCA visits
- Hockey Australia visit
- Engineers without borders visit
- Awesome Arts
- Being accepted into the Two-Way Science initiative
- The new Early Childhood Playground partially subsidised by Ashanti Gold
- Swimming Lessons
- Hundreds of "Facebook Famous" visits to the office for great work
- Purchase of Top Ten Maths program
- Purchase of Talk for Writing book spine subsidised by Minara Community Foundation



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Financial Summary

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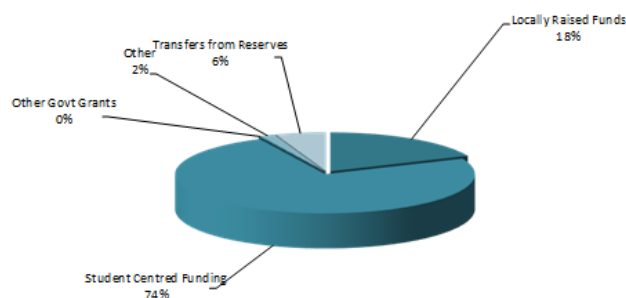


**MENZIES
COMMUNITY SCHOOL**
Pukulpa Nintirrinkula
Ngan's Learning

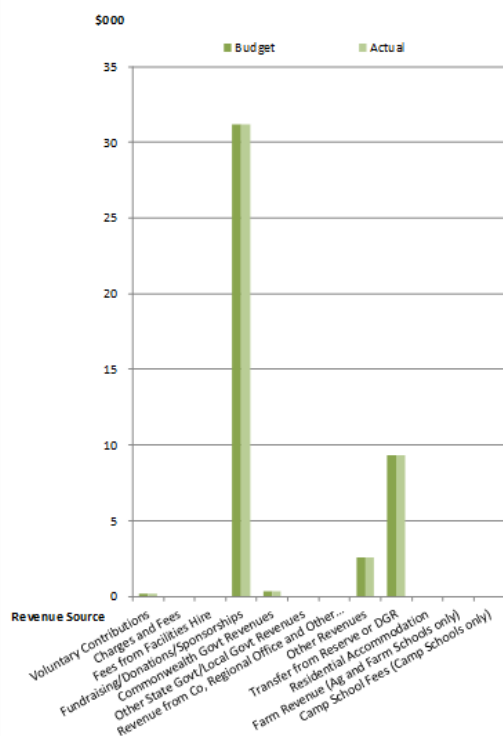
Menzies CS Financial Summary as at 31 December 2021

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	\$ 31,195.00	\$ 31,195.00
5 Commonwealth Govt Revenues	\$ 340.00	\$ 340.09
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 2,578.00	\$ 2,577.11
9 Transfer from Reserve or DGR	\$ 9,331.00	\$ 9,331.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 43,600.00	\$ 43,599.20
Opening Balance	\$ 123,323.00	\$ 123,323.89
Student Centred Funding	\$ 125,977.69	\$ 125,977.41
Total Cash Funds Available	\$ 292,900.69	\$ 292,900.50
Total Salary Allocation	\$ 1,117,613.00	\$ 1,117,613.00
Total Funds Available	\$ 1,410,513.69	\$ 1,410,513.50

**Current Year Actual Cash
Sources**

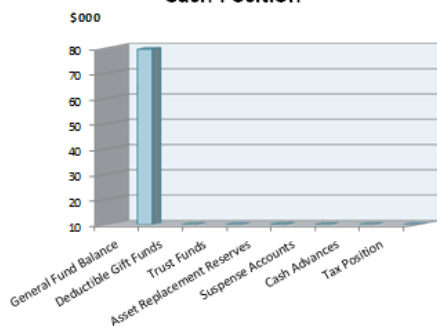


Locally Generated Revenue - Budget vs Actual

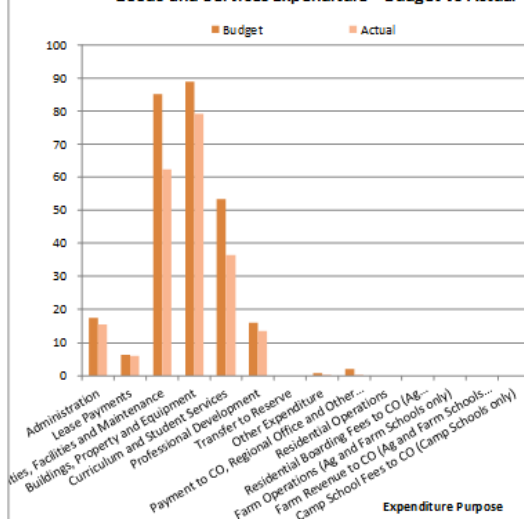


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 17,514.08	\$ 15,531.62
2 Lease Payments	\$ 6,351.78	\$ 6,146.24
3 Utilities, Facilities and Maintenance	\$ 85,031.00	\$ 62,379.03
4 Buildings, Property and Equipment	\$ 88,932.00	\$ 79,048.66
5 Curriculum and Student Services	\$ 53,301.00	\$ 36,560.56
6 Professional Development	\$ 15,990.00	\$ 13,476.50
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 741.00	\$ 4.82
9 Payment to CO, Regional Office and Other Schools	\$ 2,000.00	\$ 363.00
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 269,860.86	\$ 213,510.43
Total Forecast Salary Expenditure	\$ 681,395.00	\$ 681,395.00
Total Expenditure	\$ 951,255.86	\$ 894,905.43
Cash Budget Variance	\$ 23,039.83	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 80,555.51
Made up of:	
1 General Fund Balance	\$ 79,390.07
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 10,088.36
5 Suspense Accounts	\$ (5,831.92)
6 Cash Advances	\$ -
7 Tax Position	\$ (3,091.00)
Total Bank Balance	\$ 80,555.51

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