



Department of
Education

Shaping the future

Menzies Community School

Public School Review

Public School Review

Purpose

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 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

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

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

Public School Review – The Standard

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.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Menzies Community School opened in 1897 and is located 130 kilometres north of Kalgoorlie-Boulder within the Goldfields Education Region.

Catering for students from Kindergarten to Year 12, there are currently 17 students enrolled.

The school has an Index of Community Socio-Educational Advantage of 669 (decile 10).

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

The first Public School Review of Menzies Community School was conducted in Term 1, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

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

- The recently appointed Principal submitted a transparent school self-assessment, highlighting aspects of the school's current operations and some planning for improvement.
- The Standard was used to guide the school self-assessment processes in preparation for the Public School Review.
- Contextual information, including recent leadership changes and a subsequent focus on resetting the school's improvement journey were features of the validation visit.
- A diverse range of local community members, staff and students engaged meaningfully with the review team demonstrating a deep knowledge and understanding of local context and community.
- Planning intentions described in the Electronic School Assessment Tool (ESAT) submission were elaborated on during the validation phase.
- The opportunity to tour the school enriched the validation process providing greater understanding of evidence presented in the ESAT.

The following recommendations are made:

- Carefully consider the choice of evidence and analysis in each domain to ensure it is the most appropriate to demonstrate the impact on student outcomes and school performance.
- Continue to establish clear links between areas identified for improvement and the school's strategic and operational plans for raising standards of student achievement.
- Continue to engage all stakeholders in regular, collaborative school self-assessment processes that are aligned with strategic planning and maintain a forward-looking focus.

Relationships and partnerships

The Principal has deliberately invested in building relationships both within the school and across the broader community. Staff and the community expressed confidence in the school's direction, enhanced through a commitment to transparency, genuine engagement and open and honest conversations.

Commendations

The review team validate the following:

- All staff demonstrate a strong allegiance to the school, with long serving members providing stability, fostering trust among students and the community, and serving as a valuable source of local knowledge and influence.
- Families feel their opinions and contributions are welcomed and valued, expressing strong support for the school. Thoughtful scheduling of school events such as carnivals, cultural celebrations and busy bees, has ensured high attendance and fostered strong community engagement.
- Recent leadership stability has assured the staff and community of the ongoing commitment to improve outcomes and opportunities for students in collaboration with the school community.
- The School Council advocates positively for the school and proudly supports the direction of the school. Members demonstrate a willingness to engage in school council training to consolidate their role as active contributors in future strategic planning.
- Well-established community and local business partnerships with Menzies Aboriginal Corporation, Shire of Menzies, Lamington Minerals Pty Ltd, AngloGold Ashanti, Menzies Mining Pty Ltd, support a range of resources and activities with direct links towards improving student engagement.
- A range of communication modes including Facebook and Menzies Matters foster a cohesive and collaborative community whilst enhancing timely communications and cultural celebrations.
- A strong collegiate staff culture provides a safe, welcoming and supportive environment that extends to relief and flying squad staff.
- Culturally responsive approaches are actively supported through the work of the highly valued Aboriginal and Islander education officer (AIEO) and administration staff, who play a vital role in strengthening connections between the school and families.

Learning environment

A caring learning environment has been established through a focus on student wellbeing. The well-informed knowledge of family histories enables the school to anticipate and respond in a timely manner to the needs of all students.

Commendations

The review team validate the following:

- Positive behaviours and the school values of Belonging, Achievement and Respect are reinforced through formalised routines and processes, including the implementation of the Positive Behaviour Support framework and the Class Dojo reward system, both of which continue to be embedded into everyday school practice.
- The school has created stimulating outdoor areas including engaging play spaces and vegetable gardens.
- Student voice is valued with opportunities for feedback and meaningful involvement in decision making.
- The school applies a personalised approach to student attendance, prioritising the building of relationships to understand each child's unique circumstances. This relational and individualised planning is having a positive impact on overall attendance.
- The Menzies Youth Program works in collaboration with the school to advance student health and wellbeing through active involvement in educational and cultural initiatives, including the after-school program, workplace learning, weekly fun activities, Harmony Day and the Menzies Community Eats events.

Recommendations

The review team support the following:

- Continue to build staff capacity to implement culturally responsive intervention strategies through professional learning around the MTSS¹ approach and functional behaviour analysis.
- Review and update the school's behaviour policy to ensure consistent and school-wide implementation of behaviour management procedures.

Leadership

Following a period of Principal transitions, school leaders are focused on consolidating a professional, effective, inclusive team culture, centred on the best interests of students through collaboration, transparent evidence-based decision making and effective teaching.

Commendations

The review team validate the following:

- A highly collegiate and cohesive staff readily demonstrate strong professional responsibility and a deep commitment to the school and the community by confidently undertaking leadership roles, particularly in instructional leadership.
- The newly appointed Principal has adopted a proactive and considered approach to addressing those aspects of the school that have been prioritised by the staff and the community.
- Developed through a collaborative process, the school Business Plan will undergo ongoing refinement to maintain alignment with the school's evolving context and future priorities.
- The school ethos of 'Happy Learning' underpins the schools' current and planned strategic and operational planning.
- The school builds on the existing knowledge and skills of staff to strengthen instructional leadership, as evidenced by the highly valued and respected education assistant (EA) transitioning into a teaching role with limited registration.

Recommendations

The review team support the following:

- Continue to ensure alignment between whole-school Business Plan targets and the associated measures of success.
- Update numeracy and literacy operational plans to reflect current evidence-based teaching practices.
- Build staff cultural awareness through the continued engagement with the Aboriginal Cultural Standards Framework and the work of the established Reconciliation Action Plan Committee.

Use of resources

The day-to-day management of resources is sound and the need for the deployment of human, physical and financial resources to facilitate school improvement is understood.

Commendations

The review team validate the following:

- The offsite manager corporate services plays a key role in strategic resource management, working in close partnership with the Principal and the school officer ensuring sound processes and practices are established for managing financial and human resources.
- Student characteristics funding is strategically allocated to support teaching and learning adjustments aimed at improving student outcomes, demonstrated by the introduction of Auslan² and the sensory room.
- The school's Finance Committee meets regularly to approve purchase requests, review budget expenditure and redistribute unspent funds.
- Responsive to staffing challenges, including recruitment, retention and relief, the Principal is clear of the importance of developing a comprehensive workforce plan to address the workforce needs of the school.
- The buildings and grounds are carefully managed and will be enhanced through infrastructure projects such as 2 new classrooms and a covered basketball court.
- To progress the use of digital technologies in teaching and learning, planning for ICT³ has been targeted to ensure the sustainability of ICT infrastructure and equipment.

Recommendation

The review team support the following:

- The Principal to pursue further financial training opportunities with a particular focus on the student-centred funding model.

Teaching quality
A period of reflection and renewal defines the school's improvement journey. The staff are keen to share and learn from each other and there is a clear and focused commitment to improving student outcomes.
Commendations
The review team validate the following: - Whole-school approaches are being developed, with the implementation of literacy and numeracy blocks supporting the establishment of shared beliefs and common language around effective teaching practices. - Staff are supported with extensive professional learning and regular feedback through the Scaling Up Success in Remote Schools Program (SupS) supporting the continued development of a coaching culture. - Daily reviews, incorporating DIBELS⁴, are helping align instructional practice and supporting fidelity and accuracy in identifying gaps in student learning. Regular feedback informs differentiation instruction, effectively addressing the needs of individual students.
Recommendations
The review team support the following: - Continue with the implementation of evidence-based programs, operational plans and scope and sequence documents in literacy and numeracy to progress towards improving the consistency of teaching practices across the school. - Strengthen meaningful collaboration opportunities and inform moderation practices through whole-school discipline dialogue and staff accessing regular local network opportunities. - Continue to explore and build secondary curriculum offerings and pathways to meet the needs of all students. - Develop a clear induction process for staff that encapsulate teaching and learning at the school as well as operational practices and procedures.
Student achievement and progress
The school acknowledges the importance of consistent whole-school approaches to progress student performance.
Commendations
The review team validate the following: - An assessment schedule guides the collection and analysis of longitudinal, diagnostic and summative data, with ongoing development driven by increased staff input and collaboration. - Two-way Science and bush days enhance cultural understanding and support increased student engagement. - The close partnership the school has developed with School of Isolated and Distance Education ensures secondary curriculum is delivered within a culturally responsive framework. - Every opportunity for students to pursue a vocational pathway is embraced, as evidenced by the Certificate 1 program delivered through the Leonora Community Resource Centre and supported by the Teach Learn Grow volunteers. - Students at educational risk are well supported through the work of the AIEO and EA, with student achievement and progress measured against individual education plan goals. Special Educational Needs reporting and ABLEWA⁵ are used to guide parents through their child's progress and achievement.
Recommendations
The review team support the following: - Using SupS, DIBELS, and MacqLit data, continue to develop staff capacity to consistently, analyse and interpret student performance data to inform improvement planning. - Embed and strengthen staff use of On-entry Assessment Program, Progressive Achievement Tests and Elastik data to identify, monitor and track student achievement and progress.

Reviewers	
Joanne Harris Director, Public School Review	Danielle Woodhouse Principal, Wyndham District High School Peer Reviewer

Endorsement

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

The next review process focusing on the teaching quality and student achievement and progress domains only, is scheduled for Term 2, 2026. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Lisa Criddle
A/Deputy Director General, Schools

References

- 1 Multi-tiered system of support
- 2 Australian Sign Language
- 3 Information and communications technology
- 4 Dynamic Indicators of Basic Early Literacy Skills
- 5 Abilities Based Learning Education, Western Australia