

**TERM 4 BOARD MEETING MINUTES**  
Aspiri Primary School

**DATE:** 13/11/2024

**TIME:** 3pm

**LOCATION:** Aspiri Primary School Library

**CHAIRPERSON:** Michael Wiltshire

**SECRETARY:** Jasvinder (Jessy) Singh

**ATTENDEES - COMMUNITY BOARD MEMBERS:** Michael Wiltshire, Jason Coleman, Chris Lloyd, Jasvinder (Jessy) Singh, Frank Robinson and Amit Singh.

**ATTENDEES - EDUCATION BOARD MEMBERS:** Kristy Mularczyk (Principal), Anna Brenkley (Teacher) and Tamara Fry (Teacher).

**INVITEES:** Jackie Adams, Kate Gnanapragasam (P&C President), Alison Cole (Associate Principal).

**APOLOGIES:** Mahesh Iyer, Angeline Wati, Geraldine Stewart, Kim Snowden (Associate Principal) and Jaqueline Venter.

Item No.	Item / Presenter	Paper	Summary Of Update /Discussion	Notations	Actions
1.	Michael Wiltshire <ul style="list-style-type: none"> <li>Welcome, attendance, apologies, quorum, and acknowledgement of country.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>The meeting was opened at 3pm, and a quorum was noted. Acknowledgement of country presented.</li> </ul>		
2.	Michael Wiltshire <ul style="list-style-type: none"> <li>Minutes of previous meeting and business arising.</li> </ul>	20240821 Board Meeting Minutes Term3 2024	<ul style="list-style-type: none"> <li>Michael requested acceptance of previous meeting minutes from members who attended the last meeting. Michael motioned to accept the minutes first and seconded by Chris.</li> </ul>		
3.	Kate Gnanapragasam	N/A	<ul style="list-style-type: none"> <li>Kate walked the board through the P&amp;C update. <ul style="list-style-type: none"> <li>Kate highlighted that both the Father's Day stall and the Cake stall were the most successful fundraising events yet organized by the P&amp;C, with each raising approximately \$6,000 and \$1,800, respectively.</li> <li>The icy pole event generated about \$683, which will be directed toward the Year 6 camp funds.</li> </ul> </li> </ul>		

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			<ul style="list-style-type: none"> <li>○ The Silly Socks and Crocs Day saw a good level of student participation but raised only around \$500 in total.</li> <li>○ At the Aspiri Festival this term, the P&amp;C ran three stalls, one of which was a badge-making station. Unfortunately, the badge-making activity faced technical difficulties, which affected its smooth operation. Despite this, the stall still raised around \$1,100.</li> <li>○ Looking ahead, the Colour Run on December 6th has seen 330 students create online profiles, with 258 of them actively fundraising—representing 75% of the target. In total, they raised approximately \$26,000, though 40% of that will go toward covering event costs.</li> <li>○ Additionally, the Festive Free Dress Day is scheduled for December 5th.</li> </ul>		
4.	<p>Alison Cole</p> <ul style="list-style-type: none"> <li>• Review of School Accountability Tools templates.</li> </ul>	<p>2024 Data Summary</p> <p>NAPLAN</p>	<ul style="list-style-type: none"> <li>• Alison presented the board with the 2024 Data Summary report that covered the NAPLAN results, Phonic Initiative and Progressive Achievement Test (PAT).</li> <li>• Alison noted that the NAPLAN results showed consistent performance across the different categories for both Years 3 and 5. The school had a higher number of students classified in the "strong" category and fewer students in the "exceeding" category. The school and relevant committees have been discussing strategies to help move students from the "strong" group to the "exceeding" group. For context, a C grade is considered "strong," while the categories "needs additional support" and "developing" indicate students who are not yet meeting the expected year-level standards.</li> <li>• In summary, the NAPLAN results show that students as Aspiri Primary generally performed above the top 20% of students in WA when compared to like schools for Year 3 Numeracy, Writing, Spelling, and Grammar and Punctuation, however, there were more students that sat within the middle 60% group when compared to like schools. These results were</li> </ul>		

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		PAT	<p>also consistent for Year 5. To address this, the school will focus on improving reading outcomes in the coming years.</p> <ul style="list-style-type: none"> <li>• The school had a set target of 90% to achieve for PAT for students in Years 1-6 to demonstrate the progress across a PAT cycle, with this year marking the first cycle. Progress is tracked on entry from Pre-Primary. <ul style="list-style-type: none"> <li>○ Mathematics results were at 89%, just shy of the target, while reading was at 80%, and Science achieved 75%.</li> <li>○ The PAT science assessments were conducted first in February and again at the end of October/early November to track progress and achievement for Years 3-6.</li> <li>○ The PAT achievement data was analysed in comparison to the Australian norm. Overall, students' median scores were in line with Australian standards. However, in reading, students in the early years (Years 1 &amp; 2) performed above the Australian average, while achievement in later years (Years 3-6) normalised to the Australian average, which mirrored the trends seen in the NAPLAN results.</li> <li>○ PAT science results were also consistent. It was noted that the PAT focuses on science literacy rather than science experiments. To enhance students' understanding of science concepts and improve their science literacy, teachers will place greater emphasis on teaching science literacy alongside the hands-on science experiments they currently conduct.</li> </ul> </li> </ul>		
		Phonics Initiative	<ul style="list-style-type: none"> <li>• The Phonics Initiative was introduced last year in WA public schools to strengthen the quality of teaching and learning in classrooms, emphasising the importance of phonics not only for reading but also for overall academic success. Research shows that students who develop strong phonics skills tend to perform better in reading later on, and this success</li> </ul>		

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			<p>often extends to other areas of learning as well. A benchmark for phonics achievement has now been established for mid-Year 1 and Pre-Primary, which was previously lacking.</p> <ul style="list-style-type: none"> <li>• Currently, three-quarters of students are meeting the benchmark by the end of Year 1. However, the school needs to start phonics instruction earlier, right from Kindy as some students in higher years have not fully caught up. As a result, Kindy students will now be taught phonics throughout the year, not just in Term 4 in preparation for Pre-Primary.</li> <li>• 2024 English Directions – a clear vision for English instruction has been established to ensure consistency across the school.</li> <li>• Alison also noted that previously, students were taught to read using strategies like "magic words," but by the time they reach Year 3, they are often faced with more complex texts and unfamiliar topics. Those who learned to read by memorising whole words have not developed strong decoding skills (which is achieved through the application of phonics), which should be automatic by this stage. Current research stresses the importance of teaching decoding in the early years. This is where the school believes its approach may have fallen short. Alison stressed the importance of decoding skills as unfortunately it was identified that there are students that are unable to rhyme words, which is a basic skill for developing decoding ability.</li> <li>• On the same topic, Alison also covered the Science of reading and what it entails. The science of reading supports a simple formula: Language Comprehension + Word Recognition = Skilled Reading. For reading to become fluent, decoding must be automatic, almost like muscle memory. Studies show that students with poor comprehension often struggle because they lack strong decoding skills. This is something Aspiri is seeing in its students. Additionally, research (such as Scarborough's Reading Rope) shows that if students are familiar with a topic, they tend to read it better.</li> </ul>		

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			<p>Alison shared an example highlighting that students who are typically strong readers may struggle with reading when presented with an unfamiliar topic, while students who have previously underperformed in reading might perform better when the topic is something they are familiar with.</p> <ul style="list-style-type: none"> <li>• Taking the above into account, Alison then covered the significant changes that will be made the current literacy block structure that takes place in class for each Year. Instead of 20-minute daily reading sessions with the teacher, the entire class will engage in a 2-hour reading session every day (Tier 1). For students who are struggling, smaller groups with the teacher will be introduced four times a week for 45 minutes, in addition to their regular classroom instruction (Tier 2). These sessions will be scheduled to avoid overlap. Where additional support is needed, it will be provided for students with specialised needs, building on the Tier 1 and 2 strategies (Tier 3).</li> <li>• The literacy block structure for 2025 will align with best practices, and teachers are being supported with training to implement these changes effectively with that the "Magic 300 Words" program will be phased out as it does not align with current best practices, and phonics will be the strong emphasis for the coming years.</li> <li>• The school's 3-year improvement plan was also discussed, which includes assessments based on DIBELS (10 subtests), and a focus on phonics and writing with teachers currently undergoing professional development in this area as the school is committed to upskilling staff to ensure that teachers have the knowledge and tools they need to support students effectively. The goal is to create a high-quality, consistent educational experience across all classrooms with low variance in teaching practices, ultimately driving the success of all students.</li> <li>• Frank asked for clarification on what "like schools" refers to and which schools are included. Kristy</li> </ul>		<p>Kristy to share with the board the list of like schools and formula used to create the list, if possible.</p>

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		Reporting to Parents	<p>explained that it is a formula used by the department, based on several factors, to determine which schools are classified as "like schools." She also mentioned that she would share the list of these schools and try to obtain the formula used to create it.</p> <ul style="list-style-type: none"> <li>• Michael expressed a concern that, historically, when the school focuses on improving one area of concern, another area tends to suffer. For example, if reading is the focus, could it negatively impact mathematics, as has happened in the past? Alison reassured him that, with the support of the various committees within the school, no areas are neglected or compromised. Kristy highlighted that a whole-school approach is in place, where leaders from different areas regularly meet to discuss progress and ensure efforts are aligned, working together to streamline and support all areas of learning.</li> <li>• Michael also asked for clarification on the number of students who fall within the below-average categories and are not meeting the expected year-level standards, in order to better understand the percentages presented in the reports. He suggested it could be a very small number of students. Alison confirmed that she could provide those figures.</li> <li>• The results of the Reporting to Parents Community and Staff Survey were presented to the board. The overall feedback indicated that Parent-Teacher meetings are valued by the community. However, it was noted that this year, teachers were required to produce both generic and individualised reports for students to share with parents, which significantly impacted their workload. The DoE requirements for this were also discussed. Kristy noted that the school is working with both staff and the school community to develop a system that works well for Aspire. Since each school is implementing different strategies, it can be tricky, and sometimes it feels like schools are being pitted against each other with the different takes on doing things. Ultimately, this process is</li> </ul>		Alison to provide numbers that make up percentages in the reports shared.

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		The Reading Guarantee	<p>about balancing teacher workload with what parents expect from the teachers and the school.</p> <ul style="list-style-type: none"> <li>• The school needs to take the feedback into account and collaborate with staff on the best way to communicate information to parents, as they have a right to be informed. Various options are currently being explored, keeping teacher workload in mind. The survey responses indicate that parents are generally satisfied, but the Department of Education (DoE) has also indicated that it is still working on solutions to balance its requirements with the needs of teachers. Ultimately, the decision on how these reports will be shared with parents will rest with the principal.</li> <li>• Alison also provided a brief overview of a paper from the Grattan Institute titled "The Reading Guarantee," which outlines the steps Australian schools should take to ensure all students develop proficient reading skills.</li> </ul>		
5.	Jackie Adams <ul style="list-style-type: none"> <li>• Finance Report</li> </ul>	Booklists Kindy – Year 6	<ul style="list-style-type: none"> <li>• Jackie began by updating the Board on the changes made to the 2025 booklists for Kindy to Year 6.               <ul style="list-style-type: none"> <li>○ The key change to highlight was an executive decision to replace regular headphones with wireless headphones. This decision was made because the standard headphones were being plugged too forcefully into the headphone jacks, which were damaging the iPads. Jackie emphasised that despite these changes, the headphones are not one-off items and can be used by students in the subsequent years.</li> <li>○ Another change was an increase in the number of whiteboard markers parents will need to purchase. Teachers had flagged these as a priority item, as they tended to run out quickly and were essential for classroom activities. To that Michael noted to the board that, on average, these changes would lead to an increase of approximately \$30 in the total cost of the booklist for all year groups.</li> </ul> </li> </ul>		

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		<p data-bbox="483 185 633 277">Contributions and Charges 2025</p> <p data-bbox="483 1193 600 1257">Draft 2025 Budget</p>	<ul data-bbox="692 185 1326 1479" style="list-style-type: none"> <li data-bbox="692 185 1326 268">• Jackie presented the summary of the Contributions and Charges to the Board. A few adjustments were noted which were: <ul data-bbox="736 280 1326 1225" style="list-style-type: none"> <li data-bbox="736 280 1326 922">• Next year will mark the first time the school implements a BYOD (Bring Your Own Device) iPad program for Year 3 students. It will also be the first year the school trials school-managed devices. Currently, all student devices are unmanaged, which poses a risk of students accessing irrelevant content. With managed devices, usage will be controlled to ensure students can only access approved resources for school use. This trial will involve Year 3 and Year 4 students and will incur an additional, non-optional charge of \$9 for parents. Chris enquired why this program is not extended to all students with BYOD devices? Kristy explained that, unfortunately, setting this up for all students would be too large a task for the staff involved, as it is estimated to take at least three weeks at the start of the school year. As a result, Year 5 and Year 6 students will be exempt from the trial.</li> <li data-bbox="736 935 1326 1129">• Jason enquired if any feedback was received from parents at the Parent Hub – BYOD information session that was recently held? Both Kristy and Tamara concurred there were no major concerns and parents have generally embraced the change.</li> <li data-bbox="736 1142 1326 1225">• It was also noted that Reading Eggs will no longer be used for Kindy students. Instead, a new application called Mathletics will be introduced.</li> </ul> </li> <li data-bbox="692 1238 1326 1479">• Jackie presented the Draft Budget for 2025, highlighting to the Board that 90% of the funds will be allocated to salaries, with the remaining 10% covering other expenses. The projected expenditures have been based on discussions with the staff about what will be needed for the upcoming year. It was determined that approximately \$400K will be required for student-related expenses.</li> </ul>		



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			<ul style="list-style-type: none"> <li>• Jackie also informed the Board that the OSH Club will contribute \$200K next year, with an additional \$50K allocated for the undercover areas.</li> <li>• Jackie shared that in the future, the Board will have access to live budget reports, thanks to a new procurement process that will be implemented.</li> <li>• Michael inquired if the OSH Club contract would be going out for re-tender, as it had been mentioned previously that it was time for this to happen. Jackie confirmed that an expression of interest will be issued at the end of next year. She also noted that the school's arrangement with the OSH Club is in line with what other schools in the surrounding areas receive.</li> <li>• For financial planning and budgeting: <ul style="list-style-type: none"> <li>◦ The budget was noted by the Board.</li> <li>◦ Michael motioned for the Board's approval of the Contributions and Charges, which was unanimously agreed.</li> <li>◦ The Contributions and Charges was approved by the Board.</li> </ul> </li> <li>• Michael also provided an update regarding Yaz Mubarakai's previous financial commitments, unfortunately which, have not come to fruition.</li> <li>• Jackie also informed the Board that the installation of the verandas, and external blind will be done during the coming school holidays.</li> </ul>		
6.	Kristy Mularczyk <ul style="list-style-type: none"> <li>• School Governance and Self Review</li> </ul>	Draft Aspiri Primary School Business Plan 2025 – 2027	<ul style="list-style-type: none"> <li>• Kristy shared that the current school business plan will conclude at the end of this year, and we will be entering a new three-year cycle. The new business plan is still in its early, draft stages, but it has been shaped through the work of committees who have developed three-year plans, considering what the journey will look like. This business plan serves as an overarching framework, with a detailed operational plan that sits beneath it.</li> <li>• The school currently lacks a formal vision statement, so one will be developed as part of this new business plan.</li> </ul>		

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			<ul style="list-style-type: none"> <li>• There are three targets set in the draft business plan and these targets set in the plan are aspirational. There are: <ul style="list-style-type: none"> <li>○ By 2027, the school’s NAPLAN scores will exceed that of like schools. Based on the school’s ICSI data and comparisons with state NAPLAN scores, Kristy has shared that the school aims to outperform these benchmarks over the next three years, better positioning Aspiri primary among like schools.</li> <li>○ The attendance rate of students will consistently meet that of WA public schools. Kristy explained that that DoE has set a target for attendance rates which, unfortunately the school is currently sitting at below state average, however, is an important goal that the school wants to achieve.</li> <li>○ School data demonstrates year-on-year progress for all students. As part of the business plan targets, the school will track year-on-year progress for all students to ensure continuous improvement.</li> </ul> </li> <li>• Kristy noted that additional targets may be added, but these are the main area of focus.</li> <li>• Kristy then went on to explain the schools’ priorities as stated in the business plan: <ul style="list-style-type: none"> <li>○ Key teaching and learning targets will focus on explicit instruction in the classroom, improving how teachers teach and how students learn. The school is also prioritising constructive leadership, with a focus on building middle-tier leadership. Teachers have been working without much support in this area, but the school is now making an effort to provide more resources and guidance.</li> <li>○ The business plan also places emphasis on school culture, as it has a direct impact on the school's</li> </ul> </li> </ul>		

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		School Development Days (Term Planners for 2025)	<p>performance and its ability to achieve goals together.</p> <ul style="list-style-type: none"> <li>○ It was noted that well-being will be another key focus area.</li> <li>● The goal is to keep the plan simple and accessible so that it is easy for the wider community to understand. By the end of the year, Kristy hopes to share the finalised plan with the broader school community.</li> <li>● Michael pointed out that the wording in the business plan regarding building stronger relationships could be refined to clarify the goal and emphasise the school's efforts to foster more connections with our multicultural community.</li> <li>● Kristy shared that during consultations with staff, it was noted that, in Term 1, the school has three school development days, but no development days in Term 4. This makes it difficult to prepare for the subsequent year. As a result, there is a proposal to add move a development day from one of the previous terms to Term 4 for next year.</li> <li>● Additionally, it was proposed that on July 3rd, the school is allowed to close for a day to hold parent-teacher meetings. For this to happen, the Board's support is needed. Kristy explained further that upon approval a request will be submitted to the regional office for approval. Typically, the department allows for a half-day closure for parent-teacher meetings, but given the size of the school, Kristy mentioned that the school is able to request a full day.</li> <li>● Michael expressed concerns about the impact on parents. There is concern that this will have financial implications for families, especially when added to the increased costs of the booklist, iPads, and the extra day off, potentially having to send their children to paid care. Michael suggested it would be helpful to understand what other schools, like Piara Waters Primary and Riva Primary, are doing and how they justify this additional cost to parents.</li> </ul>		

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			<ul style="list-style-type: none"> <li>• Tamara explained that many teachers begin parent-teacher interviews as early as 7:30 AM and work until 4 PM, in addition to the work they already do. Despite the challenges, Tamara argued that the value of the interviews is clear, and parents will recognise the benefits. While other schools may not offer full days for these interviews, giving the school staff a day to concentrate on parent-teacher interviews will outweigh the negatives.</li> <li>• Michael countered that other schools of similar size often do half-day closures for parent-teacher meetings, and teachers give up their planning time for the week to make this happen. Michael emphasised the concern over the additional cost to parents, raising concerns over risks to reputation of the school.</li> <li>• Kristy responded that, while there is some concern about the cost, the proposal is also about reducing teacher workload and following the department's direction. This supports union efforts as part of a broader effort to reduce teacher workload.</li> <li>• Frank enquired if this were to go ahead, would there be options to have online meetings to which Kristy responded that the school has the capacity to do so.</li> <li>• Michael asked if there will be a formalised way of conducting these interviews to which Kristy confirmed that work will be done to have a formalised approach and to make the process easier for parents. This will be a once-a-year opportunity for parents to discuss anything with the teacher and not just the parent report.</li> <li>• Chris enquired when will this be announced to the community to which both Kristy and Michael confirmed that if the Board agrees, the proposal will be put through to the regional office for approval which Michael stated is will most likely be the case.</li> <li>• Michael proposed a few motions forward: <ul style="list-style-type: none"> <li>○ A motion was proposed for the school to have a full development day for parent-teacher</li> </ul> </li> </ul>		

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			<p>interviews. The motion was unanimously passed by the Board.</p> <ul style="list-style-type: none"> <li>○ A motion was proposed for a plan b, in the event the full-day option is not approved by the regional office, a half-day closure will be endorsed automatically. The motion for a half-day closure was also unanimously passed by the Board.</li> <li>○ The school professional development days were noted by the Board. Michael motioned for the PD days to be approved. The motion was unanimously passed by the Board.</li> <li>● Kristy suggested that school board members attend a professional learning course to help them better understand their roles and responsibilities. The course is expected to last a couple of hours. She proposed arranging the training at the school on a separate day, in addition to the Board's regular meetings. It was agreed that the best time to schedule this would be during Weeks 7 or 8 of Term 1, allowing incoming Board members the opportunity to participate.</li> </ul>		

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					Kristy to propose and schedule date(s) for school board professional learning.
10	Roundtable Discussion <ul style="list-style-type: none"> <li>• Other Business</li> </ul>		<ul style="list-style-type: none"> <li>• Michael informed the Board that a collection of archived documents, including meeting minutes from 2018 to 2022, had been uploaded to Connect to meet audit requirements. However, some years are missing minutes due to meetings being cancelled during Covid restrictions.</li> <li>• Outgoing Board members were also acknowledged and thanked for their contributions in the Board. They were:               <ul style="list-style-type: none"> <li>○ Mahesh Iyer.</li> <li>○ Geraldine Stewart.</li> <li>○ Angeline Wati.</li> <li>○ Tamara Fry (Teacher).</li> <li>○ Michael Wiltshire (Chairperson).</li> </ul> </li> <li>• It was raised that a Board member had failed to attend any meetings this year. As a result, Michael motioned to remove Jacqueline Venter for failing to communicate and fulfill her duties as a Board member. The motion was unanimously seconded by the Board.</li> <li>• Michael also noted that as an exiting Board member his term as Board Chairperson will also end this year, along with his duties in that role. Kristy proposed an updated process for electing a new Chairperson and Secretary, where nominations will be submitted via email, and anonymous voting will take place. Michael clarified that, as an outgoing member, he will not have voting rights but will still attend the Term 1 meeting to hand over the Chairperson duties to the newly elected Chairperson.</li> <li>• The meeting concluded with the Board acknowledging the year that has passed, recognising both the challenges faced and the celebratory moments achieved.</li> </ul>		
11	Next Meeting		<ul style="list-style-type: none"> <li>• Wednesday 12<sup>th</sup> March 2025.</li> </ul>		

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12	Close		<ul style="list-style-type: none"><li data-bbox="734 177 1115 209">• The meeting closed at 5.47pm</li></ul>		

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**Signed (Chair)**

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**Date**