OFFICIAL

AVELEY SECONDARY COLLEGE

BOARD MEETING MINUTES

DATE:	Tuesday 12 August 2025
TIME COMMENCED:	5.30 pm
LOCATION:	Aveley Secondary College, Conference Room
MEMBERS PRESENT:	Jessica Cubbage, Jarrad Stewart-Olsen (Staff Representatives) Karina Begley, Gedda Brooks, Matthew Harvey – dialing in (Parent Representatives) Michelle Del Nero, Aaron Bowman, Cameron Fairbrother (Community Representatives) Alexia Husk, Likhith Yadunandan (Student Representatives) Bev Day (Guest) Stephen Pestana (Principal)
EX-OFFICIO:	Sharon Edmonds (Manager of Corporate Services)
MINUTE TAKER:	Kelly Lane
APOLOGIES:	Jake Smirk, Anna Caverly
PREVIOUS MINUTES:	Moved: Jessica Cubbage Seconded: Michelle Del Nero

ITEM & DISCUSSION	ACTION
Apologies, Noting of Minutes, Business Arising **Uniforms** • Price of the new shirts has increased by approximately $3 (KL to check previous minutes to confirm exact pricing). • Karina raised a concern regarding boys' pants – the fabric is reportedly very thin. **Deposits and Pre-Payments** • When parents make advance payments, the Billing Officer sends out hard copies of payment confirmations. • For end-of-year contributions, a stamp stating "Payments Made in Advance" is used. Michelle is satisfied with this process. • System is operational for 2026 and already in place for current course counselling and related payments. **Board Vacancy**	

• Resignation of Anna Caverley from the Board noted. • Vacancy will be filled for the remainder of Anna's term, not a full three-year term. **Board Membership Review** • SP requested members consider the current Board composition and provide feedback. • Noted: Attendance has not always been 100%, but overall, Board operations are running smoothly. • Michelle expressed satisfaction with the balance between community and staff representation. • Stephen invited recommendations for potential community members. **Student Representation** • Jarrad raised the idea of selecting student representatives for the following year before current representatives finish their term. • Discussion on inviting the new student representatives to the final Term 4 meeting for a welcome. **Additional Representation** • Michelle suggested inviting a representative from VET or CTF to ensure a broad representation of the ASC student body. • Stephen suggested including a Board member who can assist in promoting a positive image of the school.	**Action:** Stephen to consider student representative arrangements for 2026.
Welcome	
School Review Summary • Stephen thanked Michelle and all others who were part of the process. • The School Review Panel expressed appreciation for the school's transparency and willingness to acknowledge areas for improvement. • The review included two parts: commendations and recommendations. • Recommendations align closely with those already identified by the school. • Board invited to provide direction on any additional actions or priorities. **Board Feedback** • Cameron commended the school's outstanding work and staff efforts. Stated that recommendations are minor compared to the quality of work achieved. • ASC received a 3-year return; a 5-year return would require more consistent, higher results. • Michelle was pleasantly surprised by the diversity of the review group, which included Aboriginal, Māori, and African community leaders. Recommended sharing this achievement with the wider community via social media and other platforms. • Stephen said the STARs program is running effectively. School is looking to introduce a Clontarf program in the future. Also has two existing leadership programs that should be promoted beyond branding to raise awareness and reinforce ASC as a school of choice.	

• Matthews suggests uploading the recommendations to the school website. School to prepare a formal response outlining how recommendations will be achieved, with annual reporting to the Board to demonstrate progress and evidence of action. • DoE to trial a parent liaison team to support schools experiencing community/parent issues. Trial group to meet soon. **Concerns and Improvements** • Michelle requested an evaluation of the DoE process, including response times. Concern expressed over the school's lack of a right of reply. Believes duty of care was not fully followed and stressed the importance of staff support. • Aaron encouraged more focus on positives rather than negatives. Cameron agreed. **Opportunities and Advocacy** • Suggestion to leverage Minister visits to highlight school achievements. • ASC confirmed continued support for the "Teach for Australia" program.	**Action:** Stephen to discuss with Kelly about a possible Facebook post. **Action:** Develop rough targets for the recommendations.
Semester 1 Results • Focus on secondary metrics – tracking outcomes across Years 7–12. • Alignment observed between NAPLAN and grading compared with like schools, but some inconsistencies identified. • No major problems, but areas for improvement noted. • Year 7 & 9 results within expected range – target is to move to the "green" category. • 2025 results showed a slight dip; technical difficulties occurred during testing, but Stephen does not believe this was the main cause. • Jess clarified that data shown was from 2024, not Semester 1 2025. • Yellow category = within 0.5 standard deviation, meaning grades allocated are not fully aligned with NAPLAN results. • Concern: Some teachers' grading does not reflect student NAPLAN performance. • Suspension rates higher at ASC, partly due to ASC applying detentions and suspensions more consistently than other schools. • Community needs to better understand the behaviour curriculum. Grading Comparisons with Like Schools • Example: In Science, ASC awards fewer Bs and more Cs and Ds compared to like schools. • Indicates grading at ASC is generally lower than comparable schools. • Secondary metrics show that high NAPLAN achievers should be undertaking higher-level courses (ATAR or Cert III). • Example: Of 7 students with high achievement, only 4 are on the ATAR pathway. • Red data indicates capable students not enrolled in higher-level courses. • College ATAR results could be stronger if more capable students enrolled in ATAR. • Jarrad add that students should be made aware of their capability to undertake ATAR, without being pressured into it.	

• Jess said the school is reviewing course offerings, including Cert III, school-based traineeships, and pathways to WACE completion.
 	
Timetable and TAFE Integration
• Discussion on 4-day week with 1-day catch-up versus 5-day week models.
• Gedda's concern that self-paced catch-up may not support all learners.
• Bev said most schools operate a catch-up model with dedicated classes supervised by a teacher.
  o Challenge: Uncertainty around external provider acceptances until the year begins.
  o Class sizes can fluctuate significantly, making planning difficult.
  o While the 4-day model is simpler, the 5-day model allows for more structured support.
• ASC looking to mirror Shenton College's program:
  o 4 days of study + 1 catch-up day overseen by a main teacher who manages student progress.
  o Catch-up time provides supervised space to complete work.	

Parent Reference Group Proposal
 	
• The goal is to build relationships with the community, provide a platform for concerns to be raised, and maintain an ongoing engagement process.
• Intended as a two-way communication forum where the community provides feedback and the school responds to queries.
• Proposed start: within 4–8 weeks.
• Format options: standing group or fixed-term group.
• Aim: Strengthen school–community relationships.
 	
Board Feedback & Considerations
• Cameron: The Group should set themes, with strict guidelines and governance; it must produce measurable results. Requires close oversight.
• Terms of reference need clarity, particularly:
  o Communication method between the group and the school/Board.
  o Whether led by a school leader or has regular Board touchpoints.
  o Clear process for raising topics and ensuring responses align with group objectives.
  o Risk of group becoming a "talk fest" without structured outcomes.
• Aaron prefers targeted, one-off reference groups (e.g. Aboriginal parents for a specific issue) rather than a permanent group. Concern that ongoing groups may dilute focus and attract issues outside the intended purpose.
• Cameron feels broad, open forums risk becoming unproductive; focus should be on specific topics.
• Jess suggested possible topics include:
	Actions:
	Consider targeted, topic-based meetings rather than a standing group.
	Develop clear terms of reference, including governance, communication, and outcome tracking.
	Survey parents in advance to determine priority topics.
	Clarify minimum attendance requirements for meetings.
	Determine leadership and accountability for running the sessions.

○ Developing culturally specific engagement (Māori, Aboriginal, African – starting with existing connections). ○ Identifying barriers to attendance for students with low turnout rates. • Michelle had concerns about negative responses dominating discussions, the need for confidentiality management. Suggesting a structured, agenda-driven format similar to early school opening engagement. Distribute topics of interest one month in advance to form the meeting agenda. • Topic-focused sessions will attract more participants than general discussions. • Sessions need consistent momentum and a designated leader to ensure follow-through; avoid loss of engagement over time. • Suggested a structured parent survey to identify topics before meetings; responses to be reviewed before setting the agenda. Risks & Challenges Identified • Surveys historically have low uptake – need to address participation rates. • Question on whether grievances should be addressed directly with the school rather than through a reference group. • The question was asked about how the school can better educate the community about raising issues appropriately.	
Student Report Given the timing of the meeting so early on in the term, not too much has happened. Students have assisted in the Bullying No Way! Week activities. It will be discussed by the end of Term 3, the next students who will sit on the board for 2026.	
Finance Report Income verified June. Student-centred funding - $25,374,779 Locally raised funds - $490,836 Total funds -$27,360,128 Total minimum expenditure - $24,986,297, current forecast expenditure salaries and cash - $26,359,381 variance in surplus Bank balance - $1,327,791.53 in comparison to June 2024 - $1,712,899 Cash budget – 62.47% and cash expenditure – 44.78%	

Collection rate Voluntary contribution - 2025 – 51.60% and 2024 – 45.06% Compulsory charges – Year 7-10 2025 - 72.29% and in 2024 67.14% Year 11-12 - 2025 – 69.46% and in 2024, 60.50% Extra cost, optional charges Year 7-10 - 81.56% and Year 11-12 - 90.65% Additionally, funding as part of the small election commitment program, ASC received $40,000 towards equipment for the school, and the school intends to install retractable screens in the Sports Hall, June 2026 to acquire these funds.	
Other Business	

Meeting Closed: 6.56pm
Next Meeting: Tuesday 9 September 2025

Chair Signature