

# MINUTES

## St Joseph's School (Papanui) Board of Trustees Meeting

Held [Rāapa](#) / Wednesday 8 [Paenga-whawha](#) / April

2020 via Zoom

### PRESENT

Aaron Richards, David Harrison, Paul Knill (left at 7.31 due to connection issues), Leanne Anderson, Monique Kearns, Catherine Thornley, Pauline Fojas, Cedreece Tamagushiku, Andre. de Roo; N. Bradley; Megan Stewart.

### IN ATTENDANCE

M. Pieters, Minute taker.

### APOLOGIES

No apologies.

The meeting was opened Greetings at 5.38pm with a prayer provided by L. Anderson.

### INTERESTS TO DECLARE

None to declare.

### PREVIOUS MINUTES

Previous minutes tabled for discussion.

**Motion:** That the minutes of the previous meeting are accepted and approved.

C. Tamagushiku  
**CARRIED**

### CORRESPONDENCE

Correspondence Schedule tabled for discussion.

Discussion of St Thomas's enrolment correspondence which is the only school to have contacted St Joseph's thus far. This relates to the change of zoning for the diocese. References to parishes have been removed and replaced with schools.

**Motion:** That the inward correspondence is accepted and the outward approved.

C. Tamagushku  
**CARRIED**

### BOARD MEMBERSHIP

M. Stewart was welcomed to the Board, replacing Fr. Edwin.

This is D. Harrison's last meeting before taking up a new position at St Patrick's in Kaiapoi. He thanked the Board for the pleasure of working with everyone and all associated learnings. The Board wishes him all the best for new beginnings and future adventures.

## **BOARD PRIORITIES**

It is noted that in this time of COVID-19 crisis, the Board priorities will be adjusted; some duties will be deferred until a later date.

## **TEACHING AND LEARNING**

### Covid-19 Response – learning from home

Report tabled by A. Richards

#### *Lockdown and distance learning set up*

The Prime Minister's public announcement about the lockdown was followed by a communication from the Ministry of Education at 5.45pm on the same day. This came about more rapidly than expected. Teachers had been preparing for online learning but did not yet have it fully set up. They subsequently used the term break (brought forward to match the first two weeks of lockdown), preparing the programme using Google apps. Google classroom will be used for the Senior school, with the Junior school utilising Googledocs.

A document with links to provide online activities for children was sent out whanau to help over the term break period.

#### *One hour of learning per school day*

Ministry of Education guidelines indicate one hour per day of structured learning should be provided, rather than the standard full 5 hours. This would be followed by teacher responses to online submissions. A. Richards noted that this approach was consistent with other schools.

Online learning is more time consuming to administrate, as individual responses need to be made to each child. Further unstructured learning has been provided such as the IXL maths programme and the EPIC book reading programme. D. Harrison indicated he has used this programme to ask students to read a book, watch a video, read an article and answer questions which they can do in their physical workbook. They can take photos and upload these for the teachers. Structured and unstructured learning is not to be confused with must do/can dos, which are no longer utilised.

The 1 hour structured learning offered also reflects that access to devices for some whānau may be limited. For example, not every family has a device or internet access; some may have one device to share between multiple family members.

Some families will expect a lot of learning to be offered, whilst others will just want down time with the family. Experts have indicated the focus should be on everyone's wellbeing at this time and not overloading everyone with work. There are varying demands on teachers working from home; some also have whānau responsibilities for

example, and may want to record their teaching/submit feedback in the evenings. To support this flexibility, they have 24 hours to submit responses to their students.

Teachers are encouraged to record clips of themselves, but alternatives such as use of avatars are being investigated for teachers uncomfortable with this.

### *Communication to the community*

M. Stewart suggested now would be an opportune time to send a relationship building communication from teachers to their class whānau. Teachers could relate what they have been doing and ask how the whānau are. D. Harrison indicated they have already been doing this via media such as short videos.

### *Staff wellbeing*

The Board queried how are staff doing, how are they being supported and what the Board can do to help. A. Richards confirmed there was no further support necessary from the Board at this time.

Team leaders are monitoring their staff who meet each other regularly via the popular video conferencing app, Zoom. The school is also keeping an eye on vulnerable staff/volunteers.

It is acknowledged that staff are balancing dealing with the physical and psychological effects of the lockdown as well as having to quickly learn new ways of communicating and dealing with personal issues. It is also acknowledged staff will not be burdened with always being a 'jolly' presence on teaching clips. Teacher check ins are at least once a week.

A Richards suggested that trustees could call staff directly to thank them for their hard work. This proposal was approved by the board. A Richards will send a document to board members to identify the staff members they could make contact with and express their appreciation.

### *Distance learning in different lockdown levels*

Whilst communication has not yet been provided, indicators suggest distance learning will continue further than the last two planned weeks of lockdown. The daily public Government reports are usually followed by Ministry of Education directives the following day. So far the Ministry has fast tracked learning packages for all NZ students to support our schools. Each institution has been asked to report back on the physical location of every child, the devices available, their internet access and what telecommunications provider they are with.

### *Community pastoral care*

M. Stewart queried if the school has the finger on the pulse of vulnerable whānau such as those who have lost income/jobs. There is one such family known of at the moment. Emails will be sent shortly to individual addresses to check if the addresses are being used. These will then be utilised for further individual communications.

## **MONITORING**

## **OPERATIONAL REPORT**

Principal's Operational Variance Report tabled for discussion.

## NAG 2.5

### *Strategic plan update*

Referring to the statement in this section:

*"The Strategic Plan has been updated as directed by the board of trustees.*

It was noted that this document was not provided as part of the April meeting documents. A. Richards to provide the editable document so Board members can add their ideas and comments for the next meeting.

### *Community consultation*

M. Kearns queried the cycle of consultation. Last year was the end of the community group consultation. This year marks a return to the start of the three year cycle, with whole school consultation to be facilitated by T. Johnston.

**Motion:** That the Principal's recommendations to accept the report be approved on the condition that the line in section 2.5 be removed: *"This plan is now ready to be submitted to the Ministry of Education"*.

A. Richards / D. Harrison  
**CARRIED**

## **FINANCE REPORT**

To be tabled at a future meeting.

## **GOVERNANCE**

### **BUDGET UPDATE**

P. Knill indicated there appeared to be a deficit for the closing year due to higher than expected expenses over this period. This was due to the additional investment in staff resourcing and costs associated with T. Johnston.

Further discussion on the upcoming budget is planned in two weeks when the Finance team meet. A. Richards is to consider where costs can be saved in the current budget. It was suggested that some savings may be gleaned from the lockdown. However, there are still expenses as contractors still need to be paid, even if they are not able to work on site.

## **REVIEW SCHEDULE**

Report tabled by L. Anderson.

## COVID-19

The NZSTA has communicated with Board members indicating the importance of the Board and Principal sharing in decision-making and consultation at this time.

#### Policy reviews

Unfortunately, Term 1 reviews have been closed so it is not possible to submit feedback on *Recognition of Cultural Diversity and Separation and Day to Day Care*. L. Anderson has been in touch with SchoolDocs around this, noting the process seems more for collection of wide feedback from national school communities, than for individual school benefit.

Under *Cultural Diversity* policy, it is indicated that St Joseph's has a Pacifica group. We currently have [REDACTED]

L. Anderson will document that the Board has sighted these policies and approves their content and implementation as far as we can tell, from a governance perspective.

#### EOTC from Term 4, 2019

L. Anderson noted that the review information has disappeared from Term 4 and it appears as if it has not been reviewed. This will be put on the agenda and attached as a document for the next Board meeting as part of the Term 2 reviews. Board members to consider the first page and note any concerns, otherwise it can be recorded as sighted.

## **MEETING CLOSURE**

### **COMMUNICATION TO COMMUNITY**

P. Knill & M. Kearns

M. Stewart to be acknowledged as new Board member, Proprietor's rep, to the community. This will lead the next school newsletter.

L. Anderson and N. Bradley attended a PTA meeting in which A. Richards briefly alluded to communication around distance learning.

The Board felt that communication should go out from the Board perspective, acknowledging the work that has been done by staff, as well as reaching out to the community. L. Anderson provided a document *Copy of SJS BOT* to the Board with a draft communication including the above. In addition, the communication should reinforce the Government and Ministry of Education directives. It should also align with the school learning communications, with 1 hour of study by distance per day, with wellbeing the focus.

#### Regular Board Communications

After each meeting P. Knill and M. Kearns will write a blurb for (at least) the following newsletter. This is to communicate that the Board has met and reflect the Board's voice and governance presence. It is thought it is important to provide updates and transparency around issues such as buildings.

## **COMMENTS ON MEETING OUTCOMES**

## Strategic Plan

C. Tamagushiku asked the Board to take some time to review strategic plan work by A. Richards and provide feedback. Members can review the snapshots of the Whiteboard from the February meeting in the minutes, or in the Board docs.

## **IN COMMITTEE**

**Motion:** That the Board move into In Committee at 7.01pm

C. Tamagushiku/ D. Harrison  
**CARRIED**

**Motion:** That the Board move out of In Committee and close the ordinary board meeting at 9.22pm.

C. Tamagushiku / A. de Roo  
**CARRIED**

**Meeting Closed: 9.22pm**

**Next Meeting: Raapa / Wednesday 20 Haratua / May 2020 5.30-7.30pm**  
(Nathan on prayers)

**Read & Approved:**

**Date:**

## **ACTION POINTS**

### **A. Richards**

#### Strategic Plan Update

A. Richards to provide the editable document so Board members can add their ideas and comments for the next meeting. Remove the last statement as it is not yet ready for Ministry submission.

#### Budget update

A. Richards is to consider where costs can be saved in the current budget.

### **C. Tamagushiku & Board**

#### Policy Review

EOTC review information has disappeared from Term 4 and it appears as if it has not been reviewed. This will be put on the agenda and attached as a document for the next Board meeting as part of the Term 2 reviews. Board members to consider the first page and note any concerns, otherwise it can be recorded as sighted.