



# Association of Integrated Schools Aotearoa New Zealand

Purpose Statement – “To Advocate for, Inform and Support State Integrated Schools to provide Special Character Education in Aotearoa New Zealand

## Strategic Plan 2021-2026

### CONTEXT STATEMENT

State Integrated schools are privately owned state schools providing an education with a special character. Special character may be religious or philosophical.

New Zealand has over 335 state integrated schools within excess of 95,000 students representing 11.3% of students in the New Zealand schooling system.

#### APIS – ALL INTEGRATED SCHOOLS

The Association of Proprietors of Integrated Schools (APIS) provides advocacy and support in areas of common interest to both Catholic schools and other State Integrated schools.

NZCEO	AIS NZ
Provides services specific to Catholic State Integrated Schools	Provides services specific to non Catholic State Integrated schools (approximately 27,500 students)

AIS NZ advocates for, informs and supports PARENTS, PROPRIETORS, BOARDS, PRINCIPALS AND BUSINESS MANAGERS of non-Catholic State Integrated Schools.

Advocacy, information and support are differentiated for each group.

Types of Special Character	% of State Integrated school population
Catholic	70%
Christian	16%
Anglican	5%
Presbyterian	3%
Adventist	2%
Rudolf Steiner	2%
Muslim	1%
Methodist	0.5%
Jewish, Hare Krishna & other	0.5%

STRATEGIC PRIORITY 1 – FURTHER STRENGTHEN APIS RELATIONSHIP	STRATEGIC PRIORITY 2 - ENHANCE PROPRIETOR CAPACITY	STRATEGIC PRIORITY 3 - SUPPORT BOARDS OF TRUSTEES TO MEET STATE INTEGRATION REQUIREMENTS	STRATEGIC PRIORITY 4 - EMBED INDUCTION AND MENTORING EVENTS FOR PRINCIPALS NEW TO STATE INTEGRATION	STRATEGIC PRIORITY 5 - INVESTIGATE HOW AIS NZ CAN ASSIST WITH MIDDLE AND SENIOR SCHOOL LEADERSHIP DEVELOPMENT
<p>The Association of Proprietors of Integrated Schools (APIS) is the lead organisation for all integrated schools. The secretariat for APIS is provided by the New Zealand Catholic Education Office (NZCEO). APIS provides leadership and advocacy on behalf of proprietors of integrated schools with the government and its agencies and support members through strong networks and excellent communication. The vast majority of all integrated schools are members of APIS. Where appropriate, APIS ensures the interest and needs of AIS NZ member schools are appropriately attended to in the APIS strategic plan.</p> <p><b>Strategic Actions</b></p> <ol style="list-style-type: none"> <li>1. Ensure clear differentiation between APIS strategy and function and AISNZ strategy and function. AIS products and services supplement APIS products and services.</li> <li>2. Ensure incoming APIS CEO and APIS Chair are aware of differentiated needs.</li> <li>3. Ensure operational alignment and efficiency with regard to role and workflow of respective CEOs.</li> </ol>	<p>AIS NZ proprietors are typically proprietors for one school. Many of those schools are in the small to medium range and in regional or remote centres. Proprietors receive little ongoing support or professional development other than from APIS and AIS NZ. Recruiting, inducting and retaining effective Proprietor Trustees is an ongoing challenge. AIS NZ has developed a Proprietor Handbook and uses this extensively in coaching Proprietor groups.</p> <p><b>Strategic Actions</b></p> <ol style="list-style-type: none"> <li>1. AIS NZ will use surveys and focus groups to understand proprietor views on which modes of service and product delivery and which types of products/services (including conferences) are optimal.</li> <li>2. AIS NZ will use limited resources strategically and effectively. The considerable potential of online platforms will be enhanced.</li> <li>3. A series of online Proprietor professional learning groups will be offered annually and include modules for induction, ongoing coaching and special interest topics.</li> </ol>	<p>State integrated school Boards have obligations which are different to state school Boards particularly in respect of Special Character and property. Boards are required to maintain an effective working relationship with Proprietors.</p> <p><b>Strategic Actions</b></p> <ol style="list-style-type: none"> <li>1. AIS NZ will develop a greater range of online resources and professional learning opportunities.</li> <li>2. The new AIS NZ Board Handbook will be the key resource in this work.</li> <li>3. To contain costs and make best use of existing resources AISNZ will partner with NZSTA to further develop customized products and services suitable to for State Integrated Schools.</li> </ol>	<p>Typically across the membership of approximately 80 AISNZ schools there can be 5 to 10 new principals in any given year, the vast majority of these are new to state integration. During 2020 AISNZ piloted Zoom professional learning groups for 9 principals.</p> <p><b>Strategic Actions</b></p> <ol style="list-style-type: none"> <li>1. Feedback will be sought on the pilots and the online PLG model further refined.</li> <li>2. “New” _Principal induction PLG’s will be offered annually.</li> <li>3. A pool of experienced current or ex-Principals will be recruited to coach/mentor “new” _Principals.</li> </ol>	<p>Recruiting Principals in State Integrated Schools is an ongoing challenge.</p> <p><b>Strategic Actions</b></p> <ol style="list-style-type: none"> <li>1. Consult with Special Character networks within the AIS NZ membership to explore partnering with an external provider of PD for middle and senior leaders to design and pilot programmes which support leadership succession in member schools with a focus on Special Character.</li> </ol>