



# 2022 STRATEGIC PLAN

## VISION

Connecting and collaborating  
as Proprietors of Integrated  
Schools

The Association of Proprietors  
of New Zealand (APIS) will  
provide leadership and  
advocacy on behalf of the  
Proprietors of Integrated  
Schools to Government and its  
agencies and support its  
members through strong  
networks and excellent  
communication.

## MORE INFORMATION

Association of Proprietors of  
Integrated Schools  
The Catholic Centre  
22-30 Hill St | PO Box 12307  
Wellington 6011  
Ph 04 496 1739  
[www.apis.org.nz](http://www.apis.org.nz)  
[nzceooffice@nzceo.org.nz](mailto:nzceooffice@nzceo.org.nz)



## APIS CONTRIBUTES TO THE COMMON GOOD IN AOTEAROA NEW ZEALAND

### We:

Serve the Proprietors of all integrated schools in New Zealand, empowering unity and cooperation within a very diverse group.

Are the interface between integrated school Proprietors and government, enabling the relationship to flourish.

Facilitate the work of Proprietors as they fulfil their Integration Agreement responsibilities.

Promote and preserve education with a Special Character as an essential choice for New Zealand families.

### We will:

Ensure our two organisations, NZCEO (New Zealand Catholic Education Office) and AIS (Association of Integrated Schools) work together to enable a co-ordinated approach to the development of policy and strategy.

Continue to focus on comprehensive, quality service to all our members.

Continuously monitor the health of the integrated schools sector.

Scan and respond to educational, political, social and economic concerns.

### So that:

To enable graduates of our schools to make a difference for good in society both locally and globally.

## KEY FUNCTIONS

### Legislation

Interpreting legislation and its operation in integrated schools

### Advocacy

Representing Proprietors' interests

### Property and Funding

Ensuring that Integrated Schools can access funding available from Government

### Support

Supporting Proprietors with advice and guidance in governance

### Future Watch

Providing advice to Proprietors about changes in policy or educational trends nationally and globally

### Special Character

Ensuring Proprietors have systems in place to safeguard their Special Character

## Legislative

**Aim:** Ensure that any legislative and policy recommendations and changes reflect the APIS/Ministry of Education Memorandum of Understanding and the now subsumed Private Schools Conditional Integration Act (1975) into Schedule 6, Integrated Schools, Education & Training Act 2020

- Keep apprised of the recommendations of reviews to the Ministry and submit feedback where relevant to state integrated schools, such as the Tomorrow Schools Review Report and work associated with this that the Government decides to pursue.

**Aim:** The voice of proprietors is an active part in the development of legal guidelines and frameworks that impact on state integrated education

- The views of the state integrated education are represented through the legislative submission process in areas such as Incitement of Hatred & Discrimination and Physical Restrain in Schools.
- Actively participate and support the interests of state integrated schools in the restructuring of the Teaching Council of Aotearoa and the development and implementation of Te Mahau as the Ministry of Education's seeks to be more responsive to the school sector.

**Aim:** Ensure the rights of proprietors to protect and promote special character and other issues of important to state integrated schools are safeguarded

- Instigate involvement in judicial review when court action is taken that could result in proprietor's legal rights to protect special character and other areas of special interest being undermined

## Property and Funding

**Aim:** Proprietors' funding interests are represented to the Ministry of Education and when necessary to the Minister of Education, particularly for the provision of Policy Two, equitable provision of Policy One, and emergency funding; as well as ensuring funding reflects real costs of construction and maintenance

- Meet with Ministry of Education senior officials regularly and foster a working relationship with the Ministers
- Continue to advocate to the Ministry of Education for insurance of state integrated schools

**Aim:** Proprietors are represented and supported when making applications for funding, roll growth, new schools or any other school agreement changes; Ministry of Education network planning is closely monitored

- Advocate for the early involvement of state integrated proprietors in network planning and the development of National Education Growth Plans. Encourage the Ministry of Education to promote the current Christchurch model across other regions in New Zealand.
- Administer the application process and advocate for specific schools and Proprietors where necessary

**Aim:** Documentation relating to integration agreements is kept up-to-date and is accessible by the Proprietor

- Operate the online School Files system and ensure it is updated regularly

**Aim:** All proprietors benefit from the ability to access the Essential Property Maintenance Package (EPMP) funds in order to accelerate their ten year property maintenance programmes

- Administer the pre-approval and release of funds applications process for proprietors while ensuring that the Minister of Education is provided with a quarterly report outlining the progress made and the outcomes for state integrated schools of this funding package

**Aim:** The Ministry of Education monitors and audits proprietors use of attendance dues and Policy One funds. It is in the best interest of all proprietors and the state integrated school sector that their practice is scrutinised and seen to meet all legislative and government guidelines.

- APIS to approach the Secretary of Education to advocate for more staffing resources within the MoE be applied to ensure regular audits of proprietors use of Attendance Dues and Policy One funding be undertaken.

## Advocacy

**Aim:** Advocate to the Government and the Ministry of Education for funding to be provided for property insurance for state integrated schools

- Represent the view to government that like state schools, state integrated schools should receive funds for insuring school buildings as proprietors of state integrated schools provide essential land and infrastructure to the state to support the provision of education in New Zealand

**Aim:** Teacher Trainees who are focused on teaching in state integrated schools are supported in undertaking catechetical studies following the loss of Clause 58(2) in the initial PSCI Act when it was updated in 2016.

- Re-instigate negotiations with the Minister on the application of a small percentage of Attendance Dues (or other funding mechanism) to help pay for the training of teachers completing a Catechetical Programme while they are engaged in their teacher training

**Aim:** Initial Teacher Education programmes provide new teachers with the practical teaching skills to ensure that state integrated schools continue to be effective places of teaching and learning.

- Represent APIS with the Teaching Council of Aotearoa as it looks to strengthen Initial Teacher Education (ITE) and report to the sector on the changes and strategies that are being implemented

**Aim:** Support at the governance level is relevant to State Integrated School Boards and readily available when and as required

- Continue to support the New Zealand Schools Trustees Association (NZSTA) to create a package that specifically addresses the governance issues and challenges of promoting and protecting special character in state integrated schools
- Develop a Relationship agreement between APIS and NZSTA that identifies how both organisations will work together in the future to meet the professional development and governance needs of state integrated school boards

## Support

**Aim:** Proprietors are provided with regular forums to exchange good practice and discuss issues

- Conduct an annual general meeting and provide a monthly publication for sharing school and policy news

**Aim:** Members have an organisation they can contact if they have ad-hoc requests for support or information

- Provide prompt responses to individual requests and useful information or referrals to the relevant people

**Aim:** Key societal concerns are addressed with a whole-of-network approach

- Work with the APIS Executive to hear their concerns, make commentary and provide an opportunity for APIS members to address concerns collectively

**Aim:** Support is provided to Proprietors with responsibilities for hostels, particularly regarding legislative requirements

- Provide a forum whereby relevant Proprietors can meet and discuss good practice and share challenges

## Future Watch

**Aim:** Data on participation, demographics and sector performance is analysed and shared with Proprietors

- Collate, analyse and publicise Ministry of Education data bi-annually based on March and July rolls, and Statistics NZ and NZQA data annually

**Aim:** Proprietors have access to international and national publications and information that create discussions around performance and raise achievement in schools

- Access and share information to assist state integrated schools

**Aim:** Action is taken to improve and support schools in the issue of teacher supply and the development of school leadership capacity

- Consider what actions are available, carry out and report to the sector

**Aim:** Support state integrated schools avoid compliance costs through the territorial designation process

- Promote a strategy such as a designation audit and advocate for the support of the Ministry of Education

## Special Character

**Aim:** Members are provided with support material to ensure special character may be considered in employment matters, while meeting compliance requirements

- Update where necessary templates and distribute to Proprietors; provide expertise on an ad-hoc basis

- Develop a governance framework in collaboration with NZSTA that ensures state integrated school boards are operating within the legal obligations as outlined in Schedule 6 of the Education Act 2020

**Aim:** Proprietors have access to material to support special character reviews

- Share good practice material from within the network and external sources
- Share evaluation approaches that are culturally responsive and which help meet proprietors' obligations under Te Tiriti

