



Common Pressure Points and Solutions

State Integrated School Board Professional Development and Learning Series



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This table summarises typical areas of tension between the Proprietor and Board, with suggested proactive approaches to prevent or resolve issues.

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Area	Common Tension	Suggested Solutions / Proactive Approaches
Property	Unclear boundaries between integration and operational property responsibilities.	Maintain a written property responsibilities schedule (integration vs operational) agreed by Proprietor and Board; review annually and attach to the Maintenance Plan / 10YPP.
	Timing and communication when urgent repairs impact teaching.	Agree an urgent works protocol (who contacts whom, expected response times, temporary room relocations); schedule an annual joint maintenance meeting with a shared 10YPP timetable so both parties see upcoming works.
	Board frustration where Proprietor approval delays projects.	Set clear approval thresholds and timelines (e.g. approvals within X working days); use a simple project proposal template so information is complete first time; include a standing item on capital projects status at joint meetings.
	Perceived inequity in how maintenance priorities are set by the Proprietor.	Share the Proprietor-wide prioritisation criteria and how the school fits within that; hold an annual joint maintenance meeting to discuss priorities, rationale and trade-offs, and record agreed actions.
Staffing & Appointments	Disagreement over candidate suitability or the weight of special character criteria.	Agree written selection criteria (including special character expectations) before advertising; ensure panel members understand the balance of professional and special character requirements; debrief after key appointments.
	Misunderstanding of the Proprietor's right of attestation versus the Board's right of appointment.	Include a clear Attestation vs Appointment section in the governance manual; provide induction for Board and panel members on the legal roles; use a standard process map showing where attestation sits in the appointment timeline.
	Staff disputes where alignment with special character is questioned post-appointment.	Ensure role descriptions and codes of conduct explicitly reference special character expectations; address issues early through professional growth, formation and support; where needed, follow agreed HR and complaints processes with Proprietor input.
Enrolments	Pressure from community demand for places.	Maintain an up-to-date, Board-approved enrolment policy aligned with the Integration Agreement; communicate clearly that spaces are limited and preference criteria apply; regularly review roll data and projections with the Proprietor.
	Perceived inconsistency in the issuance of preference certificates.	Ensure preference criteria and processes are clearly documented and available to whānau; provide training for those issuing certificates; periodically review samples with the Proprietor or parish/faith authority.
	Parent appeals regarding preference decisions.	Publish a simple appeals/queries process (who to contact, expected timeframes); keep written records of decisions and reasons; involve the Proprietor or parish/faith authority where appropriate.
	Lack of communication on roll returns and waiting lists.	Agree a termly reporting schedule: roll returns, waiting list summary, projected enrolments; keep a shared, updated waiting-list record accessible to key school and Proprietor personnel.

Common Pressure Points and Solutions - Continued

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Special Character	Scope creep where "special character" is interpreted differently by each party.	Anchor decisions in agreed special character documents (Integration Agreement, Proprietor guidelines); hold an annual joint reflection on special character priorities; use shared language and frameworks (e.g. core practices) across Board, Proprietor and leadership.
	Inconsistent review or lack of clarity about accountability for special character outcomes.	Establish a regular special character review cycle (e.g. every 3 years) and annual self-review; clarify in writing who is accountable for what (Proprietor, Board, principal); report outcomes and actions through Board and Proprietor.
	Resistance when Proprietor requests policy or practice changes.	Use a consultative approach: explain the theological/legislative rationale, provide draft wording, and allow time for Board and staff feedback; agree implementation timelines and support (formation, resources).
Finance & Operational Matters	Disputes about use of funds or perceptions of cross-subsidisation.	Provide an annual financial briefing with clear explanation of funding sources, attendance dues, and what they may/may not be used for; share summary SCD/Proprietor reports with the Board where appropriate.
	Lack of understanding of restrictions on attendance dues.	Include a plain-language attendance dues explainer in the governance manual and parent information; provide annual refresher to the Board and key staff; ensure communications to whānau are consistent with Proprietor policy.