



## Education (2002 Area School Staffing) Order 2001

Silvia Cartwright, Governor-General

### Order in Council

At Wellington this 6th day of August 2001

Present:

The Right Hon Helen Clark presiding in Council

Pursuant to section 91H(1) of the Education Act 1989, Her Excellency the Governor-General, acting on the advice and with the consent of the Executive Council, makes the following order.

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## Order

### 1 Title

This order is the Education (2002 Area School Staffing) Order 2001.

### 2 Commencement

This order comes into force on the 28th day after the date of its notification in the *Gazette*.

### 3 Application

This order applies only to state area schools, and only to the 2002 school year.

## Part 1 Preliminary

### 4 Interpretation

(1) In this order, unless the context otherwise requires,—

**Act** means the Education Act 1989

**area school** means a school, established under section 146 of the Act as a composite school, that offers education at a level below Form 1

**beginning teacher**, at any time, means a teacher who,—

- (a) at that time, has completed less than 12 months' teaching; and
- (b) at that time, holds a teaching position to which the teacher was appointed for a period of at least 10 weeks; and
- (c) before taking up that position, had completed a course of teacher training recognised by the Secretary for the purposes of this order

**Board**, in relation to an area school, means the school's Board  
**FTTE** means full-time teacher equivalent

**junior staffing roll**, in relation to an area school, means the roll estimated for it under clause 7(1)

**other regular teacher** means a regular teacher who is not a permanently appointed regular teacher

**principal**, in relation to an area school, means the school's principal; and, in relation to a student who enrolls at an area school at any time, means the school's principal at that time

**qualified for targeted rural funding**, in relation to an area school, means the school is qualified for targeted rural funding in terms of its grant under section 79 of the Act.

**regular teacher** means a teacher who is not a relieving teacher (within the meaning of section 91A(1) of the Act)

**resource teacher** means a teacher who provides specialist advice, guidance, and support to students, teachers, or both, whether at the teacher's school or other schools

**salary unit**, in relation to the holder of a teaching position at an area school, means an entitlement to a salary element in addition to the salary otherwise payable to the holder, allocated to the holder by the Board for the purpose of management, reward, responsibility, recruitment, or retention

**Secretary** means the chief executive of the department of State that, with the authority of the Prime Minister, is for the time being responsible for the administration of Part VIIIA of the Act

**senior staffing roll**, in relation to an area school, means the roll estimated for it under clause 8(1)

**special education list** means a list of special education students approved by the Secretary under the ongoing and reviewable resourcing schemes administered by the Ministry

**special education student with high needs** means a student who has been classified by the Secretary as having high needs

**special education student with very high needs** means a student who has been classified by the Secretary as having very high needs

**teacher** includes a principal and any deputy principal (however described)

**total grading roll**, in relation to an area school, means the sum of the school's junior staffing roll and senior staffing roll.

- (2) In this order, unless the context otherwise requires, terms defined by section 91A of the Act have the meanings given to them by that section.
- (3) A school's roll comprises the junior staffing roll and senior staffing roll (including all the special education students).
- (4) For the purposes of this order,—
  - (a) the employment of a teacher on the basis of employment for 10 half-days every full week is the employment of 1 FTTE:
  - (b) the employment of a teacher on the basis of employment for a specified number (smaller than 10) of half-days every full week is the employment of one-tenth of that number of FTTEs:
  - (c) the employment of a teacher on the basis of employment for a specified number (smaller than 20) of half-days every full fortnight is the employment of one-twentieth of that number of FTTEs:
  - (d) the employment of a teacher on the basis of employment for a specified number of teaching hours (or an average of that number of teaching hours) every full week is the employment of one twenty-fifth of that number of FTTEs.
- (5) This order has effect as if every student enrolled at an area school who turns or turned 19 before 2002 were a full-time student.

**5 Years of schooling**

- (1) A student who first enrolls at an area school before the age of 7 and who is subsequently educated at area schools without substantial interruption—
  - (a) is—
    - (i) a year 1 student in the year of first enrolment if enrolment was on or before 30 June;
    - (ii) a year 0 student in the year of first enrolment if enrolment was on or after 1 July; and
  - (b) in every subsequent year, is a student of 1 year greater than the year before.
- (2) A student to whom subclause (1) does not apply is a student of the year that, in the principal's opinion, is—
  - (a) most appropriate for a student of that student's maturity, and educational and intellectual achievements; and
  - (b) in every subsequent year, a student of a year 1 greater than the year before.

**Part 2  
Rolls****6 Boards must estimate March roll**

As soon as practicable after the commencement of this order, the Board of every school must give the Secretary, on a form provided by the Secretary for the purpose, written notice of the school's likely roll (in the Board's opinion) on 1 March 2002.

**7 Secretary must estimate March junior staffing roll**

- (1) As soon as practicable after the commencement of this order, the Secretary must estimate for every school a roll of junior students for 2002.
- (2) The Secretary must not estimate the school's roll under subclause (1) without considering—
  - (a) the notice given by the school under clause 6; and
  - (b) all written evidence and argument the Board supplied with the notice.
- (3) The Secretary's calculation is the number obtained by—
  - (a) adding—

- (i) the Secretary's best estimate of the number of students of year 1 likely to be enrolled at the school on 1 March 2002; and
    - (ii) seven-eighths of that number; and
    - (iii) the Secretary's best estimate of the number of students of year 2, year 3, year 4, year 5, year 6, year 7, and year 8 likely to be enrolled at the school on 1 March 2002; and
  - (b) if the resulting sum is not a whole number, increasing it to the next whole number.
- (4) As soon as practicable after estimating a school's junior staffing roll, the Secretary must give the Board written notice of that estimate.

### **8 Secretary must estimate March senior staffing roll**

- (1) As soon as practicable after the commencement of this order, the Secretary must estimate for every school a roll of senior students for 2002 by estimating the number of students of year 9 and above likely to be enrolled at the school on 1 March 2002.
- (2) The Secretary must not estimate the school's roll under sub-clause (1) without considering—
  - (a) the notice given by the school under clause 6; and
  - (b) all written evidence and argument the Board supplied with that notice.
- (3) As soon as practicable after estimating a school's senior staffing roll, the Secretary must give the Board written notice of that estimate.

### **9 Secretary must estimate March special education roll**

- (1) As soon as practicable after the commencement of this order, the Secretary must estimate for every school a roll of special education students as at 1 March 2002, basing the estimate on the list of special education students who have been approved by the Secretary under the ongoing and reviewable resourcing schemes administered by the department of which the Secretary is the chief executive.
- (2) The Secretary must not estimate the school's special education roll without considering—
  - (a) the notice given by the school under clause 6; and

- (b) all written evidence and argument the Board supplied with that notice.
- (3) As soon as practicable after estimating a school's special education roll, the Secretary must give the Board written notice of that estimate.

#### **10 Certain students not counted**

In determining any roll, no account may be taken of any foreign student (within the meaning of section 2(1) of the Act)—

- (a) who is not a student of a kind or description exempted (under a notice under section 4C of the Act having effect in 2001) from the payment of all the amount required by section 4B of the Act to be paid; or
- (b) in respect of whom all the amount required by section 4B of the Act to be paid has been or is to be paid by the Ministry of Foreign Affairs and Trade.

#### **11 Part-time students**

- (1) Every part-time student enrolled or to be enrolled at a school must be treated as a fraction of a full-time student calculated by dividing by 20 the number of hours of tuition the student receives or is to receive in a normal week.
- (2) Subclause (1) applies despite clause 4(5), but is subject to clause 10.

#### **12 Principal must ascertain and notify actual March roll**

As soon as practicable after 1 March 2002, the principal of every school must—

- (a) ascertain the school's roll as at that day; and
- (b) give the Secretary written notice of that roll on a form approved by the Secretary for that purpose.

#### **13 Secretary must ascertain roll and special education list if notice not received from principal**

If a notice is not received from the principal of a school before 11 March 2002, the Secretary must, as soon as practicable, take any steps the Secretary thinks fit to ascertain the school's March roll and special education list, and give the school's Board written notice that—

- (a) a notice was not received (or received in time) from the principal; and
- (b) the numbers of students specified in the notice (being the Secretary's best estimate of the school's March roll and special education list) will have effect as the school's confirmed roll.

#### **14 Secretary must confirm roll if notice received from principal**

- (1) If a notice from the principal of a school reaches the Secretary before 11 March 2002 the Secretary must,—
  - (a) as soon as practicable, take any steps the Secretary thinks fit to verify the numbers notified; and
  - (b) give the school's Board written notice confirming those numbers, unless subclause (2) applies.
- (2) If the Secretary is satisfied that the numbers are inaccurate, the Secretary may, at any time before 15 April 2002, give the Board written notice that—
  - (a) the Secretary is satisfied that those numbers are inaccurate; and
  - (b) the numbers of students specified in the notice (being the Secretary's best estimate of the school's March roll and special education list) will have effect as the school's confirmed roll.

### **Part 3 Allowances**

#### **15 Specialist instruction roll**

- (1) In this clause,—

**base school** is an area school

**base students** are students of years 7 or 8 who are enrolled at the base school but usually attend a different school for instruction in technology or some other specialist subject

**visiting students** are students of years 7 or 8 who are enrolled at a different school but usually attend a centre attached to the base school for instruction in technology or some other specialist subject.

- (2) A base school's specialist instruction roll is the number obtained by—

- (a) adding the number of students of years 7 and 8 included in the base school's junior staffing roll to the number of visiting students; and
- (b) subtracting from the resulting sum the number of base students.

## 16 Curriculum delivery allowance

- (1) A school's curriculum delivery allowance (in FTTEs) is the sum obtained by adding the items in subclause (2) and, if the resulting sum is not exactly divisible by 0.1, rounding it up to 1 decimal place.
- (2) The items are—
  - (a) the greater of 1 and the sum of—
    - (i) the number of year 0, year 1, year 2, and year 3 students on its junior staffing roll divided by 23; and
    - (ii) the number of year 4, year 5, year 6, year 7, and year 8 students on its junior staffing roll divided by 29; and
  - (b) the quotient obtained by dividing its specialist instruction roll by 120; and
  - (c) the sum of—
    - (i) the number of year 9 and year 10 students on its senior staffing roll divided by 25; and
    - (ii) the number of year 11 students on its senior staffing roll divided by 23; and
    - (iii) the number of year 12 students on its senior staffing roll divided by 18; and
    - (iv) the number of students of year 13 or above on its senior staffing roll divided by 17; and
  - (d) if there are 200 or fewer students on its senior staffing roll, the number obtained by—
    - (i) dividing that roll by 200; and
    - (ii) multiplying the resulting quotient by 0.6; and
    - (iii) adding 0.48 to the resulting product; and
    - (iv) multiplying the resulting sum by the number of levels of full-time senior students (to a maximum of 5) on its senior staffing roll; and
  - (e) if there are more than 200 students on its senior staffing roll, the product of 1.08 and the number of levels of

full-time senior students (to a maximum of 5) on its senior staffing roll.

- (3) In this clause, **number of levels of full-time senior students** means the number of years from 9 to 13 at which the number of students enrolled in that year is greater than 0, where the roll for year 13 is taken as the sum of the rolls for years 13 to 15.

## 17 Adjustments to calculation of curriculum delivery allowance

- (1) If the number of students on a school's junior staffing roll is less than 160, and if the quotient obtained by dividing the school's junior staffing roll by the integer of the sum referred to in clause 16(2)(a) is over 27, that sum must be increased to the first whole number that will ensure the quotient obtained by dividing the number of students on the school's junior staffing roll by the integer value of that sum is equal to or less than 27.
- (2) If the number of students on a school's junior staffing roll is 160 or more, and the sum referred to in clause 16(2)(a) is less than 6, it must be replaced by 6.

## 18 Weighted roll

A school's weighted roll at any time is the sum of—

- (a) the product of 4 and the number of year 0, year 1, year 2, and year 3 students then included on its staffing roll; and
- (b) the product of 3.5 and the number of year 4, year 5, year 6, year 7, and year 8 students then included on its staffing roll; and
- (c) the product of 7 and the number of year 9 and year 10 students then included on its staffing roll; and
- (d) the product of 9 and the number of year 11 students then included on its staffing roll; and
- (e) the product of 15 and the number of year 12 students then included on its staffing roll; and
- (f) the product of 16 and the number of students of year 13 or above then included on its staffing roll; and
- (g) half its specialist instruction roll.

## 19 Management time allowance

A school's management time allowance (in FTTEs) is the number obtained by—

- (a) adding—
  - (i) the product of 0.0003 and its weighted roll; and
  - (ii) the product of 0.017 and the square root of that weighted roll; and
  - (iii) the product of 0.05 and its special education teacher allowance; and
  - (iv) the product of 0.05 and the number of attached resource teachers: Māori; and
  - (v) 0.1; and
- (b) if the resulting sum is not exactly divisible by 0.1, rounding it down to 1 decimal place.

## 20 Special education teacher allowance

A school's special education teacher allowance, if any, is the number of special education students on the school's special education roll multiplied by the following FTTEs:

- (a) 0.1 for each special education student with high needs;
- (b) 0.2 for each special education student with very high needs.

## 21 Te Atakura allowance

A school's Te Atakura allowance, if any, (in FTTEs) is the product of 0.5 and the number of permanently employed teachers (other than beginning teachers) then employed at the school in the teaching of Te Reo Māori who, before 1993, successfully completed training at a College of Education under the Te Atakura scheme.

## 22 Beginning teacher allowance

- (1) In this clause, a **qualifying beginning teacher** is a beginning teacher who is employed for 0.5 of an FTTE or more.
- (2) If a school employs a qualifying beginning teacher, it has a beginning teacher allowance (in FTTEs) calculated by adding—
  - (a) the product of—
    - (i) the number of qualifying beginning teachers then employed at the school full-time; and

- (ii) 0.2; and
- (b) the product of—
  - (i) the number of other qualifying beginning teachers then employed at the school; and
  - (ii) 0.1.

### **23 Community education co-ordination allowance**

A school that offers a continuing education programme has a community education co-ordination allowance (in FTTEs) calculated by adding—

- (a) the quotient (correct to 2 decimal places) obtained by dividing the number of tutor-hours in the 2002 programme by 3 800, if there are no more than 200 tutor-hours in the programme in 2002; and
- (b) 0.1, if there are more than 200 but no more than 1 000 tutor-hours in the programme in 2002; and
- (c) 0.2, if there are more than 1 000 but no more than 1 500 tutor-hours in the programme in 2002; and
- (d) 0.3, if there are more than 1 500 but no more than 4 000 tutor-hours in the programme in 2002; and
- (e) 0.4, if there are more than 4 000 but no more than 5 000 tutor-hours in the programme in 2002; and
- (f) 0.5, if there are more than 5 000 tutor-hours in the programme in 2002.

### **24 Rural staffing allowance**

A school that is qualified for targeted rural funding is entitled to a rural staffing allowance of the number of FTTEs shown in the second column of Schedule 1 opposite the number in the first column of that schedule that accords with the roll of the school.

### **25 Small school staffing allowance**

A school that is not qualified for targeted rural funding but has a roll of 200 or less is entitled to a small school staffing allowance of the number of FTTEs shown in the second column of Schedule 2 opposite the number in the first column of that schedule that accords with the roll of the school.

**26 Resource teacher support allowance**

A school has a resource teacher support allowance of 0.05 FTTE for each full-time teacher of the following kinds whom it employs:

- (a) resource teacher: learning and behaviour; or
- (b) resource teacher: literacy; or
- (c) resource teacher: literacy (Māori).

**27 Total staffing entitlements**

A school's total staffing entitlement (in FTTEs) is the number obtained by—

- (a) adding—
  - (i) its curriculum delivery allowance; and
  - (ii) its management time allowance; and
  - (iii) its special education teacher allowance; and
  - (iv) any Te Atakura allowance; and
  - (v) any beginning teacher allowance; and
  - (vi) any community education co-ordination allowance; and
  - (vii) any rural staffing allowance; and
  - (viii) any small school staffing allowance; and
  - (ix) any resource teacher support allowance; and
  - (x) if in 2001 the Secretary has approved an allowance for instrumental, vocal, or instrumental and vocal tuition at the school, an instrumental and vocal tuition allowance that is the product (correct to 2 decimal places) of 0.001 and the sum of the school's senior staffing roll and the number of year 7 and year 8 students on its junior staffing roll; and
  - (xi) the sum of any entitlement additions; and
- (b) subtracting from the resulting sum the sum of any entitlement deductions.

**28 Transfer of staffing entitlement agreements**

(1) The Boards of 2 schools (**school A** and **school B**) may enter into an **entitlement transfer agreement**, which is a written agreement to the effect that—

- (a) school A will relinquish to school B a specified number of FTTEs, salary units, or both, of teacher entitlements (the **entitlements**); and

- (b) school B will use the entitlements to sustain the employment at school B of 1 or more teachers to teach specified subjects to students enrolled at school A.
- (2) Subject to subclauses (3) and (4), if an entitlement transfer agreement is given to the Secretary before 1 January,—
    - (a) the Secretary must deduct from the total staffing entitlements of school A (the school relinquishing the entitlements) the number of FTTEs or salary units specified in the agreement; and
    - (b) the Secretary must add to the total staffing entitlements of school B (the school receiving the entitlements) the number of FTTEs or salary units specified in the agreement.
  - (3) No school may enter into an entitlement transfer agreement relating to tuition in technology or another specialist subject.
  - (4) A school may enter into an entitlement transfer agreement relating to tuition in instrumental or vocal music only with 1 of the secondary schools listed in the first column of Schedule 7 of the Education (2002 Secondary and Form 1 to 7 School Staffing) Order 2001.
  - (5) An agreement between 3 or more schools about the relinquishment and use of entitlements must be treated as a number of entitlement transfer agreements between various pairs of those schools.

## **29 Application of clause 28 in relation to special education**

Clause 28 applies to entitlement in relation to special education teachers in the same way as they apply to entitlements in relation to other teachers.

## **Part 4 Limitations on employment**

### **30 Limitation on employment of teachers**

- (1) The Board of a school may not employ a permanently appointed regular teacher whose employment generates a number of FTTEs greater than the number obtained by—
  - (a) adding—
    - (i) its curriculum delivery allowance; and
    - (ii) its management teacher allowance; and
    - (iii) its special education teacher allowance; and

- (iv) the sum of any entitlement additions; and
  - (b) subtracting from the resulting sum the sum of any entitlement deductions.
- (2) The Board of a school must not employ other regular teachers whose employment generates a number of FTTEs greater than the number of FTTEs by which—
- (a) the number of FTTEs generated by the employment at the school at that time of permanently appointed regular teachers,—  
is less than—
  - (b) its total staffing entitlement.
- (3) The Board of a school may not make a permanent appointment of a regular teacher without the consent of the Secretary if the school's guaranteed minimum formula staffing exceeds its entitlement staffing, as generated by its confirmed roll, by 1.0 FTTE or more.
- (4) Despite subclauses (1) and (2), the Board of a school may employ more permanently appointed regular teachers than is permitted under subclause (1), and may employ more other regular teachers than is permitted under subclause (2), if,—
- (a) at some other time during the same year, the Board of the school has employed, or will employ, fewer teachers than the prescribed number; and
  - (b) the net effect, over the full year, of employing the additional teachers does not result in the school's Board employing teachers representing more FTTEs than it is entitled to employ over that school year.

### **31 Limitation on employment involving salary units**

- (1) The Board of a school may not employ regular teachers to whom salary units have been allocated (whether permanently or otherwise) whose employment taken together is equivalent to the employment of teachers to whom there have been allocated a total number of salary units greater than a number calculated for the school under subclause (2).
- (2) The number referred to in subclause (1) is calculated by—
- (a) subtracting 1 from the sum of—
    - (i) its curriculum delivery allowance; and
    - (ii) its management teacher allowance; and
    - (iii) its special education teacher allowance; and

- (b) multiplying the resulting remainder by 0.96; and
- (c) adding 2 to the resulting product; and
- (d) if the resulting sum is not a whole number, correcting it to the nearest whole number.

### **32 Limitation on grades for principals**

- (1) The Board of a school may not employ a principal at a grade higher than the grade specified in the first column of Schedule 3 opposite the roll range that applies to that school.
- (2) For the purposes of determining the roll range as at 1 July 2001,—
  - (a) 1 special education student with high needs is the equivalent of 3 students:
  - (b) 1 special education student with very high needs is the equivalent of 6 students.

### **33 Limitation on employment of part-time teachers**

The Board of a school may not employ a part-time teacher for 0.9 FTTE or more.

## **Part 5 Exemptions**

### **34 Resource teachers**

- (1) The Secretary may exempt a Board, in respect of any school it administers, from the limitations imposed by this order in any 1 or more of the following circumstances:
  - (a) the students enrolled at the school have particular educational needs that can and should be met by the employment of 1 or more resource teachers: learning and behaviour:
  - (b) the students enrolled at the school have particular educational needs that can and should be met by the employment of 1 or more resource teachers: literacy or resource teachers: literacy (Māori):
  - (c) the students enrolled at the school have particular educational needs that can and should be met by the employment of 1 or more resource teachers: Māori.
- (2) The maximum number of FTTEs in respect of whom the Secretary may grant an exception under subclause (1) (on a national basis across all state schools of any type) is,—

- (a) in respect of resource teachers: learning and behaviour, the number obtained by dividing the total number of year 0 to year 10 students enrolled at schools by 750;
- (b) in respect of resource teachers: literacy (which includes resource teachers: literacy (Māori)), 121;
- (c) in respect of resource teachers: Māori, 53.

### **35 Reading recovery**

- (1) The Secretary may exempt a Board, in respect of any school it administers, from the limitations imposed by this order if—
  - (a) the school participates in the training of reading recovery teachers; or
  - (b) because of the size or location of the school, the students of the school need to have a reading recovery teacher based at the school; or
  - (c) the school provides a base from which its reading recovery teacher can serve both that school and other schools in the area.
- (2) The maximum number of FTTEs in respect of whom an exemption under subclause (1) may be granted is 260.

### **36 Board-funded teachers**

The Secretary may exempt a Board, in respect of any school it administers, from the limitations imposed by this order if the Minister has given consents to the Board under section 91F(b) of the Act.

### **37 Protection of specified programmes**

The Secretary may exempt a Board, in respect of any school it administers, from the limitations imposed by this order if the Secretary believes that—

- (a) the school's staffing has been (or, but for the exemption, would be) affected by a fall in its roll; and
- (b) it is desirable to grant an exemption (sufficient to restore the school's staffing to its 2001 level or some lower level) in order to protect a specified programme of instruction, the continued provision of which would otherwise be at risk.

**38 Protection of teachers' allocated salary units**

The Secretary may exempt a Board, in respect of any school it administers, from the limitations imposed by this order in order to preserve the continued allocation of salary units to the holder of a teaching position at the school when that allocation has been (or, but for the exemption, would be) affected by a reorganisation, change in enrolment, closure, amalgamation, or change in class of the school.

**39 Protection of supernumerary teachers**

The Secretary may exempt a Board, in respect of any school it administers, from the limitations imposed by this order if the exemption is necessary in order to preserve the continued employment of any permanent teachers employed by the Board immediately before 1 January 2002 who are for the time being supernumerary, having been declared surplus by virtue of amalgamation, merger, change of status, closure, or a fall in the roll of the school.

**40 Roll increases**

The Secretary may exempt a Board, in respect of any school it administers, from the limitations imposed by this order if there has been any unusual increase in the number of students enrolled at the school.

**41 Special reason**

The Secretary may exempt a Board, in respect of any school it administers, from the limitations imposed by this order if there is a special reason for an exemption for that school, being a reason that applies only to that school or to some other area schools, but not being a reason that applies to all other area schools.

**42 Revocation**

The Education (2000 Area School Staffing) Order 1999 (SR 1999/190) is revoked.

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**Schedule 1**  
**Rural staffing allowance**

<b>Roll range</b>	<b>FTTE</b>
Up to 114	0.2
115 to 269	0.3
270 to 424	0.4
425 to 499	0.5

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cl 25

**Schedule 2**  
**Small school staffing allowance**

<b>Roll range</b>	<b>FTTE</b>
Up to 114	0.2
115 to 200	0.3

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cl 32

**Schedule 3**  
**Grades for principals' positions in relation to roll  
range (including special education students)**

<b>Principal's grade</b>	<b>Roll range</b>
U1	1-50
U2	51-100
U3	101-150
U4	151-300
U5	301-500
U6	501-850
U7	851-1 200
U8	1 201-1 600
U9	1 601-2 000
U10	2 001 and above

Marie Shroff,  
Clerk of the Executive Council.

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## Explanatory note

*This note is not part of the order, but is intended to indicate its general effect.*

This order, which comes into force 28 days after its notification in the *Gazette*, prescribes limitations on the numbers of regular (ie, non-relieving) teachers who may be employed at area schools in 2002. It sets out how the limitations are calculated, and the circumstances in which, and conditions upon which, the Secretary may grant exemptions from the limitations.

The order largely repeats the equivalent order for last year. The substantive changes are as follows:

- the base curriculum staffing has been increased by 0.08 FTTE for each level of senior students taught (*clause 16*):
- a universal base management staffing of 0.1 FTTE has been introduced for all schools (*clause 19(a)(v)*):
- because of the introduction of base management staffing and the increase in base curriculum staffing, the level of rural staffing allowances available to schools that qualify for targeted rural funding has been reduced (*Schedule 1*) and the level of small school staffing allowances available to small schools that do not qualify for targeted rural funding has been reduced (*Schedule 2*):
- a maximum average class size of 27 has been extended to all junior students in schools that have a junior staffing roll of less than 160 (*clause 17(1)*). Provision has been made to ensure that a school whose primary student roll increases from below 160 to 160 or more does not suffer a reduction in its curriculum staffing as a result (*clause 17(2)*):
- provision has been made for resource teacher support allowances of 0.05 FTTE for the following types of resource teacher, in addition to resource teachers: learning and behaviour, that are now available to schools (*clause 26*):
  - resource teacher: literacy; and
  - resource teacher: literacy (Māori):
- provision has been made to take resource teachers: Māori into account when calculating a school's management time allowance (*clause 19(a)(iv)*):

- the number of resource teachers: Māori that may be provided under an exemption has been increased from 48 to 53 (*clause 34(2)(c)*):
- a clause has been added that provides that boards are not permitted to permanently appoint any new regular teacher without the Secretary's consent if the school's guaranteed minimum formula staffing exceeds its entitlement staffing generated by its confirmed roll by 1.0 FTTE or more (*clause 30(3)*):
- a clause has been added that permits the Secretary to exempt a school from the limitations in this order if the school participates in training reading recovery teachers or if there is a reading recovery teacher based at the school (*clause 35*):
- the definition of **number of levels of full-time senior students** has been amended to add a reference to students in years 14 and 15 (*clause 16(3)*):
- the definition of **special education list** has been amended to reflect the fact that the original transitional resourcing schemes have ended and have been incorporated into ongoing resourcing schemes, which are now reviewable.

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Issued under the authority of the Acts and Regulations Publication Act 1989.

Date of notification in *Gazette*: 9 August 2001.

This order is administered in the Ministry of Education.

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