

# Chapter 2: School Staffing

## Overview

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### Introduction

Teacher staffing is one of the ways the government ensures the delivery of the curriculum to New Zealand students. A *School Staffing Order in Council* is made under Section 91H of the *Education Act 1989* and establishes the entitlement and limitations on staffing. The Teacher Collective Agreements also help determine teacher staffing provisions.

Entitlement staffing is formula driven, and is derived from year level rolls. It provides school boards with a measure of security and stability that enables them to make long-term decisions about providing for students' curriculum and pastoral care needs. Above entitlement, additional staffing is provided in response to identified specific needs. Teachers may also be employed from a board's Operational Funding and locally raised funds.

Banking Staffing policy allows boards greater flexibility to manage annual staffing.

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# The Staffing Cycle

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## Introduction

There are two distinct stages in the staffing cycle. These are:

- the provisional staffing round, which provides boards with a predicted level of entitlement staffing for the following year
  - the 1 March confirmation process, which uses the 1 March roll to confirm or increase the staffing allocated provisionally.
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## Summary of the school staffing cycle

The following table summarises the school staffing cycle:

When	Event
1 July	School boards complete the 1 July roll return and send it to the ministry. Boards provide their prediction of the coming year's roll, year level by year level.
Early September	Boards are sent notice of the ministry's prediction of the coming year's roll and provisional staffing entitlement. The provisional entitlement staffing notified is assured (primary, special and intermediate) or guaranteed (area, restricted composite and secondary) for the coming year. If this notice identifies a reduction in staffing then boards may need to conduct a needs analysis and disestablish position(s).
Late September	School boards may formally request a review of their predicted resourcing roll. The review form is available from the ministry's website at: <a href="http://www.minedu.govt.nz/resourcingforms">www.minedu.govt.nz/resourcingforms</a>
1 March	School boards complete their 1 March roll return and send to ministry. This roll return should arrive at the ministry no later than 10 March.
1 April	The ministry recalculates staffing using the 1 March actual roll and confirms or increases staffing entitlement for the year. Staffing for the year is either the assured/guaranteed staffing or the staffing generated by the 1 March roll, whichever is the greater.

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# The Provisional Staffing Round

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**What is it?** The provisional staffing round provides boards with their predicted entitlement staffing for the following year.

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**Assured Staffing** For primary, intermediate, and special schools, the predicted entitlement staffing calculated using the ministry’s roll prediction is known as the board’s Assured Staffing.

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**GMFS** For secondary, area and restricted composite schools the predicted entitlement staffing calculated using the ministry’s roll prediction is known as the board’s Guaranteed Minimum Formula Staffing (GMFS).

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**Predicted resourcing roll** The resourcing roll predicted by the ministry is used to calculate the provisional staffing and Operational Funding for the coming year.

This predicted resourcing roll is established by using the lesser of the ministry’s prediction and the board’s prediction submitted on its 1 July roll return at each year level and for each type of student, ie, regular, adult, and students in immersion levels one and two.

The following table details how the initial ministry prediction is made at each year level for each type of school:

<b>Secondary Schools</b>	<ul style="list-style-type: none"> <li>• <i>Entrant Year</i> – the same proportion of available enrolments from each contributing school as the school received in the current year.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>All other year levels and students in Māori immersion levels 1 and 2</i> – the school’s latest 1 March to 1 March progression rates for each year level applied to the latest 1 March enrolments.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Adult students</i> – the lesser of the school’s last two years actual March adult enrolments at each year level.</li> </ul>
<b>Area Schools</b>	<ul style="list-style-type: none"> <li>• <i>Entrant year</i> – the same number of new entrant students the school had enrolled at March.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>New Entrant Adjustment</i> – based on an adjustment of eleven twelfths times the number of Year 1 students the schools had enrolled at 1 March (rounded up to the nearest whole number) and the school’s prediction to make provision for the number of new entrants likely to be enrolled between 1 March and 10 October.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>All students Year 2 to Year 8; and Year 2 to Year 8 students in Māori immersion levels 1 and 2</i> – using the latest 1 July enrolments, the same number of students at each year level moved on one year level.</li> </ul>

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## The Provisional Staffing Round, Continued

### Predicted Resourcing Roll (continued)

<b>Area Schools (continued)</b>	<ul style="list-style-type: none"> <li>All other year levels, and students in Māori immersion levels 1 and 2 at all other year levels – the school’s latest 1 July to 1 March progression rates for each year level applied to the latest 1 July enrolments.</li> </ul>
	<ul style="list-style-type: none"> <li>Adult students – the lesser of the school’s last two years actual March adult enrolments at each year level.</li> </ul>
<b>Restricted Composite Schools</b>	<ul style="list-style-type: none"> <li>All students Year 7 to Year 8; and Year 7 to Year 8 students in Māori immersion levels 1 and 2 – using the latest 1 July enrolments, the same number of students at each year level moved on one year level.</li> </ul>
	<ul style="list-style-type: none"> <li>All other year levels, and students in Māori immersion levels 1 and 2 at all other year levels – the school’s latest 1 July to 1 March progression rates for each year level applied to the latest 1 July enrolments.</li> </ul>
<b>Primary Schools</b>	<ul style="list-style-type: none"> <li>Entrant year - the same number of new entrant students the school had enrolled at 1 March.</li> </ul>
	<ul style="list-style-type: none"> <li>New Entrant Adjustment – based on an adjustment of eleven twelfths times the number of Year 1 students the schools had enrolled at 1 March (rounded up to the nearest whole number) and the school’s prediction to make provision for the number of new entrants likely to be enrolled between 1 March and 10 October.</li> </ul>
	<ul style="list-style-type: none"> <li>All other year levels and students in Māori immersion levels 1 and 2 - using the latest 1 July enrolments, the same number of students at each year level moved on one year level, with students in the final year dropping off.</li> <li>For example, if a school had 12 students at year 3 in July, the ministry's initial prediction of year 4 students for 1 March of the coming year would be 12.</li> </ul>
	<ul style="list-style-type: none"> <li>Note: for contributing primary schools, the year 7 roll is based on the principal’s prediction and the year 8 roll is set to nil (except where the school has permission from the Minister of Education to retain its year 7 and 8 students for the purposes of bilingual education).</li> </ul>
<b>Intermediate Schools</b>	<ul style="list-style-type: none"> <li>Entrant Year – the same proportion of available enrolments from each contributing school as the school received in the current year.</li> </ul>
	<ul style="list-style-type: none"> <li>Year 8 and students in Māori immersion levels 1 and 2 – the school’s latest 1 March to 1 March progression rate for Year 7 to year 8 or immersion levels, applied to the latest 1 March Year 7 enrolments or immersion levels.</li> </ul>
<b>Special Schools</b>	<ul style="list-style-type: none"> <li>Entrant year – the same number of new entrant students the school had enrolled at March.</li> </ul>

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## The Provisional Staffing, Continued

### Predicted Resourcing Roll (continued)

<b>Special Schools (continued)</b>	<ul style="list-style-type: none"> <li>All other year levels, and students in Māori immersion levels 1 and 2 at all other year levels –the school’s latest 1 July to 1 March progression rates for each year level applied to the latest 1 July enrolments.</li> </ul>
	<ul style="list-style-type: none"> <li>All other year levels – the school’s latest 1 March to 1 March progression rates for each year level applied to the latest 1 March enrolments.</li> </ul>
	<ul style="list-style-type: none"> <li>Note: Some special schools have a notional roll. Please refer to the <i>School Staffing Order in Council Schedules</i> for information regarding the staffing of these schools. The <i>Order</i> is available at <a href="http://www.legislation.govt.nz">www.legislation.govt.nz</a></li> </ul>

### Review of predicted resourcing roll

Boards may apply in writing for a review of the predicted resourcing roll if they consider there are other factors impacting on the ministry's prediction that may not have been taken into account.

Boards will be required to demonstrate that the ministry's estimate of the predicted resourcing roll is at least 5% at variance with that of the board. Clear evidence supporting this variance will need to be provided before the ministry will consider approving a change. A list of projected enrolments alone will not be sufficient.

The following table details how to apply for a review of a school’s predicted resourcing roll:

If you are a ...	then submit completed Predicted Resourcing Roll Review form to...	by...
<ul style="list-style-type: none"> <li>Primary school</li> <li>Intermediate school</li> <li>Restricted Composite school</li> <li>Area school</li> </ul>	Ministry Local office	Late September
<ul style="list-style-type: none"> <li>Secondary school</li> <li>Special school</li> </ul>	Resourcing Division, Wellington	Late September
The <i>Predicted Resourcing Roll Review Form</i> is available at: <a href="http://www.minedu.govt.nz/resourcingforms">www.minedu.govt.nz/resourcingforms</a>		
Note: Where the actual roll of a primary school at the beginning of the new school year differs, either in total or at individual year levels, from the number(s) predicted in the provisional resourcing roll, and the changed roll generates an increase in staffing, the school’s provisional resourcing roll may be reassessed. Data provided by the board through ENROL will be used by the ministry to make this comparison.		

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# Staffing Reduction/Surplus Staffing Criteria

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## Introduction

When a school's provisional staffing notice shows a reduction compared with the current year, in establishing whether or not to reduce the number of permanent teachers, boards are advised to consider all resources at their disposal. These include the projected use of Operational Funding, the options available under Banking Staffing, the tenure of teachers, and attrition options.

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## Staffing 'protection'

Staffing 'protection' is where the ministry has calculated the staffing for the coming year to be less by 1.0 FTTE or more.

Boards notified as being in need of staffing 'protection' may choose to undertake a full analysis of their curriculum, management, and other staffing needs for the coming year. This must include all teaching staff employed from both Teachers' Salaries (TS) and the board's Bulk Grant (BG).

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## Conditions for ministry funding of surplus staffing costs

If the board's needs analysis identifies surplus staffing and the ministry deems the school is in 'protection', the ministry will meet the surplus staffing costs:

- where no permanent appointments have been made following notification from the ministry that the school is supported by GMFS or Assured Staffing to the extent that permanent appointments cannot be made (unless agreed in advance in writing by the ministry)
  - where, at March, a school's roll generated staffing was less than the provisional staffing, and where a board can show consideration of attrition was undertaken before any permanent appointment was made during the current year, and where the board has completed an *environmental scan* when making any appointments within the current year. This refers to a board's assessment of their staffing situation including:
    - fluctuating roll patterns
    - for schools with year 1 students, checking whether all the new entrants have already arrived and no more are expected
    - whether or not a large class of students at the top year level of the school leave at the end of the year
    - the number of students leaving during the year with no replacements to make up the numbers
    - families with many children moving out of the area
    - any major employer shifting town with families likely to leave and follow the work
    - if a major employer has been set up and families are expected to move into the school zone
    - any closure of a neighbouring school.
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## Staffing Reduction, Continued

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### Conditions for ministry funding of surplus staffing costs (continued)

- where the board can show a full needs analysis has been undertaken and that analysis includes all teacher employees whether their position is funded from Bulk Grant (BG) or Teachers' Salaries (TS), and the employment tenure of all teachers has been taken into account, specifically the disestablishment of non-permanent positions
- where the board has actioned surplus staffing procedures within the timelines notified by the Resourcing Division.

**Note:** In primary and special schools the identification of salary units that are surplus must be carried out before the surplus positions are identified.

**Note:** In some cases the staffing entitlement notice may show a reduction in entitlement staffing of less than 1.0 FTTE, ie, a part time component. Boards may find that the reduction of this part-time component may be unable to be achieved without the disestablishment of a full-time position. The Resourcing Division will consider, on a case-by-case basis, applications from boards that find themselves in this situation. Boards will need to assure the ministry that all of the procedural requirements of this section have been met and the reduction of the part-time component can only be met by identifying a full-time position.

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### Board responsibilities

Boards will be responsible for the payment of all surplus staffing costs over and above the ministry's limit detailed above.

Any employee whose position as a permanently appointed teacher is disestablished is eligible to access the surplus staffing provisions of the relevant Teachers' Collective Agreement.

**Note:** Boards should check with the Resourcing Division that all criteria for ministry payment of surplus staffing entitlements have been met before confirming to a teacher their access to surplus staffing entitlements. Where a board has any doubts about its liability this should be checked with the New Zealand School Trustees Association (NZSTA).

### Criteria used by the ministry when assessing access to the payment of surplus staffing

Responsibility for implementing the staffing reduction process lies with school boards. Further assistance and advice should be sought from NZSTA.

Once a school has satisfied all the conditions above, support for specific surplus staffing entitlements requires the following additional conditions to be met:

Supernumerary: the *default* option that will be approved so long as all the conditions above are met.

Redeployment: will be approved as for supernumerary but only with the written agreement of the school board to which the teacher is to be redeployed.

**Note:** The board of the school to which the teacher is redeployed is obligated to permanently employ this teacher should a vacancy arise during the period of redeployment, either through a resignation or an increase in staffing entitlement.

Retraining: The course of retraining must be approved by the Secretary for Education. Generally the following criteria must be met before approval will be granted:

- Tertiary level equivalent, that is NZQA Level 7 or above
  - Be provided by an NZQA accredited provider
  - Be a full time course
  - Enhance or upgrade the teacher's skills as a teacher. This means that the course must focus on classroom practice and/or school management.
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## Staffing Reduction, Continued

### Surplus staffing timelines

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<b>If the school type is ...</b>	<b>then identified staff must be notified ...</b>	<b>and surplus staffing details must be confirmed with the ministry ...</b>
<ul style="list-style-type: none"><li>• primary</li><li>• intermediate</li><li>• special</li><li>• restricted Composite</li></ul>	in writing, before the end of the school year	on a completed <i>Surplus Staffing Report Form</i> , no later than 8 December.
<ul style="list-style-type: none"><li>• secondary</li><li>• area</li></ul>	in writing, at least two months before the beginning of the school year (28 January)	on a completed <i>Surplus Staffing Report Form</i> , as soon as details are known.

### Further enquiries

Resourcing Division  
Ministry of Education  
PO Box 1666  
Wellington  
Phone: 04 463 8383  
Fax: 04 463 8374  
E-mail: [resourcing@minedu.govt.nz](mailto:resourcing@minedu.govt.nz)

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# The 1 March Roll Confirmation Process

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**Introduction**

Each year all boards are required to complete the 1 March roll return (see Chapter 5 for more details on sending in your roll return). The Resourcing Division uses this data to recalculate staffing entitlements to:

- determine whether or not a school is supported by the Assured Staffing/GMFS policies, or
- confirm the provisional staffing as roll-based, or
- determine whether a school is entitled to an increase in staffing.

If there is an increase in staffing entitlement, this is backdated to the beginning of the school year.

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**New entrant adjustment**

Primary and area schools have a new entrant adjustment of eleven twelfths times the Year 1 roll (rounded up to the nearest whole number) added to their 1 March roll to make provision for the number of new entrants likely to be enrolled between 1 March and 10 October.

For primary schools this adjusted roll is not used to recalculate entitlement staffing, being only used in the calculations to determine whether or not a school is supported by Assured Staffing and to establish the principal grading roll.

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**STEP 1  
Is the school supported by the GMFS or Assured Staffing policies?**

Using the 1 March actual roll, entitlement staffing is recalculated to determine whether or not the school is supported by the GMFS or Assured Staffing policies.

Assured staffing or GMFS support may require the board to seek the permission of the ministry before making a permanent appointment. If this is the case it will be noted on the staffing notice.

The procedure is as follows:

Stage	Description
1	The ministry calculates the entitlement staffing using the 1 March actual roll with a new entrant adjustment applied to estimate the number of new entrant enrolments likely to be enrolled between 1 March and 10 October.

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## The 1 March Roll Confirmation Process, Continued

**STEP 1**  
**Is the school supported by the GMFS or Assured Staffing policies?**  
 (continued)

Stage	Description							
2	The result of this calculation is compared with the school's provisional entitlement staffing.							
3	<table border="1"> <thead> <tr> <th>If...</th> <th>then...</th> </tr> </thead> <tbody> <tr> <td>the provisional entitlement staffing is greater than that generated by the 1 March roll by 1.0 FTTE or more</td> <td>the board may not make any further permanent appointments without the consent of the Determination and Delivery Manager, Resourcing Division. (See below for contact details). Otherwise all vacancies should be advertised and appointed as fixed term positions.</td> </tr> <tr> <td>the provisional entitlement staffing is greater than that generated by the 1 March roll by 0.1 FTTE but less than 1.0 FTTE</td> <td>the board is informed by letter and is advised to undertake and document an Environmental Scan (see page 6) before proceeding with making new permanent appointments. Any decisions should be minuted by the board.</td> </tr> </tbody> </table>		If...	then...	the provisional entitlement staffing is greater than that generated by the 1 March roll by 1.0 FTTE or more	the board may not make any further permanent appointments without the consent of the Determination and Delivery Manager, Resourcing Division. (See below for contact details). Otherwise all vacancies should be advertised and appointed as fixed term positions.	the provisional entitlement staffing is greater than that generated by the 1 March roll by 0.1 FTTE but less than 1.0 FTTE	the board is informed by letter and is advised to undertake and document an Environmental Scan (see page 6) before proceeding with making new permanent appointments. Any decisions should be minuted by the board.
If...	then...							
the provisional entitlement staffing is greater than that generated by the 1 March roll by 1.0 FTTE or more	the board may not make any further permanent appointments without the consent of the Determination and Delivery Manager, Resourcing Division. (See below for contact details). Otherwise all vacancies should be advertised and appointed as fixed term positions.							
the provisional entitlement staffing is greater than that generated by the 1 March roll by 0.1 FTTE but less than 1.0 FTTE	the board is informed by letter and is advised to undertake and document an Environmental Scan (see page 6) before proceeding with making new permanent appointments. Any decisions should be minuted by the board.							

**Requesting consent to make permanent appointments**

To obtain consent to make permanent appointments boards should fully set out the reasons for their request, in writing, and send to:

The Manager  
 Determination and Delivery  
 Resourcing Division  
 Ministry of Education  
 PO Box 1666  
 Wellington  
 Fax: 04 463 8374  
 Email: [resourcing@minedu.govt.nz](mailto:resourcing@minedu.govt.nz)

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## The 1 March Roll Confirmation Process, Continued

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### Reducing the impact of a staffing reduction

Boards supported by the GMFS or Assured Staffing policies are required to actively plan to reduce the impact of the staffing reduction likely to occur at the end of the year. This planning will include consideration of:

- attrition
  - recruitment and appointment strategies
  - the possible disestablishment of non-permanent positions at the end of the year.
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### Consequences of not planning or making unauthorised permanent appointments

Boards unable to show that they have undertaken planning for the likely reduction in staffing at the end of the school year, may be required to fund surplus staffing costs.

Where unauthorised permanent appointments made by the board result in teachers being unnecessarily declared surplus then the board may be liable for the resulting costs.

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### **STEP 2** Confirming or Increasing Entitlement Staffing

Using the 1 March actual roll, entitlement staffing is recalculated to determine whether or not the board's provisional entitlement staffing is to be confirmed or increased as roll-based staffing.

The procedure is as follows:

Stage	Description
1	The ministry calculates the entitlement staffing using the 1 March actual roll.  In Area schools only, a new entrant adjustment is applied to make provision for the number of new entrants likely to be enrolled between 1 March and 10 October.
2	The result of the calculation is compared with the school's provisional entitlement staffing.
3	The greater of a school's provisional or 1 March roll generated staffing becomes the school's confirmed staffing for the year. Any increase in staffing is backdated to the beginning of the school year.

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## The 1 March Roll Confirmation Process, Continued

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### Recalculation of principal's grading roll

Using the 1 March actual roll, the principal's grading roll is recalculated to determine whether or not the principal's grading has changed.

The procedure is as follows:

Stage	Description
1	The ministry calculates the principal's grading roll using the 1 March actual roll.  For primary and area schools, a new entrant adjustment is applied to make provision for the number of new entrants likely to be enrolled between 1 March and 10 October.
2	Using the principal's grading roll, the principal grading for the school is established.
3	The result is compared with the principal grading provided provisionally.
4	The greater of this result or the provisional principal's grading becomes the incumbent principal's grading for the year. Any grading increase is backdated to the beginning of the school year.

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### Recalculation of principal's salary grade

- After the principal grading recalculation is completed using the 1 March roll, the principal's grading is set for the year at that level. No further recalculations will be made.
  - Please refer to the appropriate Collective Agreement and the Principal Salary Grading section in this chapter (page 36) for further information.
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# Changes to Staffing During the Year

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## Introduction

Boards may request changes to their staffing during the year as a result of roll growth.

Before any increase is approved, the increased permanent daily roll must have been maintained at the higher level for four school weeks (20 school days) or a lesser time approved by the Manager of the Ministry of Education Local office or the Manager, Resourcing Division.

Roll increases will not be considered after 4 December.

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## Staffing recalculation

Where there is an increase in a school's roll, and the conditions around enrolment, as stated on the previous page, are met, staffing will be recalculated using the new roll with a new entrant adjustment applied to make provision for the number of new entrants likely to be enrolled between the date of application and 10 October.

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## Use of staffing increase

The following rules apply when staffing increases as a result of roll growth:

- Appointments to any additional entitlement staffing generated by a roll increase during the year may only be made on a fixed term basis.
  - Any additional salary units and MMAs generated by a roll increase during the year may only be allocated on a fixed term basis.
  - Where a school is supported by the GMFS or Assured Staffing, new enrolments must be managed within the GMFS or Assured Staffing being provided. Once the GMFS or Assured Staffing is absorbed by roll increases, increases to staffing will apply in the normal way.
  - An increase to the staffing roll after 1 March will not lift the restriction on making permanent appointments for those schools whose confirmed staffing notice states that they must request the consent of the Determination and Delivery Manager, Resourcing Division, before making any further permanent appointments. This requirement remains in force for the whole of the school year.
  - The ministry, prior to agreeing to an increase in the roll, may undertake an audit of the school roll.
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## Contact details

Who to contact regarding increases to staffing as a result of roll growth:

<ul style="list-style-type: none"><li>• Primary</li><li>• Intermediate</li><li>• Restricted Composite</li></ul>	Refer all enquiries and requests for roll changes to your local office of the ministry. Contact details are listed in References and Resources chapter of this Handbook.
<ul style="list-style-type: none"><li>• Special</li><li>• Secondary</li></ul>	Contact the Resourcing Division Contact Centre on 04-468 8383 or email <a href="mailto:resourcing@minedu.govt.nz">resourcing@minedu.govt.nz</a>

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# Staffing Provisions

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**Introduction** School Staffing is made up of a number of elements. Each school's adjusted maximum allowable staffing consists of:

- Entitlement Staffing; and some or all of the following:
    - Special Education staffing – ORRS resourcing.
    - Additional staffing.
    - Staffing transfer(s).
    - Teacher-specific staffing allowances.
    - Staffing for attached units or attached teachers.
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## Entitlement Staffing Overview

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**Introduction** Entitlement staffing is made up of three components:

- Curriculum staffing.
- Management staffing.
- Additional guidance staffing (for area, restricted composite, special and secondary schools only).

Entitlement staffing also drives the calculation of the following:

- Entitlement salary units.
- Middle management allowances (secondary and area schools only).
- Senior management allowances (secondary schools only)

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**Curriculum staffing** Curriculum staffing is calculated using student numbers at each year of schooling.

For this calculation, the number of students at each year level is subdivided into:

the number of students, at each year level, being taught in Māori for more than 12.5 hours per week (Māori medium immersion levels one and two) the remaining number of students, at each year level.

Note: This subdivision of year level rolls into Māori immersion rolls and non-immersion rolls only applies to the first step in the calculation of curriculum staffing. After this step, the total roll at each year level is used in subsequent calculations.

**Maximum Average Class Size (MACs)** The Maximum Average Class Size (MACs) policy operates on top of the curriculum delivery formula and ensures that schools with fewer than 176 students will have curriculum staffing of at least one teacher to every 25 students (1:25).

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## Entitlement Staffing Overview, Continued

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### Curriculum staffing general information (All schools)

The following table shows year level teacher:student ratios used to calculate curriculum staffing.

Year of Schooling	Māori Immersion Teacher: Student ratio	Non-Māori Immersion Teacher: Student ratio
Year 1	1:15	1:15
Year 2–3	1:18	1:23
Year 4–8	1:18	1:29
Year 9–10	1:20	1:23.5
Year 11	1:20	1:23
Year 12	1:18	1:18
Year 13	1:17	1:17

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### What does curriculum staffing consist of?

Curriculum staffing consists of (if appropriate):

- Primary curriculum (FTTE) Years 1–8
- Technology education (FTTE) Years 7–8
- Secondary curriculum (FTTE) Years 9–15
- Curriculum Base Staffing (FTTE) Years 9–15.

The total of these are included on the staffing notice together as ‘Curriculum’.

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# Curriculum Staffing: Primary Curriculum (Years 1–8)

## Calculating primary curriculum staffing

Follow the steps in the worksheet below to calculate the primary curriculum staffing for schools with students in Years 1-8:

Step	Action	Result												
1	Divide the Year 1 Immersion roll by 15													
2	Divide the Years 2-8 Immersion roll by 18													
2	Divide the Year 1 Non-Immersion roll by 15													
3	Divide the Years 2-3 Non-Immersion roll by 23													
4	Divide the Years 4-8 Non-Immersion roll by 29													
5	Add the results of steps 1-5 together. If the total is less than 1.0, replace with 1.0.													
6	<table border="1"> <thead> <tr> <th>If...</th> <th>then...</th> </tr> </thead> <tbody> <tr> <td>the total roll (years 1–8) is equal to or greater than 176, and your answer to step 4 is less than 7.0</td> <td>the primary curriculum staffing equals 7.0. This is the end of the procedure in this case.</td> </tr> <tr> <td>the total roll (years 1–8) is less than 176</td> <td>continue the procedure by applying the calculation in the following steps</td> </tr> </tbody> </table>	If...	then...	the total roll (years 1–8) is equal to or greater than 176, and your answer to step 4 is less than 7.0	the primary curriculum staffing equals 7.0. This is the end of the procedure in this case.	the total roll (years 1–8) is less than 176	continue the procedure by applying the calculation in the following steps							
If...	then...													
the total roll (years 1–8) is equal to or greater than 176, and your answer to step 4 is less than 7.0	the primary curriculum staffing equals 7.0. This is the end of the procedure in this case.													
the total roll (years 1–8) is less than 176	continue the procedure by applying the calculation in the following steps													
7	Calculate the maximum average class size (MACS) by dividing the total roll (years 1-8) by the integer part of the result of step 5.													
8	<p>Primary, intermediate and special schools:</p> <table border="1"> <thead> <tr> <th>If...</th> <th>then...</th> </tr> </thead> <tbody> <tr> <td>the MACS generated in step 7 is greater than 25</td> <td>the primary curriculum staffing equals your answer from step 5, rounded up to the next whole number. Continue to step 9.</td> </tr> <tr> <td>the MACS generated in step 7 is less than 25</td> <td>the primary curriculum staffing equals your answer from step 5. End of procedure.</td> </tr> </tbody> </table> <p>Secondary schools (years 7 and 8 only) and area schools (Years 1–8 only):</p> <table border="1"> <thead> <tr> <th>If...</th> <th>then...</th> </tr> </thead> <tbody> <tr> <td>the MACS generated in step 7 is greater than 25</td> <td>the primary curriculum staffing equals your answer from step 5, rounded up to the next whole number. Continue to step 9.</td> </tr> <tr> <td>The MACS generated in step 7 is less than 25</td> <td>the primary curriculum staffing equals your answer from step 5. End of procedure.</td> </tr> </tbody> </table>	If...	then...	the MACS generated in step 7 is greater than 25	the primary curriculum staffing equals your answer from step 5, rounded up to the next whole number. Continue to step 9.	the MACS generated in step 7 is less than 25	the primary curriculum staffing equals your answer from step 5. End of procedure.	If...	then...	the MACS generated in step 7 is greater than 25	the primary curriculum staffing equals your answer from step 5, rounded up to the next whole number. Continue to step 9.	The MACS generated in step 7 is less than 25	the primary curriculum staffing equals your answer from step 5. End of procedure.	
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The MACS generated in step 7 is less than 25	the primary curriculum staffing equals your answer from step 5. End of procedure.													

*Continued on next page*

# Curriculum Staffing: Primary Curriculum (Years 1–8), Continued

Calculating  
primary  
curriculum  
staffing  
(continued)

Step	Action	Result												
9	Calculate a second MACS by dividing the total roll (years 1–8) by the integer part of the result of step 8.													
10	<p>Primary, intermediate and special schools:</p> <table border="1"> <thead> <tr> <th>If...</th> <th>then...</th> </tr> </thead> <tbody> <tr> <td>the second MACS generated in step 9 is greater than 25</td> <td>the primary curriculum staffing equals 1.0 added to your answer from step 8. End of procedure.</td> </tr> <tr> <td>the second MACS generated in step 9 is less than 25</td> <td>the primary curriculum staffing equals your answer from step 8. End of procedure.</td> </tr> </tbody> </table> <p>Secondary schools (years 7 and 8 only) and area schools (Years 1-8 only):</p> <table border="1"> <thead> <tr> <th>If...</th> <th>then...</th> </tr> </thead> <tbody> <tr> <td>the second MACS generated in step 9 is greater than 25,</td> <td>the primary curriculum staffing equals your answer from step 8, rounded up to the next whole number. End of procedure.</td> </tr> <tr> <td>the second MACS generated in step 9 is less than 25,</td> <td>the primary curriculum staffing equals your answer from step 8. End of procedure.</td> </tr> </tbody> </table>	If...	then...	the second MACS generated in step 9 is greater than 25	the primary curriculum staffing equals 1.0 added to your answer from step 8. End of procedure.	the second MACS generated in step 9 is less than 25	the primary curriculum staffing equals your answer from step 8. End of procedure.	If...	then...	the second MACS generated in step 9 is greater than 25,	the primary curriculum staffing equals your answer from step 8, rounded up to the next whole number. End of procedure.	the second MACS generated in step 9 is less than 25,	the primary curriculum staffing equals your answer from step 8. End of procedure.	
If...	then...													
the second MACS generated in step 9 is greater than 25	the primary curriculum staffing equals 1.0 added to your answer from step 8. End of procedure.													
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the second MACS generated in step 9 is greater than 25,	the primary curriculum staffing equals your answer from step 8, rounded up to the next whole number. End of procedure.													
the second MACS generated in step 9 is less than 25,	the primary curriculum staffing equals your answer from step 8. End of procedure.													

## Curriculum Staffing: Technology Staffing (Years 7–8)

---

**Introduction** Staffing for technology education is provided to all schools approved by the Resourcing Division of the Ministry of Education to provide technology education for Year 7 and 8 students.

The Year 7 and 8 rolls used to calculate technology staffing are those used to calculate the provisional, and later the confirmed, staffing for each of the client schools. Details will be included on schools' staffing entitlement notices.

---

**Calculation formula** The calculation that determines technology staffing FTTE is:

Technology staffing (FTTE) = Technology staffing roll/120

---

**Technology Memoranda of Understanding** The following procedures apply for setting technology staffing for schools providing technology instruction for Year 7 and 8 students:

- Current *Memoranda of Understanding* for students from client schools remain in place unless new arrangements are agreed in writing between the school(s) and the ministry's Resourcing Division.
  - All applications for a change of approved provider must be made through the Resourcing Division. Application forms are available from the ministry's website at [www.minedu.govt.nz/resourcingforms](http://www.minedu.govt.nz/resourcingforms).
  - The final date for receipt of applications at the Resourcing Division is 1 August when a change is being requested for the following year.
  - Changes will be approved only where no additional costs, such as transport, property or surplus staffing costs, are incurred by the ministry as a result of the change in provider.
  - Once approval is granted a *new Memorandum of Understanding* will be required before staffing may be allocated. A copy of this memorandum is available from [www.minedu.govt.nz/resourcingforms](http://www.minedu.govt.nz/resourcingforms), and must be sent to the Resourcing Division once completed.
  - The Year 7 and 8 rolls used to calculate technology staffing are those used to calculate the provisional, and later the confirmed, staffing for each of the client schools. Details will be included on schools' staffing entitlement notices.
-

# Curriculum Staffing: Secondary Curriculum

---

**Introduction** Secondary curriculum staffing comprises roll-generated curriculum staffing and curriculum base staffing.

---

**Calculation formula for roll-generated curriculum staffing** The roll-generated secondary curriculum staffing for Year 9 – 15 students is calculated using the following formula:

Immersion Roll (Y9–11) / 20	Plus
Immersion Roll (Y12)/18	Plus
Immersion Roll (Y13–15)/17	Plus
Non-immersion Roll (Y9–10)/23.5	Plus
Non-immersion Roll (Y11)/23	Plus
Non-immersion Roll (Y12)/18	Plus
Non-immersion Roll (Y13–Y15)/17	Plus
Equals	Total

---

**Curriculum base staffing** Curriculum base staffing of 0.50 to 1.2 FTTE for each year level from years 9 to 13, where the number of students at each of these levels is greater than zero, is calculated as follows:

Note: For this calculation, the year 13 roll is taken to be the sum of the rolls for years 13, 14 and 15.

If the total roll in years 9 to 13 ( $R_S$ ) is *greater than* 200, the formula is:

$$1.2 \times \text{number of non-zero roll levels (years 9 to 13)}$$

If the total roll in years 9 to 13 ( $R_S$ ) is *less than or equal to* 200, the formula is:

$$(0.0035 \times R_S) + 0.50 \times \text{number of non-zero roll levels (years 9 to 13)}$$

Note: The sum of the above curriculum staffing is rounded up to one decimal place.

---

# Management Staffing

---

## Introduction

Management staffing comprises:

- A roll-generated component; and
- Base management staffing (for secondary and area schools); or
- Professional leadership staffing (all other schools).

Base management or professional leadership staffing is added to the roll-generated management staffing, and then rounded down to one decimal place.

---

## Management staffing roll weightings

The calculation of management staffing uses a year-level weighted roll. The roll weightings used are:

Year Level	Weighted Roll
Years 1–3	4.0
Years 4–8	3.5
Technology education (7–8)	0.5
Years 9–10	7.0
Year 11	9.0
Year 12	15.0
Year 13–15	16.0

---

## Weighted roll calculation

Using the above weightings the school's weighted roll (WR) is calculated:

$$WR = \text{Sum of (Roll weighting x Year level roll)}$$

---

## Management staffing calculation

Management staffing (MS) is then calculated using the formula:

$$MS = (0.0003 \times WR) + (0.017 \times \text{square root of WR})$$

---

*Continued on next page*

## Management Staffing, Continued

### Base management and professional leadership staffing

Base management (secondary and area schools)/professional leadership staffing (primary, intermediate and special schools) time allowance is allocated based on the total roll of the school according to the following table:

Total Roll Range	Base Management Staffing (Secondary & Area) FTTE  Professional Leadership Staffing (Primary, Intermediate and Special) FTTE
1 –28	0.2
29–60	0.3
61–92	0.4
93–123	0.5
124–155	0.6
156–186	0.7
187–218	0.8
219–249	0.9
250+	1.00

### Guidance Staffing

#### Introduction

Additional guidance staffing of 0.08 to 0.45 FTTE is provided for each year level taught from year 9 to year 13, where the number of students at each of these year levels is greater than zero.

For this calculation, the year 13 roll is taken to be the sum of the rolls for years 13, 14 and 15.

#### Guidance staffing calculation

Guidance staffing is calculated as follows, where Rs equals the total number of students in years 9-15.

All calculations are rounded to one decimal point.

School type	Size of roll (year 9–15)	Formula
Secondary, area, special and restricted composite	Greater than 200	$0.45 \times \text{number of non-zero roll levels [Years 9–13]}$
	Equal or less than 200	$\{(0.00185 \times R_s) + 0.08\} \times \text{number of non-zero roll levels [years 9 -13]}$

# Salary Units, Senior and Middle Management Allowances

---

## Salary units

Entitlement salary units are calculated using a school's entitlement staffing. Very small schools may generate zero units. For ORRS-generated Salary Units, see Special Education Staffing – ORRS Resourcing, page 22.

Units can be allocated according to the rules below:

---

## Rules for allocating salary units

Salary units may only be allocated subject to the following:

- Units are for teachers, and unless a person is employed as a teacher they may not be paid a unit.
  - Units may be allocated to part-time teachers, but they must be allocated as whole units rather than fractions of a unit.
  - Principals may not be paid a unit(s).
  - Units may be allocated on a permanent or fixed term basis as prescribed by the appropriate teachers' Collective Agreement.
  - The rules for allocating units in primary schools are set out in the PCTA and are also covered in the "Unit Allocation Guidelines" covered by the MoE, NZEI and NZSTA in 2008.
  - Up to 40% of units may be allocated as fixed term in primary schools.
  - Fixed term units are for the period allocated by the board and are usually for a minimum of 1 term. Salary protection only applies to units allocated permanently.
  - Units may not be divided, except in the case of official 'job share positions' and as described in the appropriate teachers' Collective Agreement.
  - Units are paid fortnightly as part of salary and not as a lump sum.
  - Primary or intermediate schools with a staffing entitlement of 21 or fewer FTTEs may designate no more than two teachers holding permanent units as 'deputy principal' or 'assistant principal'. In schools with more than 21 teachers, no more than three teachers may be designated as 'deputy principal' or 'assistant principal'.
  - Units are not part of the banking of staffing arrangements.
  - Some units are allocated to specific attached positions (e.g. RTLB). These units must be given to the teacher occupying the specific position. They are not included in the board's entitlement.
- 

## Calculation of salary units

The following formula is used to calculate entitlement salary units:

Generating Staffing = Entitlement staffing plus eligible attached teachers minus one (ie, the principal).

All calculations are rounded to the nearest whole number.

School Type	Salary Unit Formula
Primary and Intermediate (for 2009. To be adjusted for 2010)	$(1.01 \times \text{Generating Staffing}) - 1.3$
Area	$(1.21 \times \text{Generating Staffing}) + 2.6$
Secondary	$(1.2 \times \text{Generating Staffing}) + 8$
Special	$(1.01 \times \text{Generating Staffing}) - 1.3$

---

## Eligible Attached Teachers

Eligible attached teachers are:

- Approved Resource Teachers of Vision Impaired (RVI)
  - Approved Resource Teachers of Hearing Impaired (RHI)
- 

*Continued on next page*

## Salary Units, Senior and Middle Management Allowances, Continued

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### Senior Management Allowances

Senior Management Allowances (SMAs) are provided to secondary schools only.

### Calculation of SMAs – (Secondary Schools)

The following formula is used to calculate Senior Management Allowances for secondary schools:

$$\text{SMA} = (0.18 \times (\text{Management staffing} - 1) + 2) \text{ [rounded up to the next whole number]}$$

### Allocation of SMAs (Secondary Schools)

The rules governing the allocation of SMAs are set out in the Secondary Teachers' Collective Agreement (STCA) and covered by the Guidelines promulgated by PPTA and NZSTA.

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### Middle Management Allowances

Middle Management Allowances (MMAs) are provided to secondary and area schools only.

---

### Calculation of MMAs (Secondary Schools)

The following formula is used to calculate Middle Management Allowances for secondary schools:

$$\text{MMA} = (0.525 \times \text{Generating Staffing}) + 5 \text{ [rounded to the nearest whole number]} + \text{integer (ORRS roll/5)}$$

Where Generating Staffing = the sum of:

- Entitlement Staffing; plus
  - eligible attached teachers
  - minus one (the principal).
- 

### Calculation of MMAs (Area Schools)

The following formula is used to calculate Middle Management Allowances for Area schools:

$$\text{MMA} = (0.6 \times \text{Generating Staffing}) \text{ [rounded to the nearest whole number]}$$

Where Generating Staffing = the sum of:

- Secondary (Years 9-15) Curriculum Staffing; plus
  - Curriculum Base Staffing; plus
  - Guidance Staffing for the school's secondary students.
- 

*Continued on next page*

## Salary Units, Senior and Middle Management Allowances, Continued

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### Allocation of MMAs (Secondary Schools)

The rules governing the allocation of MMAs are set out in *the Secondary Teachers' Collective Agreement* and covered in the Guidelines prepared by PPTA and NZSTA of November 2004, available on [www.nzsta.org.nz](http://www.nzsta.org.nz). Boards should familiarise themselves with these.

In summary, these state the following:

- MMAs may be allocated to teachers who hold 0–5 salary units.
- Up to 15% of the MMAs may be allocated to teachers without salary units who have designated curriculum or pastoral management responsibilities.
- No teacher may hold more than two MMAs.
- Teachers with 5 salary units, who have significant designated curriculum-related management responsibilities, may be allocated MMAs, but may hold *one MMA* only.
- Up to 30% of the MMAs in secondary schools can be allocated on a fixed term basis.

### Allocation of MMAs (Area Schools)

The rules governing the allocation of MMAs are set out in the *Area School Teachers' Collective Agreement (ASTCA)* and covered in the Guidelines prepared by PPTA and NZSTA in December 2004.

Boards should familiarise themselves with these base documents. MMAs may be allocated to teachers with designated curriculum and/or pastoral management responsibilities subject to the agreed set of criteria and limitations.

In summary, the ASTCA states that:

- in schools with a total of seven or more MMAs, *up to 15%* of the MMAs may be allocated to teachers without salary units who have curriculum and/or pastoral management responsibilities
  - in schools with fewer than seven MMAs, only *one MMA* may be allocated to a teacher without salary units who has curriculum and/or pastoral management responsibilities
  - no teacher may hold more than two MMAs
  - teachers with five salary units, who have significant designated curriculum-related management responsibilities, may be allocated MMAs, but may hold *one MMA* only
  - up to 30% of the MMAs in area schools with four or more MMAs can be allocated on a fixed term basis
  - in schools with fewer than four MMAs, one MMA can be allocated on a fixed term basis.
-

## Special Education Staffing – ORRS Resourcing

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**Introduction** Schools receive staffing for students with special education needs through the Ongoing and Reviewable Resourcing Scheme (ORRS).

Students in the ORRS scheme are classified as having high, or very high ongoing special education needs.

ORRS students, as ‘regular students’, generate curriculum and management time allowances, and salary units. They also generate additional ORRS staffing as outlined below.

---

**ORRS staffing** ORRS students verified as having high or very high ongoing special education needs will generate the following staffing entitlements for the period they are enrolled at the school:

Level of need	Staffing entitlement
High	0.1 FTTE
Very High	0.2 FTTE

---

**ORRS management staffing** The management staffing generated by ORRS staffing is calculated and identified separately as ORRS management staffing on staffing notices using the formula:

$0.05 \times \text{ORRS Staffing FTTE}$ (Result rounded to two decimal places)
--

---

**ORRS salary units** The formula used for the generation of ORRS salary units is:

School Type	Formula
Primary, Intermediate, Special	$(\text{ORRS Staffing} + \text{ORRS Management Staffing}) \times 1.01$ Rounded to nearest whole number
Area/Restricted Composite	$(\text{ORRS Staffing} + \text{ORRS Management Staffing}) \times 1.21$ Rounded to nearest whole number
Secondary	$(\text{ORRS Staffing} + \text{ORRS Management Staffing}) \times 1.2$ Rounded to nearest whole number

---

**Reductions in ORRS staffing** When ORRS students leave a school, ORRS staffing will reduce. This reduction will apply retrospectively from the beginning of the pay-period following the date at which the student is registered in the ministry’s ORRS database as having left the school. ORRS generated salary units might also be affected.

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*Continued on next page*

# Special Education Staffing – ORRS Resourcing, Continued

**Managing ORRS staffing reductions**

Schools are expected to manage ORRS staffing reductions using their existing resources and staffing flexibilities. Where a board believes that this is not achievable, an application may be made to the Resourcing Division for additional staffing resource to support legitimate employment commitments made by the board.

**Requests for additional staffing resources**

In assessing requests for additional staffing support, the ministry considers:

- the appointment process the board used when establishing the tenure of the teacher(s) whose employment is sustained using the ORRS resource. This process must have included consideration of the continuity of ORRS enrolments and their likelihood of remaining enrolled at the school

- the environmental<sup>1</sup> scan assessed by the board when making any appointment within the past year

- the current tenure of all teachers employed by the board.

Where a school can show that the ORRS staffing about to be reduced has been used to resource a permanent or fixed term position, and the ministry’s assessment using the criteria above substantiates that this was a reasonable decision on the part of the board, the following additional staffing will be provided to maintain the position:

<b>Tenure of position</b>		<b>Support will be provided until:</b>
Permanent	Full-time	Up to the end of the school year (as necessary)
	Part-time	Until the end of the two month notice period required in the CA, or any lesser period agreed by the board and the teacher.
Fixed-term		The lesser of: <ul style="list-style-type: none"> <li>• the end of the appointment term, or</li> <li>• the end of the two month notice period required in the CA, or any lesser period agreed by the board and the teacher.</li> </ul> Note: The latest date the ministry will consider the notice period beginning from is the date the ORRS student leaves the school.

*Continued on next page*

<sup>1</sup> Environmental scan refer to page 6 of this section.

## Special Education Staffing – ORRS Resourcing, Continued

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### **ORRS surplus staffing**

If at the end of the school year reductions in ORRS staffing are unable to be managed without the disestablishment of a permanent position, the ministry will consider, on a case by case basis, the payment of the surplus staffing provisions of the appropriate Teachers' Collective Agreement for the teacher whose permanent employment had been resourced from ORRS staffing.

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### **Requests for ORRS surplus staffing**

In assessing each case the ministry will consider:

- the appointment process the school used when establishing the tenure of the teacher(s) whose employment was sustained using the ORRS resource. This process must have included consideration of the continuity of ORRS enrolments and their likelihood of remaining enrolled at the school
  - the environmental scan assessed by the board when making any appointment within the past year
  - the current tenure of all teachers employed by the board.
-

## Additional Staffing

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### Introduction

Additional Staffing is staffing funded by the ministry in addition to entitlement staffing. Additional Staffing is provided in response to identified specific needs and is often for a set period.

Additional Staffing can consist of the following:

- Classroom Release Time (CRT).
  - Reading Recovery Allowance (RRA).
  - Instrumental and Vocal Tuition Time Allowance.
  - Special Reasons Time Allowance.
  - Mentoring and Coordination Staffing Allowance.
  - Time Allowance for Full-time Permanently Appointed Teachers of Instrumental Music.
  - Discretionary Special Reasons Staffing.
  - Special Needs: Normal Schools.
- 

### Classroom Release Time (CRT) (Primary, Intermediate and Special Schools)

Classroom Release Time (CRT) is calculated using the following formula: Primary (including intermediate) schools CRT allowance, in FTTEs, is calculated by:

- (a) adding:
- the school's *Entitlement Staffing* (in FTTEs), including its curriculum time allowance, management time allowance, and (for special schools only) base guidance staffing and
  - its *special education (ORRS) staffing* (in FTTEs), including its special education staffing allowance and its special education management allowance, (if any) and
  - its staffing transfers (in FTTEs), (if any) (adding all staffing transferred to the school by other schools and subtracting all staffing transferred from the school to other schools) and
  - its *supernumerary staffing* (in FTTEs), (if any) (other than teachers exercising the retraining, long service leave and severance provisions) and
  - its senior teacher special duties normal schools allowance (in FTTEs), (if any) and
  - its staffing for an attached primary kura teina (in FTTEs), (if any) and
- (b) subtracting 1 (the principal) from the total obtained in (a) and
- (c) if the answer obtained in (b) is  $\leq$  XX.79 FTTE, round down to a whole number eg, 5;
- if the answer obtained in (b) is  $\geq$  XX.80 FTTE, do not round down.
- (d) multiplying the number obtained in (c) by 0.04.

Note: Entitlement staffing for special schools is listed in the School Staffing Order.

## Additional Staffing, Continued

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**Reading  
Recovery Time  
Allowance  
(primary  
schools)**

This resource is allocated by the ministry's local offices. Further information on Reading Recovery Time Allowance can be obtained from local offices.

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**Instrumental  
and Vocal  
Tuition Time  
Allowance**

Secondary, area and restricted composite schools are allocated an allowance to enable them to provide tuition in vocal and instrumental music. This is generated by the formula:

$$\text{Instrumental and Vocal Tuition Time Allowance} = \text{Total Year 7-15 Staffing Roll} \times 0.001 \text{ (FTTE) (correct to two decimal places)}$$

Note: In restricted composites, only the Years 9 and 10 rolls are used in this calculation.

This roll-related allowance is calculated using the 1 March actual rolls. The figure given on the provisional staffing advice notice is based on predicted rolls and is indicative only.

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*Continued on next page*

## Additional Staffing, Continued

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### Special Reasons Time Allowance

This resource is allocated to specified area and composite schools, based on the number of students in Years 11 to 15, using the formula:

$$(200 - X)/275 \text{ FTTE where } X = \text{the number of students in Years 11-15}$$

For specified rural area schools, the formula is:

$$(200 - X)/275 + 0.5 \text{ FTTE}$$

This roll-related allowance is adjusted on the basis of 1 March actual rolls.

---

### Mentoring and Coordination Staffing Allowance

Normal schools may be allocated additional staffing of up to 1 FTTE and two units to provide mentoring and co-ordination of mentoring to student teachers assigned to the school.

This resource may only be used for this purpose.

---

### Time Allowance for full-time permanently appointed Itinerant Teachers of Music

Boards of secondary schools listed in the relevant Staffing Order Schedule that employ full-time, permanently appointed teachers of instrumental and vocal music will be provided with a time allowance to co-ordinate the programmes and to provide time for the professional development of these teachers.

The following schedule will apply to this allowance.

Number of full-time permanently appointed teachers of music	Time allowance for coordinator (FTTE)
1	0.1
2	0.2
3	0.3
4	0.3
5 or more	0.4

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### Discretionary Special Reasons Staffing

The Secretary for Education may approve an increase in a school's staffing for a specified period. This is short term emergency staffing provided to deal with trauma, fire, flood or other exceptional and unusual circumstances.

Applications for Discretionary Special Reasons Staffing should be made to the Resourcing Division, Ministry of Education.

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# Staffing Transfer

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## **Introduction**

The staffing transfer procedure helps boards to make use of the specialist staff in other schools. It enables a transfer of staffing to a school wishing to use the services of specialist teachers employed by other schools.

Transfer of staffing between schools will not be actioned by the ministry unless a formal agreement has been signed by both parties.

---

## **New staffing transfer agreements**

New staffing transfer agreements should be submitted to the Resourcing Division in the year prior to the transfer taking effect.

Recipient schools are responsible for ensuring the Resourcing Division receives the transfer of staffing agreement. Without copies of these agreements, the Resourcing Division cannot action the transfer(s) of staffing.

Staffing transfer forms are available from [www.minedu.govt.nz/resourcingforms](http://www.minedu.govt.nz/resourcingforms)

---

## **Recurrence of staffing transfer agreements**

Where an end date is not specified in the agreement an assumption is made that the transfer of staffing remains ongoing and in force until the Resourcing Division is informed otherwise.

Any changes to an agreement will require a new staffing transfer agreement to be completed.

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## **Updating a staffing transfer agreement**

Only one staffing transfer agreement per specialist service may be in place at any one time. A new staffing transfer therefore supersedes and is not additional to the previous arrangement.

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## **Ending a staffing transfer agreement**

Where a board decides to end a staffing transfer agreement, the written consent of both boards party to the agreement is required.

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# Teacher Specific Staffing Allowances

## Introduction

This element of staffing provides specific staffing allowances to boards employing individual teachers who have specified requirements or entitlements under the terms and conditions of the appropriate Teachers' Collective Agreement.

Allowances are provided as additional non-permanent staffing, and will be removed from the date the teacher ceases to meet one or more of the criteria.

Allowances are only available for teachers employed from Teachers' Salaries (TS) and who remain employed from TS. Boards are liable for any relevant allowances for teachers employed from the Bulk Grant (BG).

## Allowances available

The following table summarises the time allowances available for teachers requiring advice and guidance:

Allowance	Allowance is for	Teacher Employed	Time Allowance	Maximum Duration
Beginning Teacher (first year)	Teaching experience less than 12 months	Full time (1.00 FTTE)	0.2 FTTE	1 Year
		Part Time (0.5-0.9 FTTE)	0.1 FTTE	1 Year
		Less than 0.5 FTTE	Not Eligible	
Beginning Teacher (second year)	Teaching experience between 12 and 24 months	Full Time	0.1 FTTE	1 Year
		Less than Full Time	Not Eligible	-
Overseas Teacher Time Allowance	Overseas trained with no teaching experience since arriving in NZ <b>OR</b> NZ trained; no teaching experience since returning to New Zealand	Full Time	0.1 FTTE	<ul style="list-style-type: none"> <li>• 1 Term *</li> <li>• (Primary</li> <li>• Intermediate</li> <li>• Special</li> <li>• Area/Composite)</li> <li>•</li> <li>• 2 Terms (Secondary)</li> </ul>
		Less than Full Time	Not Eligible	-
Retrained Teacher	Completed or about to complete a course of teacher retraining approved by the Secretary for Education and less than 12 months teaching after retraining	Full Time (1.00 FTTE)	0.2 FTTE	1 Year
		Part Time (0.5-0.9 FTTE)	0.1 FTTE	1 Year
		Less than 0.5 FTTE	Not Eligible	-
* NB: Full Time Overseas Teacher Time Allowance for area/composite schools will increase from 1 term to 2 terms from the beginning of 2010.				

## Teacher Specific Staffing Allowances, Continued

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### **Eligibility for beginning, retrained, and overseas teacher time allowances**

These allowances are available to assist boards in providing professional advice and guidance programmes to teachers who are beginning, retrained, newly arrived or returned from overseas.

To be eligible for these allowances, teachers the board employs must:

- be paid from Teachers' Salaries (TS), or be relieving for a teacher who has been granted a Ministry of Education National Study Award and is paid through National Study Award funding code (MQ). In this case, the relieving teacher must also be charged to the National Study Award funding code (MQ) up to the value of the Beginning Teacher Time Allowance (0.1 FTTE or 0.2 FTTE)
  - be appointed to a position of 10 weeks/1 term or more
  - have completed a course of teacher training, retraining, or NZQA equivalent, recognised by the Secretary for Education.
- 

### **Definition of teaching experience for these allowances**

The beginning, retrained, overseas and returning teacher time allowances are available for boards employing teachers who have less than a specified amount of teaching experience. For the purposes of these allowances, teaching experience includes any employment of 0.50 FTTE from TS or more for a full term or 10 consecutive teaching weeks.

This is regardless of whether the appointment is permanent or relieving. It excludes employment of less than 0.50 FTTE and day-to-day relief work.

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### **Rules for beginning, retrained, and overseas teacher time allowances**

- Allowances may not be deferred.
  - The Resourcing Division must be notified immediately if a teacher for whom an allowance has been approved resigns from their position or takes leave.
  - Allowances will be removed if the teacher ceases to meet one or more of the eligibility criteria for the allowance. In such cases, cessation of the allowance will be back-dated to the end of the pay-period in which eligibility ceased.
  - Boards applying for an allowance for non New Zealand registered teachers recruited from overseas must have sighted a copy of the teacher's NZQA Assessment Report, confirming that the teacher's qualifications are comparable to the educational level of a Diploma of Teaching from a New Zealand college of education or other recognised training provider. If this assessment is not immediately available, the application for support should still be submitted when the teacher commences employment. If the forthcoming NZQA documentation fails to confirm the teacher's qualifications, any approval granted will be withdrawn.
- 

*Continued on next page*

## Teacher Specific Staffing Allowances, Continued

**Applying for beginning, retrained or overseas teacher allowances**

Boards should complete the appropriate application form from the ministry's website at [www.minedu.govt.nz/resourcingforms](http://www.minedu.govt.nz/resourcingforms) as soon as the teacher is appointed.

**Other allowances available**

The following table summarises the allowances for teachers providing mentoring:

Allowance	Allowance is for	Time Allowance	Maximum Duration
Te Atakura Time Allowance (Secondary only)	Teachers of Māori language formerly trained in colleges of education under the now discontinued 'Te Atakura Scheme'	Up to 0.5 FTTE	Until identified teacher leaves
Specialist Classroom Teacher Time Allowance (Secondary Schools with less than 1,200 pupils)	For named teachers to undertake mentoring and support for teachers including beginning teachers	0.16 FTTE	Yearly application
Specialist Classroom Teacher Time Allowance (Secondary Schools with more than 1,200 pupils)	For named teachers to undertake mentoring and support for teachers including beginning teachers	0.32 FTTE	Yearly application

**Te Atakura Time Allowance**

Teachers of Māori language formerly trained in colleges of education under the now discontinued 'Te Atakura Scheme', were also trained to perform the following additional duties:

- To provide guidance, support, and positive role models for Māori students.
- To provide liaison between the school and the Māori community.
- To assist in the development and implementation of taha Māori in school programmes and act as a resource person for the staff of the school.

A time allowance of up to 0.5 FTTE is available to secondary and area schools employing Te Atakura teachers full-time, from Teachers' Salaries (TS), to enable them to perform these duties. The time allowance applies only to those teachers who were trained and qualified up to 1992 under the 'Te Atakura Scheme' approved by the Secretary for Education. Approved courses of training ceased at the end of 1992.

*Continued on next page*

## Teacher Specific Staffing Allowances, Continued

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### **Te Atakura Time Allowance (continued)**

This time allowance has been stated in this form because it is recognised that the principal function of these teachers is to teach Māori language. The time available within the teacher's timetable for undertaking the other responsibilities listed above will depend on the requirements of the school's Māori language programme, and be consistent with the provisions of the STCA or the ASTCA.

The allowance is reviewed annually and is limited to the normal school day contact time engaged in the additional duties listed above. It is expected that this engagement will be identified on the Te Atakura teacher's individual timetable. Any allowance granted will cease should the Te Atakura teacher cease to be employed from TS, resign, alter their employment designation, is granted leave without pay, or goes on approved study leave.

Approval for such an allowance for a qualifying new appointee should be sought from the Resourcing Division.

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### **Specialist Classroom Teacher Time Allowance**

Secondary and area schools are entitled to apply for a time allowance for a named teacher to undertake mentoring and support for teachers, including beginning teachers, to enhance quality teaching practices.

Further information on the allowance paid to Specialist Classroom Teachers may be found in Chapter 4.

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## Staffing for Attached Units or Attached Teachers

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**Introduction** The entitlement to an attached unit and/or an attached teacher is shown in the relevant section of the staffing entitlement notices.

All attached teachers must be paid from Teachers' Salaries (TS).

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**Activity Centres, Teen Parents Units, Kura Teina** Please refer to Appendix 1, page 44 for details on how Activity Centres, Teen Parent Units, and Kura Teina are resourced.

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**Special purpose units** A number of schools have units that have been set up for specific purposes. Students from a number of schools may attend the unit for courses of varying length. An example would be a unit that is off the school site but under the control of the school's board. These units are staffed in accordance with a special agreement, usually as the result of a specific ministerial approval.

Further details may be found in Appendix 1.

---

**Attached teachers** Each of the following full positions entitles a school to additional staffing of 0.05 FTTE:

- Resource Teachers of Māori (RTM).
- Resource Teachers of Learning and Behaviour (RTLb).
- Resource Teachers of Hearing Impaired (RHI).
- Resource Teachers of Vision Impaired (RVI).
- Resource Teachers Literacy (RTLit) and Literacy Māori (RTLitM).
- Supplementary Learning Support Teachers where they are employed by a school whose Supplementary Learning Support staffing allocated by the ministry is 0.6 FTTE or greater.

This is identified on staffing notices as 'Support Time Allowance'.

The following positions are also entitled to the payment of an additional salary unit:

- RTM.
- RTLb.
- RHI.
- RVI.
- RTLit/RTLitM.

These salary units are identified on the entitlement notice with the named teacher occupying the attached position. These additional salary units are only payable to the named teacher; they are not part of the school's entitlement.

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*Continued on next page*

## Staffing for Attached Units or Attached Teachers, Continued

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**Additional salary units for associate principal (secondary)**

Secondary schools with a Principal Grading Roll of 1401-1600 have additional resourcing provided as nine additional salary units.

Secondary schools with a Principal Grading Roll of over 1600 have additional resourcing provided as 12 additional salary units.

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**Associate principal designated position**

The designated position of associate principal in secondary schools changed for funding purposes from the beginning of 2001. Incumbent associate principals had their positions and salaries protected. When an associate principal receiving salary protection because of this vacates their position, additional salary units will be provided to the board rather than the designated position and salary level.

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**Appointment of 'co-principals'**

There is no authority for boards to appoint a 'co-principal'. The Education Act 1989 proscribes that each school is required to have a *principal* only.

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# Principal Salary Grading

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## What determines the principal's salary grade?

The school's Principal Grading Roll determines the principal's salary grade. Principal Grading Roll means the provisional resourcing roll (including the new entrant adjustment) plus a weighting for Ongoing and Reviewable Resourcing Scheme (ORRS) students. The principal's grading is then recalculated in March using the actual 1 March roll. See Section: *Recalculation of principal grading roll* (page 12) for more information on the recalculation.

ORRS students are counted as at 1 July in the previous year. Students classified as 'very high' under ORRS are counted as six students instead of one; students classified as 'high' under ORRS are counted as three students instead of one.

There are a small number of special residential and other schools where each student enrolled is counted as one, three, or six for the purposes of determining the Principal Grading Roll.

The principal's grading in schools with notional rolls is determined by that notional roll and as specified in the School Staffing Order in Council.

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## Exclusions

In all cases the principals' grading roll excludes international fee-paying students and assisted students whose fees are paid by the ministry of Foreign Affairs and Trade.

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## Principal Grades table

The following table shows a principal's grade for different roll ranges:

Principal Grading Roll	Grade
1–50	U1
51–100	U2
101–150	U3
151–300	U4
301–500	U5
501–675	U6
676–850	U7
851–1025	U8
1026–1200	U9
1201–1400	U10
1401–1600	U11
1601–1800	U12
1801–2000	U13
2001–2200	U14
2201–2400	U15
2401+	U16

# Employment of Teachers by Boards from Operational Funding

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## Introduction

Boards may employ teachers from their own resources, but should plan, budget and monitor the resource used on employing additional staff carefully to avoid financial risk.

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## Rules for employing teachers from Operational Funding

The Minister of Education has agreed, under section 91F(b) of the Education Act 1989, that boards may employ and pay teachers, either permanently or temporarily, from their Operational Funding under the following conditions:

- The board is financially solvent in the short term, and will remain so in the long term.
- The board is satisfied it has enough financial resources to meet the ongoing fortnightly salary costs, and other associated costs of any board-funded staff.
- In employing board-funded staff, the board accepts responsibility for the payment of any associated costs, including ACC levies, Recruitment, Retention and Responsibility Payments, relief teacher costs, and Collective Agreement entitlements (see checklist on page 39 and 40).
- If the board is required by the Ministry of Education to reduce entitlement staffing, the Crown will meet surplus staffing costs within the surplus staffing processes specified in respective Collective Agreements. However, the board is responsible for all other surplus staffing costs (See Conditions for ministry funding of surplus staffing costs on page 6).
- The employment of board-funded staff cannot be used as a basis for seeking the provision of additional accommodation, nor for determining any grading of the school or subsequent enhancement of staffing or management provisions.
- The board is satisfied that there are genuine reasons related to the operational requirements of the school for the appointment of any temporary staff on fixed-term employment agreements.
- The board has fully considered the consequences of moving a teacher from Bulk Grant (Operational Funding) to Teachers' Salaries or TS to BG during the term of appointment, including effects on teacher time allowances.
- The board has fully considered the merits/consequences of making any permanent appointments from Operational Funding.
- The board must agree to the Ministry of Education holding a current direct debit authority on the board's bank account.

This form is available from:

- Finance Division  
Ministry of Education  
PO Box 1666  
Wellington  
Phone: 04-463 8119  
Fax: 04-463 8137
- 

## Noting decisions for audit

All decisions to use Operational Funding for the employment of teachers must be noted in board minutes and kept for audit purposes.

# Employment of Teachers by Boards from Operational Funding,

Continued

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**Salary coding** All salary payments and associated costs for board-funded teachers must be coded BG (Operational Funding) on returns to Payroll Service Centres (See Chapter 7 for further information on returns)

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**Checklist of costs to consider** The employment of additional staff from Operational Funding may result in additional associated costs. Boards should use the following checklist to establish what other costs they may incur. The payments could be effective immediately, or come into effect in the longer term.

The costs used are indicative only. Items listed may not be applicable to every school, nor to every situation.

Salary/Additional Payments/Associated costs	Tick if applicable	Indicative cost P/A
Salary of teacher		
Transfers and removals		
Relocation Grant		
International Relocation Grant		
Housing Allowance		
Beginning Teacher Time Allowance		
Second Year Teacher Time Allowance (0.1 FTTE)		
Classroom Release Time Allowance (CRT)		
Māori Immersion Teacher allowance (MITA), the value of one salary unit for registered teachers		
Staffing Incentive Allowance (SIA)		
High Priority Teacher Supply Allowance (HPTSA)		
Priority Teacher Supply Allowance (PTSA)		
Area School High Priority Teacher Supply Allowance (ASHPTSA)		
Special Duties Increment Allowance (SDIA)		
Isolation Allowance (variable scale allowance for teachers in qualifying schools)		
Careers Advisor Allowance		
Relief Teacher Funding		
Government Superannuation Fund		
ACC costs		

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*Continued on next page*

## Employment of Teachers by Boards from Operational Funding,

Continued

**Checklist  
of costs to  
consider**  
(continued)

<b>Salary/Additional Payments/Associated costs</b>	<b>Tick if applicable</b>	<b>Indicative cost P/A</b>
Retirement Savings Scheme (RSS)		
Surplus staffing provisions. (Costs would only normally be incurred by the board in relation to any school initiated reduction in staffing above entitlement). These could include the full year costs, holiday pay and removals – if applicable.		
Normal Schools Allowance		
Parental Leave (Maternity Grant – six weeks full salary)		
Associate Teacher Allowance		
Tutor Teacher Allowance		
Compassionate Grant		
Service Increment		
Special Duties Increment		
Part-time teaching loading		
Professional development obligations		
Potential Collective Agreement increases (salaries and allowances)		
Secondary Subject Training Allowance		
Student Loan Support Payment		
Holiday Pay		
<b>TOTAL</b>		

# Banking Entitlement Staffing

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## Introduction

Banking Staffing gives boards flexibility in timing the use of their staffing entitlement. Boards may, within the banking staffing year, choose to:

- anticipate up to 10% of their staffing entitlement – using it in advance/going into overdraft
- save up staffing to use later in the year – under-using or ‘banking’
- operate staffing usage on a full year basis – no saving and no overdraft in each pay-period.

Refer to Appendix 2 for Banking Staffing Frequently Asked Questions (FAQs).

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## Rules for Banking Staffing

### Boards:

- are responsible for monitoring usage and for keeping within their overall staffing entitlement for the Banking Staffing year, using the time period for balancing the staffing usage from the previous year end position as necessary
- can either anticipate up to 10% staffing above entitlement during the year or save up staffing entitlement to use later in the year.

### Staffing:

- used in advance of entitlement must be made up/repaid within the same Banking Staffing year or within the time period for balancing the staffing usage from the previous year end position. Overuse remaining at the end of the time period for balancing the staffing usage from the previous year end position will be recovered by the ministry out of the board’s Operational Funding at the rate listed in Appendix 1 of Chapter 1.
- entitlement which is unused at the end of the time period for balancing the staffing usage from the previous year end position will be lost. You must not prepay teachers to use up your Banked Staffing.

Note: if at the end of the Banking Staffing year, a board has exceeded the 10% limit for using the staffing in advance, permission to anticipate staffing entitlement the next year may be withheld by the ministry.

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*Continued on next page*

## Banking Entitlement Staffing, Continued

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**Time period** The time period for balancing the staffing usage is pay-periods [y]23 to [y]26 in respect of the Banking Staffing year ended [y]22.

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**Monitoring Banking Staffing** Boards are sent fortnightly Banking Staffing reports along with their *Staff Usage and Expenditure (SUE)* reports to help them monitor usage. A spreadsheet is available from [www.minedu.govt.nz/bankingstaffing](http://www.minedu.govt.nz/bankingstaffing). This allows schools to project staffing usage for the year, and to model various scenarios. The ministry monitors boards' usage and may contact schools at risk of significant overuse during year.

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**Using the Banking Staffing Report** The Banking Staffing and SUE reports are available in hard copy or via email, in which case schools will receive them the weekend prior to payday. Use the *Electronic Reports Sign-up Form for Schools ESP5s* available at [www.schoolpayroll.govt.nz](http://www.schoolpayroll.govt.nz) to sign up to receive your Banking Staffing and SUE reports by email.

The names of teachers who were paid from Teachers' Salaries (TS) and how many FTTEs each has used is listed in the Banking Staffing report pay-period by pay-period. This information is drawn directly from the teachers' payroll system. Banking Staffing reports should be read alongside the SUE report.

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## Enquiries about Staffing

**Enquiry Guide** The following table gives the contact details for different types of enquiry about staffing:

Type of query	Explanation	Contact	Preferred method of contact																						
Banking Staffing	<ul style="list-style-type: none"> <li>• FTTE usage is showing in your Banking Staffing report related to the previous staffing year; or</li> <li>• there has been a salary overpayment or overlap of service between one or more staff; or</li> <li>• other exceptional circumstances that has led to excessive FTTE usage being charged to the school during the current year.</li> </ul>	Resourcing Division Contact Centre	For general queries email <a href="mailto:resourcing@minedu.govt.nz">resourcing@minedu.govt.nz</a> For return of the <i>Ministry Adjustment Request Form</i> fax: 04 463 8374																						
Staffing (primary and intermediate schools)	You need to query your school's current staffing	Your local office of the Ministry of Education	<table border="1"> <thead> <tr> <th>Office</th> <th>Fax no.</th> </tr> </thead> <tbody> <tr> <td>Whangarei</td> <td>09 436 8901</td> </tr> <tr> <td>Auckland</td> <td>09 632 9401</td> </tr> <tr> <td>Hamilton</td> <td>07 858 7131</td> </tr> <tr> <td>Rotorua</td> <td>07 349 7398</td> </tr> <tr> <td>Napier</td> <td>06 833 6731</td> </tr> <tr> <td>Lower Hutt</td> <td>04 463 8698</td> </tr> <tr> <td>Nelson</td> <td>03 539 1501</td> </tr> <tr> <td>Christchurch</td> <td>03 378 7302</td> </tr> <tr> <td>Dunedin</td> <td>03 471 5201</td> </tr> <tr> <td>Invercargill</td> <td>03 211 3611</td> </tr> </tbody> </table>	Office	Fax no.	Whangarei	09 436 8901	Auckland	09 632 9401	Hamilton	07 858 7131	Rotorua	07 349 7398	Napier	06 833 6731	Lower Hutt	04 463 8698	Nelson	03 539 1501	Christchurch	03 378 7302	Dunedin	03 471 5201	Invercargill	03 211 3611
Office	Fax no.																								
Whangarei	09 436 8901																								
Auckland	09 632 9401																								
Hamilton	07 858 7131																								
Rotorua	07 349 7398																								
Napier	06 833 6731																								
Lower Hutt	04 463 8698																								
Nelson	03 539 1501																								
Christchurch	03 378 7302																								
Dunedin	03 471 5201																								
Invercargill	03 211 3611																								
Staffing (area, restricted composite, special and secondary schools)	You need to query your school's current staffing	Resourcing Division Contact Centre	<a href="mailto:resourcing@minedu.govt.nz">resourcing@minedu.govt.nz</a>																						
RTLb, RTM and RTLit entitlements	An individual starts or leaves their RTLb, RTM or RTLit position	National Operations	Phone: 04 463 8262																						

Continued on next page

## Enquiries about Staffing, Continued

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**Enquiry Guide** The following table gives the contact details for different types of enquiry about staffing:

<b>Type of query</b>	<b>Explanation</b>	<b>Contact</b>
Payroll related errors	<ul style="list-style-type: none"><li>• a teacher has been paid an incorrect salary or payment; or</li><li>• a teacher was left on the payroll in error; or</li><li>• a teacher is a charge against the wrong school; or</li><li>• a teacher was not paid; or</li><li>• a teacher's salary has been charged in error against the wrong costing (Bulk Grant or Teachers' Salaries).</li></ul>	Your Payroll Service Centre. Please refer to Chapter 7 – Education Service Payroll for contact details

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## Appendix 1: Attached Units and Satellite Classes

	<b>Teen Parent Unit (secondary/composite schools only)</b>	<b>Activity Centre (secondary/composite schools only)</b>	<b>Kura Teina</b>	<b>Alternative Education (secondary/composite schools only)</b>	<b>Other official special-purpose unit</b>	<b>Unofficial off-site class/alternative provider</b>
<b>Establishment</b>	By agreement of Minister of Education.	By agreement of Minister of Education - no more to be established.	By agreement of Associate Minister of Education with delegation for Māori education.	Lead school in consortium signs memorandum of agreement with Ministry of Education, plus contract with provider.	By agreement of Minister/Ministry of Education.	By decision of Board, but see <i>Education Gazette</i> notice of 2 April 2001. Resourcing provided to the school that the student is enrolled at.
<b>Unique ministry number</b>	Yes.	Yes.	Yes.	No.	Not usually.	No.
<b>Enrolment</b>	Where verified barriers to learning in mainstream educational situation have resulted from pregnancy and child rearing responsibilities; within age range to receive free education when first enrolled with the class (up to age 19 years and ending on 1 January after 19 <sup>th</sup> birthday) ie., Regular and Regular Adult students. Where space permits, returning adult students may attend but must be enrolled on host school's roll.	Consult director of individual centre about enrolment policy.	By management of Kura Teina and Kura Tuakana.	Schools have annual allocation for students aged 13–15 who are alienated from school. Students verified by the Ministry of Education.	Depends on agreement, usually at discretion of board of trustees.	At board's discretion, but board is responsible for the students. Resourcing provided to the school that the student is enrolled at.

## Appendix 1: Attached Units and Satellite Classes, Continued

	<b>Teen Parent Unit (secondary/comp osite schools only)</b>	<b>Activity Centre (secondary/comp osite schools only)</b>	<b>Kura Teina</b>	<b>Alternative Education (secondary/comp osite schools only)</b>	<b>Other official special-purpose unit</b>	<b>Unofficial off-site class/alternative provider</b>
<b>March and July roll returns</b>	Eligible students up to maximum on supplementary form - not on host school roll. Other attendees ie, Returning Adults and/or any other students above maximum roll only on host school roll.	On roll of former school or host school.	On supplementary form - not on Tuakana roll.	Separate column provided in returns. Enter on return of the school where the student is enrolled.	On roll of host school.	Included in host school roll.
<b>Roll used for resourcing</b>	Approved maximum roll, subject to annual monitoring. Actual roll if well below maximum or concerns about validity.	Notional roll of 20: 10 in Y9–10, and 10 in Y11-15.	Calculated as for school with students at same year levels.	Number of approved students.	Depends on agreement - actual or notional roll.	No separate roll.
<b>Staffing entitlement</b>	One FTTE teacher and one management unit per ten students.	A full-time director with two salary units, plus a full-time base scale teaching position.	According to MRG formula, but at least one FTTE teacher and one salary unit.	N/A. Not included in staffing entitlement.	Depends on agreement.	Part of host school's entitlement.
<b>Staffing notification</b>	Identified in host school's entitlement as attached unit.	Identified in host school's entitlement as attached unit.	Identified in Kura Tuakana's entitlement as attached unit.	N/A	Identified in host school's entitlement.	No separate notification.

## Appendix 1: Attached Units and Satellite Classes, Continued

	<b>Teen Parent Class (secondary/comp osite schools only)</b>	<b>Activity Centre (secondary/comp osite schools only)</b>	<b>Kura Teina</b>	<b>Alternative Education (secondary/comp osite schools only)</b>	<b>Other official special-purpose unit</b>	<b>Unofficial off-site class/alternative provider</b>
<b>Operational Funding entitlement</b>	As activity centre, at decile 1A.	Base funding at activity centre rate, decile-related at decile 1A, other components depend on roll/property/ location.	No base funding, decile-related at own decile, other components depend on roll/property/locati on.	N/A. Not included in Operational Funding entitlement.	Depends on agreement.	Part of host school's entitlement.
<b>Funding notification</b>	Separate entitlement and instalment notices, but relief and STAR funding on host school's entitlement.	Separate entitlement and instalment notices, but relief and STAR funding included in host school's entitlement.	Separate entitlement and instalment notices, but relief and STAR funding on Kura Tuakana's entitlement.	N/A.	Normally total appears on host school's instalment notices. Separate calculation may be sent.	No separate notification.
<b>Other resourcing</b>			Mentoring grant for Kura Tuakana following regular report. If premises leased, ministry may pay rent.	Funded for each student place through separate contract.		N/A.
<b>Body responsible for governance, employment, reporting, resourcing, receiving payments</b>	Board of trustees of host school.	Board of trustees of host school.	Board of trustees of Kura Tuakana.	Board of trustees of responsible school.	Board of trustees of host school.	Board of trustees of host school.

## Appendix 1: Attached Units and Satellite Classes, Continued

	<b>Teen Parent Class (secondary/comp osite schools only)</b>	<b>Activity Centre (secondary/comp osite schools only)</b>	<b>Kura Teina</b>	<b>Alternative Education (secondary/comp osite schools only)</b>	<b>Other official special-purpose unit</b>	<b>Unofficial off-site class/alternative provider</b>
<b>Enquiries - general</b>	Local office.	Local office.	Local office.	Local office.	Local office.	Local office.
<b>Enquiries - rolls</b>	Data Management and Analysis (see supplementary roll return form).	Data Management and Analysis (see roll return form).	Data Management and Analysis (see supplementary roll return form).	Data Management and Analysis (see roll return form).	Data Management and Analysis (see roll return form).	N/A.
<b>Enquiries - resourcing</b>	Resourcing Division Contact Centre.	Resourcing Division Contact Centre.	Resourcing Division Contact Centre.	National Operations.	Resourcing Division Contact Centre.	N/A.
<b>Useful Resource</b>	Education Gazette 2 April 2001 - Notices - <i>Board's Off-site Class or use of Alternative Provider</i> - View at <a href="http://www.edgazette.govt.nz/notices">www.edgazette.govt.nz/notices</a> Education Circular 2004/1 – View at <a href="http://www.minedu.govt.nz/circulars">www.minedu.govt.nz/circulars</a>					

## Appendix 2: Banking Staffing Frequently Asked Questions

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**Overview** The FAQs in this section have been grouped into the following headings:

- Introduction.
  - Holiday Pay.
  - Monitoring.
  - Queries and Ministry Adjustments.
  - Transfers between BG and TS.
  - Year End: Payment or Underuse.
  - FTTE Conversion.
- 

### Introduction

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**Responsibilities for monitoring SUE and Banking Staffing reports**

What are my responsibilities for monitoring my Staff Usage and Expenditure (SUE) and Banking Staffing reports?

Under the *State Sector Act 1989*, school boards of trustees, as the employers of school staff, are responsible for ensuring teachers are correctly remunerated in accordance with their employment agreements. All salary and wage instructions for teachers must therefore originate from boards. Please ensure that instructions to Payroll Service Centres are clear and unambiguous. The Staff Usage and Expenditure (SUE) Report provides the means by which principals and boards can check that their instructions to the Payroll Service Centre have been correctly actioned. The SUE Report also forms part of the supporting documentation for schools' annual accounts.

Payroll Service Centres check and process boards' instructions and input the data into the payroll system. While every care is taken to process boards' instructions correctly, errors can occur. Boards or Principals should thoroughly check and monitor their SUE and Banking Staffing reports each pay-period. Any errors should be notified to your pay clerk immediately.

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**Banking Staffing Year**

What is the Banking Staffing year?

The Banking Staffing year runs from pay-period [x]23 through to pay-period [y]26. There are normally 26 pay-periods in a Banking Staffing year, however, about every tenth year there is an additional 27<sup>th</sup> pay-period, [x]27.

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*Continued on next page*

## Appendix 2: Banking Staffing Frequently Asked Questions, Continued

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### **Understanding your Banking Staffing report**

If your Banking Staffing report shows you have a Difference for Period of 1 FTTE, this means you can staff for a following pay-period (two weeks) at an additional 25 hours per week for primary (total of 50 hours), and 22.5 hours per week for secondary and area (45 hours total).

On the other hand, if your Banking Staffing report shows a negative FTTE total, you will need to reduce your staffing by this amount over the rest of the year to end up with a zero balance.

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### **Receiving SUE and Banking Staffing reports by email**

How can I receive my SUE and Banking Staffing Reports by email?

Schools can access their reports electronically each payday as soon as the pay is completed, usually on the Saturday prior to the Wednesday payday. This early access is of benefit as there is time for Payroll Service Centres to make corrections if boards detect an overpayment, for example.

To obtain reports electronically, boards need a secure email address and must complete an authorisation form available at [www.schoolpayroll.govt.nz](http://www.schoolpayroll.govt.nz). A password is required to access the data and to protect the confidentiality of staff pay details. The reports are provided in Excel spreadsheet form.

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## Appendix 2: Banking Staffing Frequently Asked Questions

### Holiday Pay

#### Basis for calculation

Entitlement is 0.3 Holiday Pay based on service, excluding paid vacations but including statutory holidays, as shown in the following example:

LTR appointed from Wednesday 1 February 2006 to Friday 22 September 2006 (end of Term 3 2006) was entitled to be paid for Saturday 23 and Sunday 24 September	
1 February to 24 September 2006	235 calendar days
<i>Less</i> 28 days for T1 and T2 paid holidays	- 28
Days of service to be counted for HP purposes	207
	X 0.3
HP	62 days
<i>Less</i> HP already paid for T1 and T2 holidays	- 28
HP payable on cessation from the service	34 days
Max HP charged to school = 14 days or 1 FTTE	14 days
The Banking Staffing report for pay-period 1513 would have shown 5 days salary service F30 = 0.36 and 14 days holiday pay F60 = 1.00 (capped) for a total of 1.36 FTTE.	

#### Holiday pay capping regime

Some holiday pay is a charge against school's Banking Staffing. Schools' staffing entitlements include provision for teachers' paid vacations. The holiday pay capping regime below shows the amount of holiday pay counted as usage.

	Term 1	Term 2	Term 3	Term 4
Holiday Pay counted as usage for each teacher leaving the service	0	1 FTTE maximum (14 days)	1 FTTE maximum (14 days)	All holiday pay counted as usage

#### Holiday pay graph

The ministry website contains an explanatory holiday pay graph and FTTE conversion chart, available at [www.minedu.govt.nz/bankingstaffing](http://www.minedu.govt.nz/bankingstaffing).

## Appendix 2: Banking Staffing Frequently Asked Questions

### Monitoring

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#### Accessing Banked Staffing

How do I access the 'banked' staffing?

The Banking Staffing report shows how schools' usage is tracking against entitlement. If schools have 'saved' or underused staffing entitlement, the Banking Staffing modelling spreadsheet at [www.minedu.govt.nz/bankingstaffing](http://www.minedu.govt.nz/bankingstaffing) can be used to work out how much additional usage can be charged to TS to use up the full entitlement by the end of the year. Boards may then either appoint additional teachers, or transfer teacher/s paid from board funds to TS to use up saved (banked) staffing. Schools should advise their Payroll Service Centres of staffing changes.

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#### Finding out the level of Banked Staffing

*If I want to find out how much staffing I have 'banked', or what level of staffing I can use and be in balance at year-end, where should I look?*

Focus on the bottom line of your Banking Staffing report. This shows the level at which you can staff the school each pay-period and be in balance at the end of the staffing year (pay-period [y]22). Also check the year-to-date totals. These show how usage is tracking against entitlement. Note that backdated changes to entitlement staffing will have an effect on these figures in future pay-periods.

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#### Additional entitlements

*What should I do if I have forgotten to inform the ministry that I have a beginning, overseas or retrained teacher on staff?*

Beginning, overseas and retrained teachers who meet the ministry's criteria generate additional entitlement. Boards employing teachers who may qualify for this support should submit an application form to the Resourcing Division when the teacher commences employment, if possible. However, the additional entitlement may be approved retrospectively in the current year.

Application forms are found at: [www.minedu.govt.nz/bankingstaffing](http://www.minedu.govt.nz/bankingstaffing).

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#### Resource teachers appearing on Banking Staffing report

*When should attached resource teachers appear on my Banking Staffing report?*

Resource Teachers of Learning and Behaviour (RTLb), Resource Teachers of Literacy (RTLit) and Resource Teachers of Māori (RTM) staffing entitlements start once the appointments have been made. Resource teachers are often shared between a number of schools with one school receiving the entitlement. Usage should also be a charge against the host school's Banking Staffing usage.

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*Continued on next page*

## Appendix 2: Banking Staffing Frequently Asked Questions

### Monitoring, Continued

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**Resource teachers appearing on Banking Staffing report**

*What happens if an attached resource teacher leaves their position and I am unable to fill it straight away?*

Attached specialist positions that attract staffing entitlement cannot be accrued in the same way as regular teaching positions. Boards do not receive the entitlement until the specialist position is filled.

Principals must inform the ministry of the date at which a specialist position becomes vacant so that their staffing entitlement can be reduced accordingly. Once the position is filled, the ministry must be informed so that the entitlement can be reinstated. If the position is an RTLB or RTLit or RTM position, contact National Operations.

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**Supernumerary teachers appearing on Banking Staffing report**

*We have a supernumerary teacher appearing on our report. This teacher should not be included in our usage. Why are they appearing?*

Where a teacher is made surplus and has supernumerary status approved by the ministry, the teacher may, if both boards agree, work out their period of redeployment in another school.

The Resourcing Division must receive written agreement from both boards and the supernumerary teacher concerned in order to adjust both schools' staffing entitlements.

For further information please refer to the *Primary Teachers' Collective Agreement, the Secondary Teachers' Collective Agreement, or the Areas School Teachers' Collective Agreement*, which can be found at:

[www.minedu.govt.nz/employmentagreements](http://www.minedu.govt.nz/employmentagreements)

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**Teachers on study leave**

*Why does a teacher who is on study leave continue to show on my Banking Staffing report?*

When a teacher goes on a ministry approved study award, they continue to be paid their normal salary as if they were still teaching at your school. Approval is usually given for the board to employ a reliever for that period and a special funding indicator will be supplied. The reliever should not show on your Banking Staffing report, but should appear on your SUE report under the funding code supplied.

In some cases, the reliever has been charged to your Bulk Grant and the reimbursement to be claimed from the ministry would also be paid to the Bulk Grant.

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## Appendix 2: Banking Staffing Frequently Asked Questions

### Monitoring, Continued

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#### **Balancing the Staffing Account**

*What can I do to get my staffing account back in balance if I did not take action in the following pay-period to request an adjustment?*

- Explore possible Banking Staffing options using the modelling spreadsheet (see below).
  - Refer to the required average staffing level to finish the year with a zero balance, as shown in the Banking Staffing report, and ensure that charges to Teachers' Salaries (TS) are being made on this basis.
  - Under-usage can be fixed by transferring a teacher from Bulk Grant (BG) to TS or by charging relievers to TS until the entitlement is met. Check your SUE report to see what is best for your school.
  - Over-usage can be fixed by transferring teacher(s) from TS to BG for sufficient time to clear the over-usage. You may wish to use your lowest paid teacher for this purpose but you can not use a Beginning Teacher. Check your SUE report to see what is best for your school.
  - Boards should also do the following:
    - Check to ensure that any holiday pay has been correctly capped, as discussed in the FAQs listed under the heading 'Holiday Pay'.
    - Check that all staffing entitlements are being received, eg, Attached Teachers, Second Year Teacher Time Allowance and Beginning Teacher Time Allowance. Note: To qualify for ministry funding BTTA, teachers must be charged to TS and not BG.
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#### **Modelling different staffing scenarios**

*How can I model different staffing scenarios to check that I can balance my staffing account by the end of the year?*

A banking staffing modelling spreadsheet is available for schools to model different staffing scenarios. It gives indicative answers to the 'what if' questions. By entering the entitlement for the year and the actual and anticipated usage on a pay-by-pay basis, schools can project the year-end Banking Staffing position.

For example, the consequences of under- or over-staffing during the year can be predicted and boards will know what staffing levels are required for the remainder of the year for their schools to remain within entitlement. Schools receiving their SUE and Banking Staffing reports by email can copy and paste details of staff usage directly from the Banking Staffing reports into the modelling spreadsheet.

The spreadsheet is available at: [www.minedu.govt.nz/bankingstaffing](http://www.minedu.govt.nz/bankingstaffing)

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## Appendix 2: Banking Staffing Frequently Asked Questions

### Monitoring, Continued

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#### **Managing usage showing in one year but belonging to the next**

*How will usage showing in one year but belonging to the next year be managed?*

This question relates to those times when holiday pay is paid out before Christmas and some of the holiday pay may relate to the first pay-period (\_23) of the new Banking Staffing year. This happens when a permanent teacher ceasing at the end of the school year is entitled to payment up until 27 January (in line with the Collective Agreement), and the last pay-period (\_22) of the Banking Staffing year finishes prior to 27 January.

For the 2007 Banking Staffing year, pay-period 1622 finished on 29 January 2008. Holiday pay paid out before Christmas but up to 27 January 2008 in line with the CAs all correctly showed as staffing usage relating to the 2007 Banking Staffing year.

For the next few years, pay-period \_22 will continue to end after 27 January. Holiday pay paid out before Christmas but up to 27 January will correctly show as staffing usage within the same Banking Staffing year.

It will not be until 2009 that the last pay-period (\_22) of the Banking Staffing year finishes prior to 27 January. When this happens, based on the flexibility of the time period for balancing the staffing usage from the previous year-end position, it is considered that schools should continue to manage the staffing usage in the pay-period in which it arises, without the requirement for the ministry to make Holiday Pay overlap adjustments between the years. There is no change to the overall staffing usage charge to the school in these cases.

For example, it is considered that a staffing usage charge of 4.07 FTTE in pay-period \_19 for payment to 27 January would remain a charge in pay-period \_19 in a situation where pay-period \_22 ended on 26 January. At this stage it is proposed the ministry would not make an adjustment to transfer the 0.07 content of the one day into pay-period \_23.

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#### **Reading the different positions of two years on the Banking Staffing report**

*How will the Banking Staffing report show the different positions of two years during the time period for balancing?*

Over the time period for balancing (being pay-periods 1623 to 1626 for 2007 and pay-periods 1723 to 1726 for 2008):

- any staffing usage adjustments against the previous year-end position (being as at pay-period 1522) will be entered in the 'Automatic adjustment' row in schools' Banking Staffing reports
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## Appendix 2: Banking Staffing Frequently Asked Questions

### Monitoring, Continued

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#### Reading the different positions of two years on the Banking Staffing report (continued)

- the last page of the Banking Staffing reports for all schools will contain a ‘Previous Year’ column and provide an update of any adjustments that have been made against the previous year-end position
- schools will be able to track an offset against the previous year-end position on a pay-period by pay-period basis by reviewing any entry in the Automatic adjustment row and the Previous Year column
- if there are no staffing usage adjustments to be made against the previous year-end position, the position as at the year-end (pay-period \_22) will continue to show as an unaltered amount in the Previous Year column of the Banking Staffing report
- any staffing under-use or overuse, that is not shown as an Automatic adjustment and offset against the previous year-end position, will continue to be carried forward in the Current Year To Date column of the Banking Staffing reports.

For those schools that were underused at year-end (pay-period \_22) and continue to have under-use at pay-period \_26, the amount of any remaining underused staffing from the previous year will be lost. For those schools that were overused at year-end (pay-period \_22) and continue to have overuse at pay-period \_26, the amount of any remaining overused staffing will be charged to the school at the rate of listed in Appendix 1 of Chapter 1.

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#### March Staffing Confirmation

What happens when schools’ staffing entitlements are confirmed towards the end of March (within the time period for balancing)?

When provisional staffing entitlements are confirmed, schools will not experience a reduction of their core entitlement or roll driven staffing. As a consequence it is considered that the previous year Banking Staffing position will not be made worse for any school.

When a retrospective increase or decrease is made to a school’s staffing entitlement during the time period for balancing or at a later date an offset against the previous year-end Banking Staffing position will not be made.

A retrospective increase or decrease in entitlement will affect the Staffing Difference line and the current year position in the Banking Staffing report.

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#### Retrospective changes to staffing entitlement

What happens if after the time period has passed a retrospective change is made to a school’s staffing entitlement that affects any of the pay-periods in the time period for balancing?

Regardless of whether the change to the entitlement is an increase or a decrease, the staffing difference amounts will change for the affected pay-periods.

As usual, the main effect of a retrospective change to the entitlement will be reflected in the Current Year to Date column of the Banking Staffing report and alter the overall staffing usage position in the current year. Schools must continue to manage the outcome of any retrospective increase or decrease to entitlement in the current year.

In these situations there will be no change to the previous year Banking Staffing position, as that will close off as at pay-period \_26 (being pay-period 1626 for the 2007 Banking Staffing year).

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## Appendix 2: Banking Staffing Frequently Asked Questions

### Queries and Ministry Adjustments

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#### **Requesting an adjustment to Banking Staffing report**

*Under what circumstances do I need to request a ministry adjustment to my Banking Staffing report?*

Examples of the types of adjustments the ministry will make are:

- If a Full Time Teacher Equivalent (FTTE) charge related to the previous year's staffing usage has been recorded against the school's current staffing account. This is generally a result of payment of salary arrears.
- If there is an overlap of holiday pay paid for two or more teachers who have shared one position during that year, ie, the total service for one full-time position adds to more than 26 FTTEs for the year.

The form to request an adjustment is available at [www.minedu.govt.nz/bankingstaffing](http://www.minedu.govt.nz/bankingstaffing).

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#### **Viewing ministry adjustments**

*How will I know that my requested ministry adjustment has been made?*

The 'ministry adjustment for period' row of schools' Banking Staffing reports will show the value of any adjustment made (in the column of the relevant pay-period).

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#### **Salary overpayments**

*How will salary overpayments be dealt with?*

A teacher who is overpaid in error will generate usage on schools' Banking Staffing reports. It is therefore in boards' interests to immediately follow up any suspected overpayments with their Payroll Service Centre.

The reversal of salary overpayments, and the corresponding adjustment to staffing usage, will be processed by PSCs in certain circumstances. If the staffing usage in respect of a salary overpayment has not been adjusted by the PSC, the ministry may approve an adjustment. The *Request for Banking Staffing Adjustments* form should be completed and sent to the ministry.

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## Appendix 2: Banking Staffing Frequently Asked Questions

### Transfers between BG and TS

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#### Retrospective adjustments

*In what situations can costing adjustments between Operational Funding (BG) and Teachers' Salaries (TS) be made retrospectively?*

Use the *Funding/Department Code Change Form* ESP21 available at [www.schoolpayroll.govt.nz](http://www.schoolpayroll.govt.nz) to make funding or department code changes between Operational Funding (BG) and Teachers' Salaries (TS) where:

- a payroll officer made an error in interpreting a board instruction; or
- a board identifies an error and requests a reversal by the second pay-period following the one containing the error.

Use the ministry's *Request for Banking Staffing Adjustments Form* available at [www.minedu.govt.nz/resourcingforms](http://www.minedu.govt.nz/resourcingforms) for other retrospective costing or ministry adjustments.

All requests in any year must be received by 1 November. Claims and adjustments received after this date cannot be processed for that year.

Note: Boards may, through the PSC, authorise transfers of teachers between TS and BG in future pay-periods to offset any overuse in past pay-periods. Further, the time period for balancing the staffing usage from the previous year end position is a further opportunity to manage any required offsetting.

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#### Retrospective adjustments during the balancing period

*Can I have a retrospective adjustment during the time period for balancing?*

No. Retrospective adjustments for Banking Staffing purposes also affect the compilation of the annual accounts. The annual accrual report prepared for the annual accounts shows where teachers have been charged for the financial year. Retrospective adjustments would alter the chargings after the production of the accrual report.

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#### Transfers between BG and TS

*Can schools make transfers between BG and TS and vice versa?*

There are no restrictions on forward transfers providing you use the correct payroll form and submit this to your Payroll Service Centre within the closedown deadline for the pay-period.

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#### Effect of transfers on employment

*Will a forward transfer affect the employment of the teacher?*

No. The board of trustees is still the employer and the terms and conditions of the Collective Agreement still apply.

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## Appendix 2: Banking Staffing Frequently Asked Questions

### Transfers between BG and TS, Continued

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**Effect of transfers on tenure**

*If I switch a teacher from Teachers' Salaries to my Bulk Grant, will this affect the teacher's tenure?*

No. Under section 91F (b) of the Education Act 1989, Boards may, under certain conditions, employ and pay board-funded teachers, either permanently or temporarily, from their operations funds. For more information please refer Employment of Teachers by Boards from Operational Funding (page 37).

**Effect of transfers on holiday pay**

*Will a forward transfer affect the holiday pay chargings?*

Possibly. If the teacher transferred is a fixed term teacher then the subsequent holiday pay due to that teacher for the period of the transfer will be charged to where he/she was charged. To avoid this happening, schools making temporary transfers for Banking Staffing purposes should use permanently appointed teachers in the transfer.

**Over/Under usage prior to pay-period 22**

*Can I fix up over/under-usage that happened prior to pay-period 22?*

Yes. This can be done by under/over-usage in the time period for balancing, pay-periods \_23 to \_26.

**Relief Teachers**

*Can relief teachers be charged to Teachers' Salaries (TS)?*

Yes. With the flexibility of Banking Staffing, boards can choose to charge relief teachers to either TS or BG. Ideally, consider the long-term financial impact on your Banking Staffing account before charging relief teachers to TS - you need to be assured your staffing will remain within entitlement for the year. Additional Relief Teacher Funding continues to apply.

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# Appendix 2: Banking Staffing Frequently Asked Questions

## Year End: Payment or Under-use

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**Overuse  
payment**

*If I exceed my staffing entitlement, how do I pay the money back?*

For any school that has staffing overuse at the end of the Banking Staffing year, pay-period [y]22, and the school remains with overuse for the year after the time period for balancing ends at pay-period [y]26, the ministry will recover the value of overuse out of the school’s operations funds at the rate listed in Appendix 1 of Chapter 1. Boards will be advised in writing of any required repayment and when they can expect to have this cost deducted from their Operational Funding.

Boards are strongly encouraged to monitor their Banking Staffing reports throughout the year. The time period for balancing the staffing usage from the previous year end position is the final opportunity to use any saved staffing or repay any overused staffing.

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**Under-use**

*If I don't use all my staffing entitlement during the year, will the ministry reimburse me for any banked staffing?*

No. For any school that has staffing under-use at the end of the Banking Staffing year, pay-period [y]22, and the school remains with the under-use for the year after the time period for balancing ends at pay-period [y]26, the remaining under-use will be lost.

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# Appendix 2: Banking Staffing Frequently Asked Questions

## FTTE Conversion

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**What is an FTTE?**

FTTE means Full Time Teacher Equivalent. A school can have several part-time teachers making up one FTTE. For example, two part-time teachers, each working at 0.5 of a full-time teacher, together make 1.0 FTTE. One full-time permanent teacher will generate 26 FTTE usage, inclusive of paid vacations, in the staffing year (pay-period [x]23 to pay-period [y]22).

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**FTTE Conversion Table**

The table on the next page illustrates how to translate FTTEs into hours and days into FTTEs for Banking Staffing purposes.

1 FTTE equals one teacher for each fortnightly pay-period.

Each pay-period is 50 hours per fortnight for primary teachers and 45 hours per fortnight for secondary and area teachers.

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## Appendix 2: Banking Staffing Frequently Asked Questions

### FTTE Conversion, Continued

**FTTE Conversion Table**

FTTE Equiv	Primary		Secondary and Area			Days into FTTEs	
	Hours per fortnight	Hours per week	FTTE Equiv	Hours per fortnight	Hours per week	Days	FTTEs
1.00	50	25	1.00	45	22.5	1	0.07
0.96	48	24	0.98	44	22	2	0.14
0.92	46	23	0.93	42	21	3	0.21
0.88	44	22	0.89	40	20	4	0.29
0.84	42	21	0.84	38	19	5	0.36
0.8	40	20	0.8	36	18	6	0.43
0.76	38	19	0.76	34	17	7	0.50
0.72	36	18	0.71	32	16	8	0.57
0.68	34	17	0.67	30	15	9	0.64
0.64	32	16	0.62	28	14	10	0.71
0.6	30	15	0.58	26	13	11	0.79
0.56	28	14	0.53	24	12	12	0.86
0.52	26	13	0.49	22	11	13	0.93
0.48	24	12	0.44	20	10	14	1.00
0.44	22	11	0.4	18	9		
0.4	20	10	0.36	16	8		
0.36	18	9	0.31	14	7		
0.32	16	8	0.27	12	6		
0.28	14	7	0.22	10	5		
0.24	12	6	0.18	8	4		
0.2	10	5	0.13	6	3		
0.16	8	4	0.09	4	2		
0.12	6	3					
0.1	5	2.5					
0.08	4	2					
0.04	2	1					