



EDUCATION (2000 PRIMARY SCHOOL STAFFING) ORDER 1999

SIAN ELIAS, Administrator of the Government

ORDER IN COUNCIL

At Wellington this 14th day of June 1999

Present:

HER EXCELLENCY THE ADMINISTRATOR OF THE GOVERNMENT IN COUNCIL

PURSUANT to section 91H (1) of the Education Act 1989, Her Excellency the Administrator of the Government, acting by and with the advice and consent of the Executive Council, makes the following order.

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ORDER

1. Title and commencement—(1) This order may be cited as the Education (2000 Primary School Staffing) Order 1999.

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

PART 1

PRELIMINARY

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

“The Act” means the Education Act 1989:

“Adjusted staffing list”, in relation to a school, means the list re-estimated for it by the Secretary under clause 7:

“Adjusted staffing notice”, in relation to a school, means a written notice, received by the institution's Board from the Secretary, of—

(a) The school's adjusted staffing roll and adjusted staffing list for 2000; and

(b) The day on which its staffing will begin to be limited by reference to that roll and list:

“Adjusted staffing roll”, in relation to a school, means the roll re-estimated for it by the Secretary under clause 7:

“Adjusted total staffing quotient”, in relation to a school, means its total staffing quotient calculated by reference to its adjusted staffing roll and adjusted staffing list:

“Basic staffing quotient”, in relation to a school, means the quotient calculated for it under clause 18:

“Beginning teacher”, at any time, means a teacher who,—

(a) At that time, has completed less than 12 months teaching; and

(b) At that time, holds a teaching position to which the teacher was appointed for a period of at least 10 weeks; and

(c) Before taking up that position, had completed a course of teacher training recognised by the Secretary for the purposes of this order:

“The Board”, in relation to a school, means the school’s Board:

“FTTE” means full-time teacher equivalent:

“Initial staffing list”, in relation to a school, means the list estimated for it by the Secretary under clause 5:

“Initial staffing roll”, in relation to a school, means the roll estimated for it by the Secretary under clause 5:

“Initial total staffing quotient”, in relation to a school, means its total staffing quotient calculated by reference to its initial staffing roll and initial staffing list:

“Notified day”, in relation to an adjusted staffing notice and adjusted staffing list, means the day notified in that notice as the day on which the staffing of the school to which it relates will begin to be limited by reference to the adjusted staffing roll and adjusted staffing list for 2000 notified in that notice:

“Other regular teacher” means a regular teacher who is not a permanently appointed regular teacher:

“Primary institution” means an institution that is a primary school or an intermediate school (within the meanings in section 145 (1) of the Act):

“Primary school” has the same meaning as in section 145 (1) of the Act:

“Principal”, in relation to a primary institution, means the institution’s principal; and, in relation to a student who enrolls at a primary institution at any time, means the institution’s principal at that time:

“Regular teacher” means a teacher who is not a relieving teacher (within the meaning of section 91A (1) of the Act):

“Roll” includes a special education list:

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

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

“Special education list”, or “list”, means a list of special education students approved by the Secretary under the ongoing and transitional resourcing schemes administered by the department of which the Secretary is the chief executive:

“Special education student with high needs” means a student who has been classified by the Secretary as having high needs:

“Special education student with very high needs” means a student who has been classified by the Secretary as having very high needs:

“Teacher” includes a principal and any deputy or assistant principal (however described);

“Total staffing quotient”, in relation to a school, means the quotient calculated or specified for it under clause 19;

“Unaugmented initial total staffing allowance” in relation to a school, means its initial total staffing allowance minus its beginning teacher time allowance, if any, calculated under clause 13.

(2) In this order, unless the context otherwise requires, terms defined by section 91A of the Act have the meanings given to them by that section.

(3) For the purposes of this order,—

(a) The employment of a teacher on the basis of employment for 10 half-days every full week is the employment of 1 FTTE; and

(b) The employment of a teacher on the basis of employment for a specified number (fewer than 10) of half-days every full week is the employment of one-tenth of that number of FTTEs; and

(c) The employment of a teacher on the basis of employment for a specified number (fewer than 20) of half-days every full fortnight is the employment of one-twentieth of that number of FTTEs; and

(d) The employment of a teacher on the basis of employment for a specified number of teaching hours (or an average of that number of teaching hours) every full week is the employment of one twenty-fifth of that number of FTTEs.

3. Years of schooling—(1) This subclause applies to a student enrolled at a primary school who—

(a) First enrolls at a primary school before turning 7; and

(b) Is subsequently educated at primary institutions without any substantial interruption (other than normal holidays).

(2) For the purposes of this order, a student to whom subclause (1) applies who first enrolls at a primary school before 1 July in any year (whether before or after the commencement of this order)—

(a) Is a year 1 student in that year:

(b) In every subsequent year, is a student of a year 1 greater than the year before.

(3) For the purposes of this order, a student to whom subclause (1) applies who first enrolls at a primary school after 30 June in any year (whether before or after the commencement of this order)—

(a) Is a year 0 student in that year:

(b) Is a year 1 student in the next year:

(c) In every subsequent year, is a student of a year 1 greater than the year before.

(4) This subclause applies to a student enrolled at a primary institution (but not a student to whom subclause (1) applies) between the time the student first enrolls at a primary institution and the earlier of—

(a) Ceasing permanently to be enrolled at any primary institution:

(b) Any substantial interruption (other than normal holidays) in the student’s education at primary institutions.

(5) For the purposes of this order, a student to whom subclause (4) applies,—

(a) In the year in which the student first enrolls at a primary institution, is a student of the year that, in the principal’s opinion, is most

appropriate for a student of that student's maturity, and educational and intellectual achievements:

(b) In every subsequent year, is a student of a year 1 greater than the year before.

(6) This subclause applies to a student enrolled at a primary institution (but not a student to whom subclause (1) applies) between the time the student again enrolls at a primary institution after any substantial interruption (other than normal holidays) in the student's education at primary institutions and the earlier of—

(a) Ceasing permanently to be enrolled at any primary institution:

(b) Any further such interruption.

(7) For the purposes of this order, a student to whom subclause (6) applies,—

(a) In the year in which the student again enrolls at a primary institution, is a student of the year that, in the principal's opinion, is most appropriate for a student of that student's maturity, and educational and intellectual achievements:

(b) In every subsequent year, is a student of a year 1 greater than the year before.

PART 2

ROLLS

4. Boards to ascertain July 1999 rolls and estimate July 2000 rolls—As soon as may be after the commencement of this order, the Board of every school must give the Secretary, on a form provided by the Secretary for the purpose, written notice of—

(a) The school's actual roll (in the Board's opinion) as at 1 July 1999; and

(b) The school's likely roll (in the Board's opinion) as at 1 July 2000.

5. Secretary to estimate September 2000 rolls and lists—(1) As soon as may be after the commencement of this order, the Secretary must—

(a) Estimate the roll as at 30 September 2000 of every school; and

(b) Estimate the special education list as at 30 September 2000 of every school; and

(c) Give the Board of every school written notice of the roll and list estimated for it.

(2) If, before the commencement of this order, a school's Board has given the Secretary notice under clause 4,—

(a) The Secretary must not estimate the school's roll or list under subclause (1) without considering—

(i) That notice; and

(ii) All written evidence and argument the Board supplied with it; and

(b) The Secretary's estimate must not be less than the lower of the following:

(i) The Secretary's calculation referred to in subclause (3);

(ii) The Board's estimate referred to in subclause (4).

(3) The Secretary's calculation is the number obtained by—

(a) Adding—

(i) The school's actual roll (in the Secretary's opinion) as at 1 July 1999; and

(ii) The number of students included on that actual roll who had not been enrolled (in the Secretary's opinion) at payrolled schools for more than 12 months; and

(iii) 25% of the number referred to in subparagraph (ii) (a result that is not a whole number being increased to the next whole number); and

(b) Subtracting, from the resulting total, the number of students included on that actual roll who are or were in their final year at school in 1999 (in the Secretary's opinion).

(4) The Board's estimate is the number obtained by adding—

(a) The school's likely roll (as notified by the Board under clause 4) as at 1 July 2000; and

(b) 25% of the number of students included on that likely roll who will not on that day have been enrolled at payrolled schools for more than 12 months (a result that is not a whole number being increased to the next whole number).

(5) If, before the commencement of this order, a school's Board has not given the Secretary notice under clause 4, the Secretary's estimate must not be less than the Secretary's calculation referred to in subclause (3).

6. Principals to ascertain and notify actual March 2000 rolls—As soon as may be after 1 March 2000, the principal of every school must—

(a) Ascertain the school's roll as at that day; and

(b) On a form provided by the Secretary for the purpose, give the Secretary written notice of that roll.

7. Re-estimation of September 2000 rolls and lists—(1) Subject to subclauses (2) and (3), as soon as may be after 10 March 2000, the Secretary must—

(a) Re-estimate the roll and list as at 30 September 2000 of every school; and

(b) Give the Board of every school written notice of the roll and list re-estimated for it.

(2) If a notice under clause 6 from the principal of a school reaches the Secretary before 11 March 2000, the Secretary must not re-estimate the school's roll or list without taking into account—

(a) That notice; and

(b) All written evidence and argument the Board supplied with it.

(3) The Secretary's re-estimate must not be less than the number obtained by adding the following and, if the resulting sum is not a whole number, increasing it to the next whole number:

(a) The school's actual roll (in the Secretary's opinion) as at 1 March 2000; and

(b) Seven-eighths of the number of students included on that actual roll who are year 1 students (in the Secretary's opinion).

8. Certain students not to be counted—In the determination of any roll or list for the purposes of this order, no account may be taken of any foreign student (within the meaning of section 2 (1) of the Act)—

(a) Who is not a student of a kind or description exempted (under a notice under section 4C of the Act having effect in 1999) from

the payment of all the amount required by section 4B of the Act to be paid; or

- (b) In respect of whom all the amount required by section 4B of the Act to be paid has been or is to be paid by the Ministry of Foreign Affairs and Trade.

PART 3

ALLOWANCES AND QUOTIENTS

Allowances

9. Senior student time allowances—(1) In this clause,—

“Students instructed elsewhere”, in relation to a school at any time, means the number of students of year 7 or above enrolled there who at that time usually attend some other primary institution for instruction in technology or some other specialist subject:

“Students instructed internally”, in relation to a school at any time, means the number of students of year 7 or above—

(a) Included on its initial or adjusted staffing roll (as the case requires); or

(b) Enrolled at some other primary institution who at that time usually attend a centre attached to the school for instruction in technology or some other specialist subject.

(2) When the number of students instructed internally at a school is greater than the number of students instructed elsewhere, its senior student time allowance is the quotient obtained by dividing the difference by 120.

(3) When the number of students instructed internally at a school is not greater than the number of students instructed elsewhere, its senior student time allowance is 0.

10. Curriculum delivery time allowances—(1) A school’s curriculum delivery time allowance (in FTTEs) is the sum obtained by adding the items in subclause (2) and, if the resulting sum is not exactly divisible by 0.1, rounding it up to 1 decimal place.

(2) The items are—

(a) The greater of 1 and the sum of—

(i) The number of year 0, year 1, year 2, and year 3 students on its staffing roll, divided by 23; and

(ii) The number of students of a year greater than 3 on its staffing roll, divided by 29; and

(b) The difference between the sum referred to in paragraph (a) and the next whole number, if—

(i) The institution has a roll under 160; and

(ii) The quotient obtained by dividing that roll by the integer of that sum is over 28; and

(c) Its senior student time allowance, ascertained in accordance with clause 9.

11. Weighted rolls—A school’s weighted roll at any time is the sum of—

(a) The product of 4 and the number of year 0, year 1, year 2, and year 3 students then included on its staffing roll; and

- (b) The product of 3.5 and the number of students of years greater than 3 then included on its staffing roll; and
- (c) The product of 0.5 and the number of students of year 7 and above then enrolled at the school who do not usually attend a centre attached to some other primary institution for instruction in technology or some other specialist subject.

12. Management teacher time allowances—A school’s management teacher time allowance (in FTTEs) is the number obtained by—

- (a) Adding—
 - (i) The product of 0.0003 and its weighted roll, ascertained in accordance with clause 11; and
 - (ii) The product of 0.017 and the square root of that weighted roll; and
 - (iii) The product of 0.05 and its special education teacher time allowance, ascertained in accordance with clause 14; and
 - (iv) The product of 0.05 and the number of FTTEs for the time being represented by teachers of a kind specified in Schedule 1 employed at the school by virtue of an exemption granted under clause 28; and
- (b) If the resulting sum is not exactly divisible by 0.1, rounding it down to 1 decimal place.

13. Beginning teacher time allowances—At any time when there is employed at a school any beginning teacher whose employment is, by virtue of clause 2 (3), the employment of 0.5 of an FTTE or more (in this clause referred to as a qualifying beginning teacher), it has a beginning teacher time allowance (in FTTEs) calculated by adding—

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

14. Special education teacher time allowances—A school’s special education teacher time allowance, if any, in 2000 is the number of special education students on the school’s special education list multiplied by the following FTTEs:

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

Transfer of Staffing Entitlement and Salary Units

15. Agreements between Boards to transfer staffing entitlement and salary units—(1) In this clause and clause 16,—

“Entitlement transfer agreement” means a written agreement between the Boards of 2 payrolled schools to the effect that in 2000—

- (a) 1 of the schools will relinquish to the other a specified number of FTTEs or salary units or both of teacher entitlement; and

(b) Either—

- (i) The entitlement will be used to sustain the employment at the other of 1 or more teachers whose duties will include the tuition in a specified subject of students enrolled at the school relinquishing the entitlement; or
- (ii) Each of 2 or more specified portions of the entitlement will be used to sustain the employment at the other of 1 or more teachers whose duties will include the tuition in a specified subject of students enrolled at the school relinquishing the entitlement:

“Lender institution”, in relation to an entitlement transfer agreement, means the school that is to relinquish entitlement under the agreement:

“Recipient institution”, in relation to an entitlement transfer agreement, means the school at which the teachers whose employment is to be sustained by the use of the entitlement to be relinquished under the agreement are to be employed.

(2) Subject to clause 16, if an entitlement transfer agreement (or a duplicate of it) has been given to the Secretary before 1 January 2000,—

- (a) If the lender institution is a primary school, it has an entitlement deduction of the number of FTEs or salary units specified in the agreement; and
- (b) If the recipient institution is a primary school, it has an entitlement addition of the number of FTEs or salary units specified in the agreement.

(3) For the purposes of the definition in subclause (1) of the term “entitlement transfer agreement”, an agreement between the Boards of 3 or more schools relating to the relinquishment and use of teacher entitlement must be treated as a number of agreements between various pairs of them.

16. Restrictions on transfer of staffing entitlement and salary units—(1) In this clause,—

“Music tuition provision” means a provision (or provisions) in an entitlement transfer agreement to the effect that that entitlement will be used to sustain the employment of 1 or more teachers whose duties will include tuition in instrumental or vocal music:

“Specialist tuition provision” means a provision (or provisions) in an entitlement transfer agreement to the effect that that entitlement will be used to sustain the employment of 1 or more teachers whose duties will include tuition in technology or some other specialist subject.

(2) No school has an entitlement deduction under clause 15 (2) (a) arising out of a music tuition provision unless—

- (a) The recipient institution’s name appears in the first column of Schedule 1 of the Education (2000 Secondary and Form I to VII School Staffing) Order 1999; and
- (b) The sum of the following does not exceed the number specified in the second column of that schedule opposite its name:

- (i) The number of FTEs or salary units to be relinquished under the provision; and

(ii) The number, if any, of FTTEs or salary units of entitlement to be relinquished to the recipient institution in 2000 under music tuition provisions contained in entitlement transfer agreements already entered into, or entered into at the same time as the agreement containing the provision.

(3) No school has an entitlement addition under clause 15 (2) (b) arising out of a music tuition provision.

(4) No school has an entitlement addition or entitlement deduction under clause 15 (2) arising out of a specialist tuition provision.

17. Application of clauses 15 and 16 in relation to special education—Clauses 15 and 16 apply to entitlement in relation to special education teachers in the same way as they apply to entitlement in relation to other teachers.

Quotients

18. Basic staffing quotients—A school's basic staffing quotient (in FTTEs) is the number obtained by adding—

- (a) Its curriculum delivery time allowance, ascertained in accordance with clause 10 and by reference to its initial staffing roll; and
- (b) Its management teacher time allowance, ascertained in accordance with clause 12 and by reference to its initial staffing roll; and
- (c) Its special education teacher time allowance, ascertained in accordance with clause 14 and by reference to its initial staffing roll.

19. Total staffing quotients—A school's total staffing quotient (in FTTEs) is the number obtained by—

(a) Adding—

(i) Its curriculum delivery time allowance, ascertained in accordance with clause 10 and by reference to its initial staffing roll; and

(ii) Its management teacher time allowance, ascertained in accordance with clause 12 and by reference to its initial staffing roll; and

(iii) Its beginning teacher time allowance, ascertained in accordance with clause 13; and

(iv) Its special education teacher time allowance, ascertained in accordance with clause 14 and by reference to its initial staffing roll; and

(v) The sum of its entitlement additions, if any, under clause 15 (2) (b); and

(vi) The number of FTTEs for the time being represented by teachers employed at the school by virtue of an exemption granted under clause 27; and

(vii) The number of FTTEs for the time being represented by teachers of a kind specified in Schedule 1 employed at the school by virtue of an exemption granted under clause 28; and

(b) Subtracting from the resulting sum the sum of its entitlement deductions, if any, under clause 15 (2) (a).

PART 4

LIMITATIONS ON APPOINTMENT AND EMPLOYMENT OF TEACHERS

20. Limitation on employment of permanently appointed regular teachers—There must not be employed at a school, at any time in 2000, permanently appointed regular teachers whose employment generates a number of FTTEs greater than its initial total staffing quotient.

21. Limitation on employment of permanently appointed regular teachers who have not become supernumerary—If a school's Board has received an adjusted staffing notice for it, there must not, at any time in 2000 on or after the notified day, be employed at the school permanently appointed regular teachers (not being teachers who have become supernumerary) whose employment generates a number of FTTEs greater than the lower of its initial total staffing quotient and its adjusted total staffing quotient.

22. Limitations on appointment of regular teachers—(1) At any time in 2000, no regular teacher may be appointed to any position at a school, if the employment of the following generates a number of FTTEs greater than its initial total staffing quotient:

- (a) That teacher; and
- (b) The other regular teachers already employed at the school; and
- (c) The regular teachers, if any, appointed to positions at the school at the same time as that teacher.

(2) At any time in 2000, no regular teacher, designated as either a deputy principal or an assistant principal, may be appointed at a school where the number of FTTEs does not exceed 21, if the employment of that teacher with that designation would result in the school employing more than 2 such teachers.

(3) At any time in 2000, no regular teacher, designated as either a deputy principal or an assistant principal, may be appointed at a school where the number of FTTEs exceeds 21, if the employment of that teacher with that designation would result in the school employing more than 3 such teachers.

23. Limitations on employment of other regular teachers—(1) At any time in 2000 when a school's initial total staffing quotient is not more than the number of FTTEs generated by the employment at the school at that time of permanently appointed regular teachers, no other regular teachers may be employed at the school.

(2) At any time in 2000 when a school's initial total staffing quotient is more than the number of FTTEs generated by the employment at the school at that time of permanently appointed regular teachers, there must not be employed at the school other regular teachers whose employment generates more FTTEs than the difference between that quotient and that number.

24. Limitation on employment involving salary units—(1) There must not be employed at a school, at any time in 2000, regular teachers to whom salary units have been allocated (whether permanently or for an indefinite or fixed period that includes that time) whose employment taken together is equivalent to the employment of teachers to whom there

have been allocated a total number of salary units greater than a number calculated for the school under subclause (2).

(2) The number referred to in subclause (1) is calculated by—

(a) Adding, to get the first result,—

(i) Its basic staffing quotient, ascertained in accordance with clause 18; and

(ii) Any exemption granted by the Secretary for the guaranteed staffing component under clause 27; and

(iii) Any exemption granted by the Secretary for resource teachers under clause 28; and

(b) Subtracting 1 from the first result to get the second result; and

(c) Multiplying the second result by 0.72 to get the third result; and

(d) Subtracting 0.77 from the third result to get the fourth result; and

(e) If the fourth result is not a whole number, correcting it to the nearest whole number.

25. Limitation on grades for principals in relation to roll range (including special education students)—(1) There must not be employed at a school, at any time in 2000, a principal at a grade higher than the grade specified in the first column of Schedule 2 opposite the roll range that applies to that school.

(2) For the purposes of determining the roll range as at 1 July 1999,—

(a) 1 special education student with high needs is the equivalent of 3 students:

(b) 1 special education student with very high needs is the equivalent of 6 students.

26. Limitation on employment of Resource Teachers: Learning and Behaviour—(1) At any time in 2000, the number of Resource Teachers: Learning and Behaviour employed in payrolled schools must not exceed the number obtained using a ratio of 1 teacher for every 750 students.

(2) In subclause (1), “students” means students in years 0 to 10 inclusive.

PART 5

EXEMPTIONS

27. Guaranteed staffing component—The Secretary must, in exempting a school’s Board from the limitations imposed by this order, have regard to both the following matters:

(a) Whether the school’s staffing in 2000 has been (or but for the exemption would be) affected by a fall in its roll in comparison with 1999:

(b) Whether it is desirable to grant an exemption in order to reduce (in whole or in part) the impact (in 2000) of the reduced staffing entitlement resulting from the fall in classroom programmes in comparison with 1999.

28. Resource teachers—The Secretary must, in exempting a school’s Board from the limitations imposed by this order, have regard to the extent, if any, to which the students enrolled at the school have particular educational needs that can and should be met by the appointment of 1 or more teachers of a kind specified in Schedule 1.

29. Reading recovery—The Secretary must, in exempting a school's Board from the limitations imposed by this order, have regard to—

- (a) The desirability of enabling schools to train teachers, and to help schools to develop and implement programmes, to meet the needs of 6-year-old students who need help under the reading recovery programme; and
- (b) The need to maintain a supply of trained reading recovery teachers; and
- (c) The need to provide ongoing training for practising reading recovery teachers; and
- (d) The particular needs of rural schools, and schools whose rolls are large; and
- (e) The need to provide a geographical spread of resources and services; and
- (f) The need to ensure that the total number of FTTes granted by the Secretary's exempting Boards from those limitations, having regard to the criteria specified in this clause, does not exceed 260.

30. Board-funded teachers—The Secretary must, in exempting a school's Board from the limitations imposed by this order, have regard to—

- (a) Consents given to the Board under section 91F (b) of the Act; and
- (b) The need to ensure that payment of the salaries, or parts of salaries, to which the consents relate are met from an appropriation by Parliament for that purpose.

31. Protection of teachers' allocated salary units—The Secretary must, in exempting a school's Board from the limitations imposed by this order, have regard to—

- (a) Whether the calculation for the school under clause 24 (2) of a number of salary units has been (or but for the exemption would be) affected by a re-organisation, change in attendance, closure, amalgamation, or change in class of the school; and
- (b) Whether it is desirable to exempt the Board from the limitation in order to preserve the continued allocation of a salary unit or salary units to the holder of a teaching position at the school.

32. Protection of supernumerary teachers—The Secretary must, in exempting a school's Board from the limitations imposed by this order, have regard to whether it is necessary to do so in order to preserve the continued employment in 2000 of any permanently appointed teachers employed by the Board immediately before 1 January 2000 who are for the time being supernumerary, having been declared surplus by virtue of the amalgamation, merger, change of status, closure, or a fall in the roll of the schools at which the teachers were employed (whether the school at which they are now employed or any other school).

33. Roll increases—The Secretary must, in exempting a school's Board from the limitations imposed by this order, have regard to the extent, if any, to which there has been any unusual increase in the number of students enrolled at the school.

34. Normal and model schools—The Secretary must, in exempting a normal or model school's Board from the limitations imposed by this order, have regard to the desirability of enabling the Boards of normal and model schools to recruit and retain—

- (a) Sufficient skilled and experienced teachers to carry out the special functions of such schools;
- (b) Sufficient teachers to carry out the extra work required by the performance of those functions.

35. Community education co-ordination—The Secretary must, in exempting a school's Board from the limitations imposed by this order, have regard to—

- (a) Whether the school offers a continuing education programme approved by the Secretary in relation to 2000; and
- (b) The number of tutor-hours the programme comprises.

36. Special reason—The Secretary must, in exempting a school's Board from the limitations imposed by this order, have regard to the extent, if any, to which, in the Secretary's opinion, there is a special reason for an exemption for that school, being a reason that applies only to that school or to some other primary schools, but not being a reason that applies to all other primary schools.

37. Revocation—The Education (1998 Primary School Staffing) Order 1997* is revoked.

SCHEDULES

SCHEDULE 1

Cls. 19 (a) (vii) and 28

RESOURCE TEACHERS

Resource Teacher: Māori
Resource Teacher: Reading

SCHEDULE 2

Cl. 25

GRADES FOR PRINCIPALS' POSITIONS IN RELATION TO ROLL RANGE
(INCLUDING SPECIAL EDUCATION STUDENTS)

Principal's Grade	Roll Range
U1	1-50
U2	51-100
U3	101-150
U4	151-300
U5	301-500
U6	501-850
U7	851-1200
U8	1201-1600
U9	1601 and above

MARIE SHROFF,
Clerk of the Executive Council.

EXPLANATORY NOTE

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

This order, which comes into force 28 days after its notification in the *Gazette*, prescribes limitations on the numbers, and kinds and descriptions, of regular (ie, non-relieving) teachers to be employed at primary schools in 2000, and criteria to which the Secretary of Education is to have regard in exempting Boards of primary schools from those limitations.

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

Date of notification in *Gazette*: 17 June 1999.

This order is administered in the Ministry of Education.