

# Year 11-13 Funding

## Guidelines for allocation and use

### Transition from pro-rata to needs-based allocation

For Term 1, 2012, the allocation of Year 11-13 funding may continue as it has in the past, including the practice of allocating on a pro-rata basis.

From the beginning of Term 2, 2012, the funding can not be used on a pro-rata basis.

### RTLB Toolkit guidance

Year 11-13 funding provides an opportunity to raise student achievement and to meet local and national education priorities.

The RTLB Toolkit provides broad policy guidelines for the responsible use of Year 11-13 Funding. Page 26 of the toolkit states that the funding:

- supports students in Years 11-13 who have learning or behaviour difficulties
- must be used equitably
- can be used innovatively.

### Allocation decisions

An application panel<sup>1</sup> should make allocation decisions based on local cluster goals, and Ministry priorities.

It is recommended that the application panel be a sub-committee of the Cluster Advisory Group. It is recommended to include the following representatives:

- SENCO or staff member with responsibility for Special Needs / Learning Support
- Secondary Principal
- Māori representative
- RTLB Cluster Manager (or delegate)
- RTLB

Funding decisions should be made term by term, for a period of no more than a term.

The funding is for planned interventions that support students with learning or behaviour difficulties.<sup>2</sup> Intervention outcomes or impacts must be measureable and reportable. The collection of pre- and post-measures is required.

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<sup>1</sup> A group to review funding applications and make funding allocation decisions.

<sup>2</sup> The recommended contribution towards teacher aide payments should be no more than the Ministry of Education, Special Education flat rate (As at Term 1 2012, \$18.02 per hour; subject to change).

Funded interventions<sup>3</sup> should:

- be evidence-based practice
- raise student achievement through effective teaching and learning practice
- involve culturally responsive teaching and learning practices that are known to make a positive difference for Māori and Pasifika learners
- promote positive inclusion, successful engagement and active participation
- be ecological and focus on the student within the context of the classroom or the school

## Evaluation / Outcomes Report

It is important that all interventions are measurable and reportable.

Intervention measures need to be the same measures at both pre and post intervention so that a valid comparison can be made.

An evaluation / outcomes report is required within four weeks of the intervention.

## Application Form

A sample application form is attached as an interim before the nationally-consistent web-based RTLB referral and case management database is developed.

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<sup>3</sup> Refer to the Practice section of the RTLB Service Toolkit for further guidance.

# Learning and Support Fund

## Guidelines for allocation and use

### RTLB Service Toolkit

The toolkit states that Learning Support Fund (LSF) “supports interventions developed collaboratively with RTLB, targeting students in Years 0-10. It must be used equitably and can be used innovatively.”

### Allocation

The allocation of Learning Support Funding:

- is linked to need identified by the RTLB data gathering process
- occurs in the context of a conversation between RTLB and the school – with an application for LSF coming from that conversation
- is responsive – with regular referral and allocation meetings

### Professional practice

RTLB will:

- share innovative ways of using the LSF within and across clusters
- choose interventions that up-skill teachers and that minimise reliance on Teacher Aides
- collaboratively set clear goals
- collect pre and post measures that demonstrate the effectiveness of the intervention
- monitor the use of Learning Support Funding.