

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 panel¹ 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.² Intervention outcomes or impacts must be measureable and reportable. The collection of pre- and post-measures is required.

¹ A group to review funding applications and make funding allocation decisions.

² 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 interventions³ 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.

³ Refer to the Practice section of the RTLB Service Toolkit for further guidance.

Learning and Support Fund

Guidelines for allocation and use

RTLБ Service Toolkit

The toolkit states that Learning Support Fund (LSF) “supports interventions developed collaboratively with RTLБ, 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 RTLБ data gathering process
- occurs in the context of a conversation between RTLБ and the school – with an application for LSF coming from that conversation
- is responsive – with regular referral and allocation meetings

Professional practice

RTLБ 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.