



STANLEY BAY SCHOOL

Frequently Asked Questions – School Finance and Funding

HOW DOES THE GOVERNMENT FUND OUR SCHOOL?

The Government funds the main functions of the school; teacher salaries, long term property projects (10YPP) and operational funding.

Teacher Salaries

The Government funds teacher salaries based on the total school roll and not the breakdown at a year level. Teacher allocation is based on the school roll in July of each year.

Long Term Property Plans

The Government funds school property through the 10 year property plan with two 5 year blocks of funding. This covers major property works prioritised as follows; health and safety, essential infrastructure works, planned maintenance work, modernisation of learning spaces, planned for roll growth spaces.

Outside of the long term property funding there is additional property funding available to support students with very high special needs. These property adaptations are determined by the Ministry above the 10ya property entitlement and not at the discretion of the school. Recent examples include the Glen Road fence and the fence that runs from Russell Street to Glen Road.

Operational Funding

The Government provides Operational funding which is intended to cover all the non-teaching costs, plus repairs and maintenance (e.g. painting), furniture and all school supplies. This budget is based on school roll and the Decile for the school.

WHY DO WE HAVE COMPOSITE CLASSES?

The Ministry of Education determines how many teachers we are entitled to based on our total roll, not how many students in each year level. To manage the staffing entitlement most schools in New Zealand have composite classes. This is where a class is made up of two or more year levels.

Composite classes are a practical response to uneven year level enrolments; when there are too many students to form one class and too few to form another. They enable the school to ensure greater consistency in class sizes, allow for roll growth and enable us to more easily match teachers to students needs. By taking this approach we are maximising school funding and resources.

There is no educational disadvantage from composite classes and a number of reasons to have classes made up in this way; Composite classes mirror society and have the potential to focus less on age differences or the restrictions set by specific year level curricular outcomes and more on the stage of learning so as to meet each child's individual needs. Younger students look up to their older peers and aspire to learn out of admiration for their skills and knowledge. Older students benefit

from a sense of guidance and leadership that they can provide others. The challenge lies in having a deep understanding of their own learning in order to share what they know.

In any class, single year level or composite there is a range of academic, social, emotional and behavioural needs. The key point to remember is that effective teachers will teach to individual needs, every child will have their own learning programme, and it is the teachers job to ensure that every child in their class meets or exceeds their learning goals. What matters most is the quality of the teacher in front of your child, this will be the greatest contributor to their success.

WHAT IS THE OPERATIONAL FUNDING DIFFERENCE BETWEEN SCHOOL DECILES?

A Decile 10 school like Stanley Bay is funded with the expectation that the community will be able to bridge the gap.

In 2019, decile funding will be changed to Targeted for Educational Achievement. School deciles are determined by socio-economic household data, targeted funding for educational achievement is focussed on the individual children and specific risk factors which mean they are at risk of educational disadvantage. Schools do not know who these children are, just how many. The implication is that the funding model will change in 2019 but as yet we do not know how that will impact the schools operational funding, although it is unlikely that it will improve.

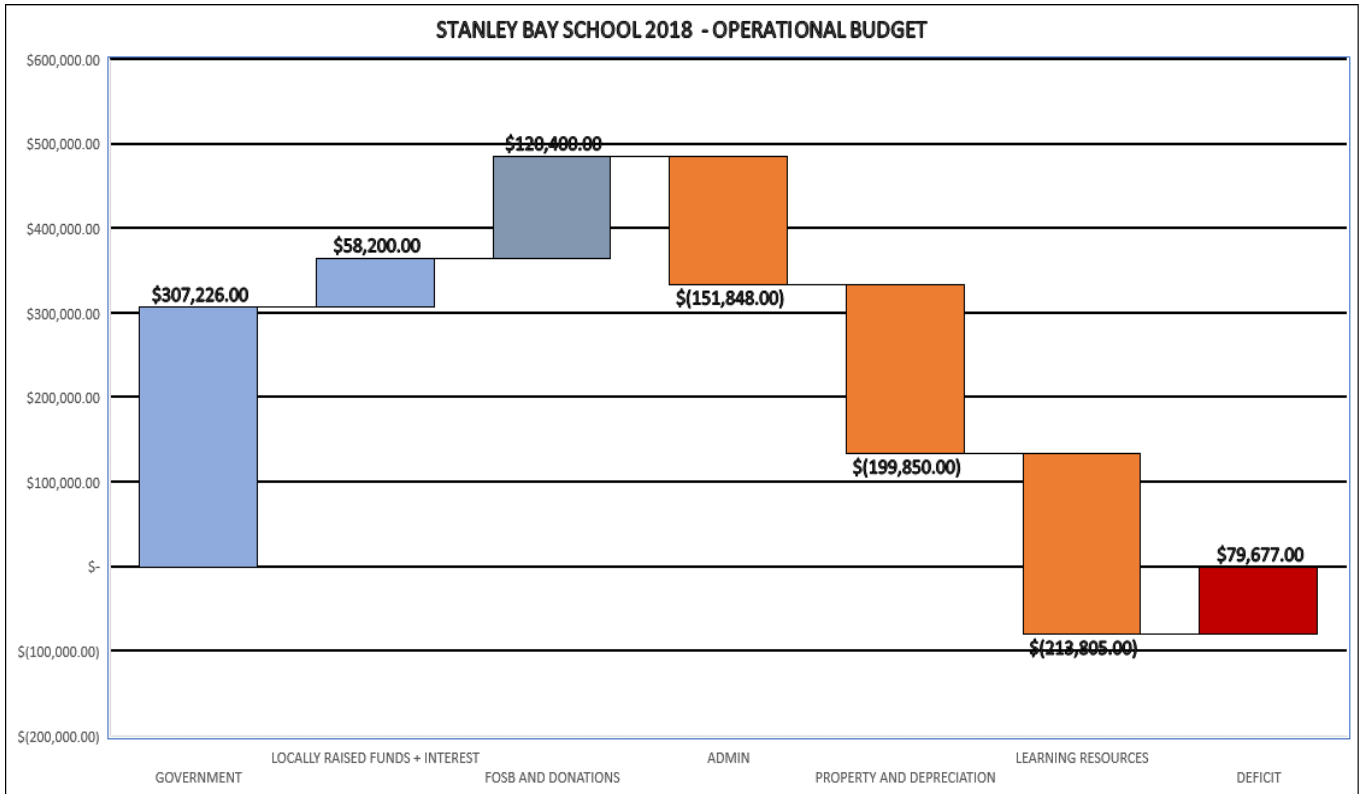
The table below shows the operational funding difference between school deciles.

Based on roll of 240 students	Decile 1	Decile 5	Decile 10 Stanley Bay
Targeted Funding for Educational Achievement	Per Student: \$888.05 Total: \$213,132.00	Per Student: \$113.49 Total: \$27,237.60	Per Student: \$0 Total: \$0
Special Education Grant	Per Student: \$75.60 Total: \$18,144.00	Per Student: \$60.53 Total: \$14,527.20	Per Student: \$38.93 Total: \$9343.20
Operating Grant	Per Student \$1,259 Total: \$302,158	Per Student \$1,259 Total: \$302,158	Per Student \$1,259 Total: \$302,158
Total Government Funding	\$533,434	\$343,922.80	\$311,501.20
Difference	\$221,932.80	\$32421.60	-
Difference per student	\$924.72	\$135.09	-

WHAT DOES THE BOARD FUND?

The school has traditionally provided a level of education and resource over and above what we are funded for, this has included; extra teaching resource to manage class sizes, extensive professional learning, teacher aides, learning support programmes eg. Reading Recovery, PMP, discretionary maintenance above the funded amounts to address much needed areas of the school, one-off costs eg. Website, Cloud Transformation

This has led to operational deficits over the last few years and will continue based on the current plan. The graph below shows the operational budget in 2018.



Government funding gives a baseline level of teaching resource and an operational grant which is not sufficient for the school. The Board have committed to a level of education which is best suited to our community, and has a cost over and above what we are funded for. This means, in 2018, there is a deficit of \$79K.

In 2018 the deficit is more than in previous years due to the lower roll and some changes in funding grants. The roll is a big driver of this deficit and while we are growing in the junior years we are losing a large Year 6 class which will put pressure on our budget again for next year. A deficit is not sustainable over the medium term, however there is a working capital buffer which allows the school to sustain a deficit of this level for several more years if needed. The aim is to reduce the deficit through growth in the role and other funding such as FOSB fundraising and the introduction of international students.

The finances are carefully managed while we are are running deficits we have working capital reserves above the Ministry recommended amount and we are able to reduce costs if we need to.