

The Decile Rating System

Every state school in NZ is given a decile rating from 1-10 by the Ministry of Education. A school's decile rating indicates the extent to which the school draws its students from low socio-economic communities. The indicator is based on Census data for households with school-aged children in each school's catchment area. It is determined by factors such as:

- Household income.
- Occupation.
- Household crowding.
- Income support.

Each decile contains approximately 10% of schools. For example, decile 1 schools are the 10% of schools with the highest proportion of students from low socio-economic communities. These are called low decile schools. Decile 10 schools are the 10% of schools with the lowest proportion of these students. These are called high decile schools.

Decile ratings determine the allocation of Targeted Funding for Educational Achievement (TFEA) and the Special Education Grant (SEG) and are reassessed following each Census. The decile rating of a school does not impact on the income the school receives in the Operations Grant.

TFEA Funding

		Per Student
Decile 1	A	\$682.98
	B	\$596.02
	C	\$506.93
Decile 2	D	\$419.96
	E	\$352.09
	F	\$296.93
Decile 3	G	\$239.67
	H	\$195.14
	I	\$165.44
Decile 4	J	\$129.40
	K	\$117.73
	L	\$106.06
Decile 5	M	\$90.87
Decile 6	N	\$73.56
Decile 7	O	\$56.24
Decile 8	P	\$36.78
Decile 9	Q	\$22.70
Decile 10	Z	\$0.00

The reasoning behind the decile system is based on giving parity to educational outcomes across all socio-economic groups. It can be convincingly argued that a greater number of students in lower decile schools present significantly more challenges to the school in terms of learning and behaviour needs, thereby requiring greater expenditure. It can also be argued that lower decile schools are not able to achieve the same levels of income from their communities that higher decile schools can achieve. So the decile system provides the Government with a levelling tool. Schools that are expected to have higher costs due to socio-economic factors are given more, while schools that are able to bring in more money from their own community receive less.

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