RS52 Annual Return of Students at 1 June 2012
For state and state-integrated schools with year 9-15 students

What to do

Use this form if you don’t use an SMS. Use the roll return guidelines to help you complete the return:
Fax the completed form to:
» 04 463 8088
Or, scan and email the form to:
» school RETURNS@minedu.govt.nz

Roll return dates:
» Count date: 1 June 2012
» Due date: 11 June 2012.

Important information

What to do

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Roll return dates:
» Count date: 1 June 2012
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Ministry contact details:
» school.returns@minedu.govt.nz
» Ph: 04 463 0915

Part one – Roll by type of student

Give details of the total FTE (Full-time equivalent) of students on your roll at 1 June 2012.
Enter part-time FTE to one decimal place – refer to the 2012 Roll Return Guidelines for information on calculating FTE.

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Number of full-time regular students</th>
<th>FTE of part-time regular students</th>
<th>Number of full-time adult students</th>
<th>FTE of part-time adult students</th>
<th>Total Eligible for MoE operational funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y9</td>
<td>Male Male Female Female</td>
<td></td>
<td>Male Male Female Male Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y10</td>
<td>Male Male Female Female</td>
<td></td>
<td>Male Male Female Male Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y11</td>
<td>Male Male Female Female</td>
<td></td>
<td>Male Male Female Male Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y12</td>
<td>Male Male Female Female</td>
<td></td>
<td>Male Male Female Male Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y13</td>
<td>Male Male Female Female</td>
<td></td>
<td>Male Male Female Male Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y14</td>
<td>Male Male Female Female</td>
<td></td>
<td>Male Male Female Male Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y15</td>
<td>Male Male Female Female</td>
<td></td>
<td>Male Male Female Male Female</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part two – Māori language learning

Does your school provide Māori-medium education or teach Te Reo Māori?

No ☐ Go to part three
Yes ☐ Record students at highest level of learning below

Only counts students once (at their highest level). Exclude alternative education, international students and students studying Te Reo through the Correspondence School

| Learning Level | Teacher instruction time spent teaching curriculum subjects in Māori language | Y9 | Y10 | Y11 | Y12 | Y13 | Y14 | Y15 | Total |
|----------------|--------------------------------------------------------------------------------|----|----|----|----|----|----|----|-----|-------|
| Level 1        | Curriculum taught in Māori for more than 20 and up to 25 hours a week          |    |    |    |    |    |    |    |     |       |
| Level 2        | Curriculum taught in Māori for more than 12.5 and up to 20 hours a week       |    |    |    |    |    |    |    |     |       |
| Level 3        | Curriculum taught in Māori for more than 7.5 and up to 12.5 hours a week      |    |    |    |    |    |    |    |     |       |
| Level 4(a)     | Curriculum taught in Māori for more than 3 and up to 7.5 hours a week         |    |    |    |    |    |    |    |     |       |
| Level 4(b)     | Students learning Te Reo Māori for at least 3 hours a week                    |    |    |    |    |    |    |    |     |       |

Total

Part three – Principal’s declaration

PRINCIPAL TO COMPLETE:

I certify that I have checked the information in this return and that, to the best of my knowledge, it is true and correct, and I have kept:

• a list of all Te Reo Māori or Māori Immersion students, showing learning level for each student I have claimed.
• an alphabetical list of all students attending the school at roll count date showing their class (form, whānau) groups
• a set of class lists that individual teachers have signed (three days if using an electronic attendance register or one day if using a manual attendance register).

Print name __________________________ Signature __________________________ Date __________________________