Many students have particular learning needs that benefit from targeted individual support. Funding for this support enables schools to respond to the additional student learning needs as they arise throughout the school year.

The Resource Allocation Model (RAM) provides dedicated funding to support the delivery of personalised learning and support for these students.

This component of the RAM includes targeted funding for:

- students with moderate to high levels of adjustment for disability who access support through the Integration Funding Support Program
- Aboriginal students across Years 4, 6, 8 and 10 who have been identified through the National Assessment Program – Literacy and Numeracy (NAPLAN) as being at or below the national minimum standard in all NAPLAN tests (Norta Norta NAPLAN)
- all Aboriginal students in Year 11 or 12 are supported to access individual tutoring and mentoring (Norta Norta Individual Sponsorship)
- refugees or newly arrived students who speak a language other than English as their first language and require intensive English language tuition.

Key elements of Integration Funding Support

Students in regular classes with confirmed disability and with moderate to high support needs access the Integration Funding Support.

Students who access this support must have essential educational needs that are directly related to their identified disability and these needs cannot be met through the resources available within the school.

The student profile, completed by the school learning and support team and the parent or carer, provides an objective summary of the student’s educational needs which determines, in conjunction with the disability, the level of funding provided to the school to support each student.

In 2016, Integration Funding Support continues to support eligible students with moderate to high support needs in the same way as it has in the past.

Principals have the responsibility for determining the most appropriate ways of using the annual total school funding to meet the identified learning and support needs of the targeted students. This may take the form of additional teacher or school learning support officer time.

Key elements of Aboriginal targeted funding (Norta Norta NAPLAN Years 4-10 and Individual Sponsorship Years 11-12)

Schools use Norta Norta funding to provide targeted tuition support for Aboriginal students that is directly linked to each student’s education aspirations as documented in the student’s personalised learning pathway planning (PLP).

It is a supplement to a school’s Aboriginal Equity Loading.

Supporting students Years 4-10 with Norta Norta NAPLAN

The Norta Norta NAPLAN component is targeted for Aboriginal students identified as being at or below the national minimum standard in all NAPLAN domains in the previous year’s NAPLAN tests.

Norta Norta NAPLAN funding is used to employ tutors focusing on the improvement of literacy and numeracy outcomes for Aboriginal students through individual or group tutoring that complements classroom instruction.
Supporting senior secondary students with Norta Norta Individual Sponsorship

The Individual Sponsorship component supports all Aboriginal students in Years 11-12 with tuition, mentoring and coaching to engage in and complete their senior secondary education. It is expected that tuition will be provided on an individual basis (one to one) or a small group (maximum four students) for Aboriginal students in Years 11 and 12.

The funding can be used by schools to support specific subject areas with tuition being provided by a qualified tutor and can be delivered outside of school hours or in students’ study periods. Schools have the option of providing tutorial support during school hours as long as students are not withdrawn from their regular classes.

Consultation with Aboriginal parents and community

Schools receiving funding to implement Norta Norta are required to consult with parents and carers of Aboriginal students and their local or regional Aboriginal Education Consultative Group before implementing the program.

Key elements of support for New Arrivals students

The EAL/D New Arrivals Program provides initial intensive English tuition for newly arrived EAL/D students in primary school, high school, Intensive English Centres (IECs) and the Intensive English High School. This program supports students to develop their English language skills so they are able to participate in learning with their peers in regular classes.

Eligible new arrivals are those students who:

- speak a language other than English as their first language
- are in need of intensive English tuition because they are at the beginning or emerging phase of English language proficiency
- are newly arrived in Australia, enrolling within six months of their arrival or, for Kindergarten students, within 18 months of their arrival
- are enrolling in an Australian school for the first time or transferring within six months of arrival
- are Australian citizens, permanent or temporary residents.

The New Arrivals Program will continue to support eligible students as it has in the past. Newly arrived students in Year 6 and Years 7-12 in metropolitan Sydney and Wollongong should be referred to their local Intensive English Centre (IEC) or Intensive English High School (IEHS) for assessment and possible enrolment. For eligible students in all other schools, principals should submit an Application for New Arrivals Program Teaching Support.

Key elements of support for refugee students

Most refugee students need support in learning English as an additional language to access the curriculum. They may also have emotional, welfare and other educational support needs, as a result of their refugee experiences and disrupted or limited prior schooling. Refugee students need a safe and welcoming school environment. School-aged refugee students, in particular high school students, generally require intensive and coordinated support.

Schools receive resources to provide English as an additional language support for refugee students through the EAL/D New Arrivals Program or the equity loading for English language proficiency.

Additional resources are provided to support refugee students through the targeted (individual student) funding component of the RAM. In 2016, schools will receive a per capita amount for each refugee student who has been enrolled in an Australian school for less than three years. Data collected in the EAL/D Annual Survey 2015 has been used to allocate these funds.

Many schools have developed programs and strategies to support refugee students. These include:

- transition support for newly arrived refugee students in high schools
- intensive English programs for refugee students in primary schools
- welfare and settlement support
- counselling support
- homework and tutorial assistance
- mentoring and peer support
- bilingual learning support.

NSW Department of Education staff can find more information about what schools can do to support refugee students at https://detwww.det.nsw.edu.au/multicultural/refugees/index.htm

All schools have a school plan in which they must show the school community how they propose to use the funds to support students. Accountability for how the funds have been used will occur through the annual report.