The equity loading for low level adjustment for disability is an allocation to support the additional learning and support needs of students. This is a new equity loading for 2015 consistent with existing practice under the Every School, Every Student initiative.

How will the loading be allocated to schools?

The loading provides access to a specialist teacher and flexible funding in every regular school based on need. It comprises two components:

- a specialist teacher allocation for three years, which is adjusted every three years
- a flexible funding allocation adjusted annually to reflect changes in enrolment and student need.

The loading enables schools to respond in a timely way to the needs of all students, including those with or without a formal diagnosis of disability.

Students with a confirmed disability who have moderate to high learning and support needs will continue to be supported from the Integration Funding Support Program under the targeted (individual student) funding component of the RAM (refer to information sheet 7).

How is the loading calculated?

The equity loading for low level adjustment for disability comprises an allocation base determined by school enrolments and a supplementary allocation based on student need.

Student need at the school level is determined using the most recent literacy and numeracy data from NAPLAN to create a Student Learning Need Index (SLNI). A school’s SLNI is a needs based index drawn from three years of longitudinal NAPLAN data.

The approach is consistent with existing practice under the Every Student, Every School initiative and supports the Department to meet its obligations under the Disability Standards for Education, 2005.

What does this mean for schools in 2015?

Every regular NSW public school will have a specialist learning and support teacher who will work directly with the school to provide additional support for students and their classroom teachers.

Every regular public school will receive flexible funding to support students with additional learning and support needs.

Schools for Specific Purposes (SSPs) already have programs in place to support their students.

How will schools use the funding to support students?

Principals will consult with staff, parents and carers to determine the best way to support students with additional learning and support needs in accordance with their individual learning needs. This may include using funds for extra teacher time, school learning and support officer time and/or release for teachers to undertake planning, programming and professional learning.

Schools may choose to share and pool their specialist resources to meet the needs of students, according to their local needs and priorities.

Every school has 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 were used will occur through the annual school report.