Many students come from unique backgrounds and have a range of diverse learning needs that require targeted individual support, often involving additional resources.

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

The targeted funding includes programs that could not be included in the base school allocation and equity loading components of RAM. Targeted funding may be attached to a specific student and move with the student from one school to another. It is funding that responds to complex student needs as they arise throughout the school year.

This component of the RAM includes targeted funding for students who:

- require moderate to high levels of adjustment for disability
- require specific learning support, including targeted support for Aboriginal students identified through the Norta Norta National Assessment Program – Literacy and Numeracy (NAPLAN) component
- are new arrivals or refugees.

**How will students with moderate to high level adjustment for disability be supported?**

Students with confirmed disability in regular classes, with moderate to high support needs, may be supported through the Integration Funding Support Program.

To access this program, students must have essential educational needs that are directly related to their identified disability that 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 2015, the Integration Funding Support Program will continue 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.

**How will the Norta Norta NAPLAN component be used to support students?**

The Norta Norta program provides targeted support to Aboriginal students to accelerate progress in student achievement. The focus of the program is to provide learning assistance in the key areas of literacy and numeracy to improve educational outcomes for Aboriginal students.

The Norta Norta program has four elements:

- learning assistance for Aboriginal students as a result of their years 3, 5, 7 and 9 NAPLAN tests
- independent learning hubs for Aboriginal students from Kindergarten to Year 12
- mentoring and leadership programs that provide support for Aboriginal students in the middle and senior years
- tutorial assistance for Aboriginal students in Years 11 and 12 based on an application process.

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

Schools funded to implement the Norta Norta NAPLAN component are required to consult with parents and carers of Aboriginal students and their local or regional Aboriginal Education Consultative Group before implementing the program.
Funding is used to accelerate progress in student achievement through the employment of tutors to provide learning assistance in literacy and numeracy for those Aboriginal students.

Norta Norta NAPLAN component support should be evident in the student’s personalised learning pathway.

**How will students be supported through the English as an Additional Language (EAL/D) New Arrivals Program?**

The EAL/D New Arrivals Program provides initial intensive English tuition for newly arrived EAL/D students in primary school, high school and Intensive English Centres (IECs). 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:
- are Australian citizens, permanent or temporary residents
- have arrived from overseas and enrolled within 6 months of arrival (18 months for Kindergarten)
- have arrived at their first school in Australia
- are at the beginning or emerging phase of English language proficiency.

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.

**How will refugee students be supported?**

Most refugee students need support in learning English 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 2015, 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 2014 has been used to allocate these funds.

Schools can do a number of things to support students from refugee backgrounds. Individual learning plans can be developed to ensure that appropriate and coordinated support for students is provided and relevant information about students is communicated to their teachers.

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 and Communities 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](https://detwww.det.nsw.edu.au/multicultural/refugees/index.htm)

**How will schools use the funding to support students?**

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 school report.