Many students face unique and profound challenges that require a tailored and customised response, often involving substantial resources. The Resource Allocation Model (RAM) will provide dedicated funding to support these students in whatever setting the students are enrolled.

Individual student need is recognised with loadings for a range of factors consistent with the Gonski model. This component of the RAM includes targeted funding for students who:

- require high or moderate level adjustment for disability
- require specific support (including Aboriginal students with high need under the existing Norta Norta program)
- are new arrivals or refugees.

High or moderate level adjustment for disability

Students with confirmed disability in regular classes, who have moderate to complex 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 from within the resources available within the school.

The student profile, completed by the school learning support team, 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 2014, the Integration Funding Support Program, will continue to support eligible students with moderate to complex 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 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.

Norta Norta Program

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/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.

Elements of the Norta Norta program implemented by the school are developed in consultation with Local Aboriginal Education Consultative Groups, Aboriginal parents and Aboriginal community members and are embedded in students’ Personalised Learning Plans.

The ESL New Arrivals Program (NAP)

The ESL New Arrivals Program (NAP) provides initial intensive English tuition for newly arrived students in primary schools, high schools and Intensive English Centres (IECs). This program supports students in order to develop their English language skills so that they are able to participate in learning with their peers in regular classes.

Primary school students

Newly arrived primary aged students enrol directly in primary school and receive English as a Second Language (ESL) support at school. If the school does not have an established ESL Targeted Support Program, additional short term ESL teacher support is provided for eligible newly arrived students.
High school students

Newly arrived high school aged students in metropolitan Sydney and Wollongong enrol in one of 14 IECs or Cleveland Street Intensive English High School (IEHS) to undertake an intensive English and high school preparation course before transferring to high school. Newly arrived high school aged students in rural and regional areas, where there is no IEC, enrol directly in high school and receive intensive ESL support at school. If the school does not have an established ESL Targeted Support Program, short term ESL teacher support is provided for eligible newly arrived students.

Targeted programs for refugee students

In 2014, support for students from culturally and linguistically diverse backgrounds (CALD) will be determined and delivered at the school level. Schools will continue to be supported at the State and local level in the delivery of multicultural education, ESL and in meeting the needs of students who are new arrivals or refugees.

ESL funding will be provided to schools from 2014 as part of the staged implementation of the RAM and will be allocated to eligible schools as per the current determination from ESL survey information. At the State level, there is a dedicated team supporting the delivery of multicultural education, ESL and refugee students across schools (preschool to Year 12). The newly established Senior Pathways team will continue to support schools and young people in accessing tertiary and vocational pathways beyond the school setting.

ESL programs are available to all new arrival students, including refugees. In addition, several programs and provisions have been developed in order to support schools enrolling refugee students. Some of the initiatives to support refugee students include:

- support to establish short term intensive English classes in some rural and regional areas
- School Learning Support Officers being allocated to provide bilingual support for schools with high numbers of refugee students. They provide bilingual support for students in the classroom and assist schools in working with parents and community members. The allocations are based on the data provided by schools in the ESL New Arrivals Program.