

# Resourcing for Students with Additional Needs in 2020

## Background

The Department of Education is committed to providing high quality, inclusive education for students with additional needs and supporting all schools to become ready and responsive to meet the needs of all students. The department's commitment is outlined in the [Framework for Inclusion 2019-29](#).

Funding for students with additional needs (SwAN) is provided to Northern Territory Government (NTG) schools in a number of different ways. All schools can utilise these resources to build staff capability, personalise programs and make educational adjustments for students with a range of needs.

## New in 2020

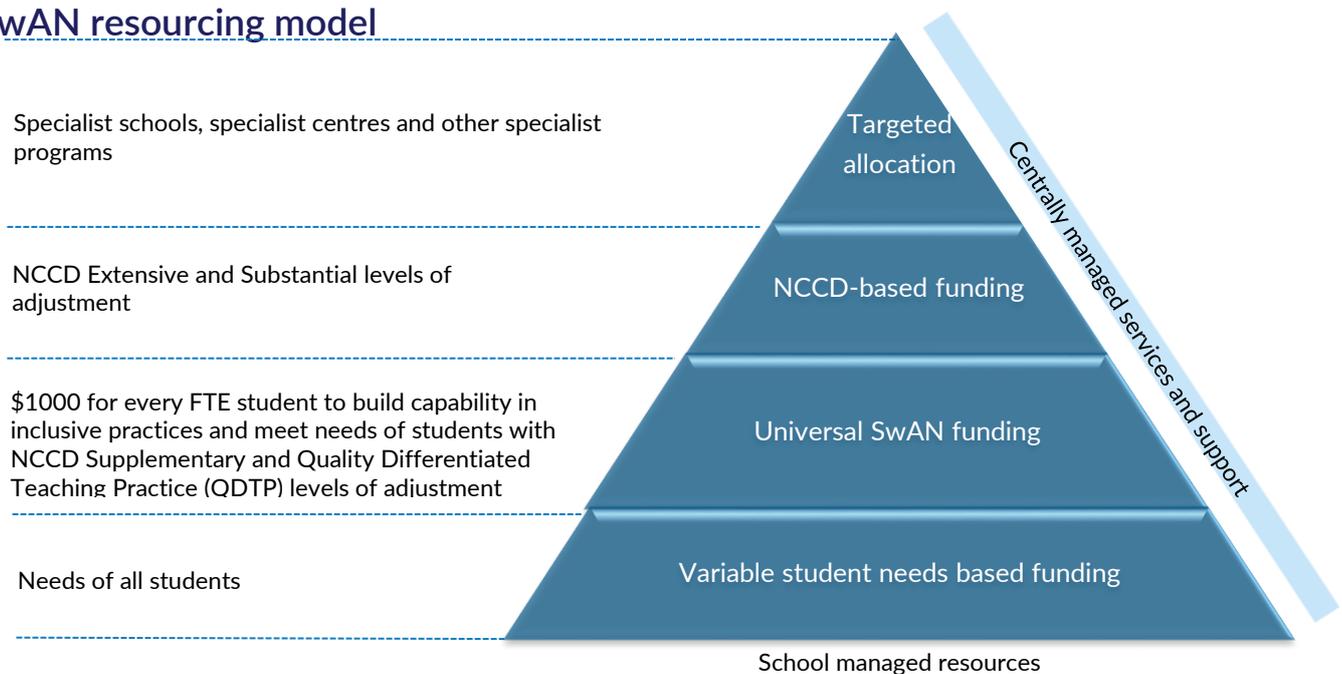
Historically, NTG schools could apply for funding for students who have a diagnosed disability through the Special Education and Support Program (SESP).

From 2020, schools will automatically receive funding for students with additional needs that is aligned with the Nationally Consistent Collection of Data for Students with Disability (NCCD). This funding arrangement minimises complexity and administrative burden and improves transparency in funding allocations. Funding is distributed using a needs-based approach that is subject to moderation processes and evidence of adjustment.

Schools will continue to receive the universal \$1000 per full time equivalent enrolment (FTE) to meet the needs of all students.

The processes of consultation with parents and personalised planning for students under the department's [Disability Policy and Guidelines](#) remain the same.

## SwAN resourcing model



## Variable student needs-based funding

Most school funding is directly allocated through an equitable student needs based funding formula. The formula provides a base amount for every government student (from preschool to secondary) with weightings for additional funding for students and schools with specific needs including:

- year level
- students with socio-economic disadvantage
- Aboriginal status
- concentration of Aboriginal students at the school
- remoteness of school
- students with low English language skills
- school size
- Distance education.

## Universal SwAN funding

All schools receive a flat rate of \$1000 annually for every full time equivalent effective (FTE) enrolment, inclusive of preschool, to meet the costs of building the capability of school staff in inclusive practices and delivering educational adjustments to students with additional needs. This includes the needs of students who have been determined as requiring Supplementary and Quality Differentiated Teaching Practice (QDTP) levels of adjustment.

The Universal SwAN funding allocation is provided in a school's variable funding component of the School Resourcing Model and included in schools' per student rate.

## NCCD-based funding

Schools will receive funding through the School Resourcing Model for students, including preschool students, who have been determined as requiring Substantial and Extensive levels of adjustment as defined under the [Nationally Consistent Collection of Data on School Students with Disability \(NCCD\) Guidelines](#).

This model replaces the diagnosis-based Special Education and Support Program (SESP).

All schools in Australia participate in the NCCD annually. The NCCD collects data about school students with disability across Australia in a consistent, reliable and systematic way. The collection of data for the NCCD is based on the professional judgement of teachers. Teachers determine the level of adjustments provided to students with disability to access and participate in education on the same basis as other students. The levels of adjustments are:

- Extensive
- Substantial
- Supplementary
- Quality Differentiated Teaching Practice (QDTP).

NCCD-based funding is identified separately in the schools funding allocation.

Schools can apply for funding for students with a disability who arrive from interstate or outside of the public school system through the Professional Dialogue Fund. Schools can also apply for one-off funding from the Emergency Extreme Behaviour Fund to meet costs associated with students who exhibit extreme behaviors.

### **Preliminary NCCD-based funding**

NCCD-based preliminary funding uses the prior year's August Age Grade Census for all FTE NCCD students in mainstream schools, which excludes students in special schools and centres. For example, 2020 preliminary funding is based on 2019 August Age Grade Census FTE NCCD. The annual per student rates for students with Substantial or Extensive levels of adjustment are determined at preliminary funding.

### **Final NCCD-based funding**

An adjustment is made in Term 1 of the funding year to capture the movement of students with additional needs from preliminary to final funding. Final NCCD-based funding aligns with Week 4, Term 1 enrolment data and reflects the students who are at the school in Term 1 of the current funding year. Refer to the [School Resourcing Model – Final Funding Fact Sheet](#) for additional information.

### **Payment of NCCD-funding**

NCCD-based funding is reflected in the School Resourcing Model Management System against the Students with Additional Needs costs centre.

As with other components of the School Resourcing Model funding, schools identify the Semester 1 and 2 value of school held funds (previously known as cash) in their Annual Planning Scenario using the SRM Management System. Payments of school held funds are made in January and July. Refer to the [School Resourcing Model – Annual Planning Scenario Procedures](#) for additional information.

### **Targeted funding**

Funding for the department's five specialist schools and eight specialist centres across the Northern Territory, as well as a range of specialist programs, is based on indexed historical costs and is adjusted in Term 1 and Term 3 to reflect movement in student numbers.

### **Per student adjustment rate**

The current per student adjustment rate is provided in the Student Needs Based Funding Formula Fact Sheet -Appendix 1 [Student Needs Based Funding Formula Fact Sheet - Appendix 1](#). The per student rate is reviewed annually and includes the salaries associated with a Classroom Teacher 9 and Administrative Officer 4 at 100 per cent, superannuation, payroll tax, non-contact time, relief teacher, relief aid and operational funding.

Special teaching allowances for teachers in special schools and classes are centrally funded and are not reflected in the per student adjustment rate or school expenses.

The level of funding for students attending special schools recognises that additional funding is required for the concentration of high need students at those schools and the level and diversity of their needs.

### **Mainstream schools with special centres**

Data is now available to identify the number of students enrolled in special centres and they are now therefore excluded from calculations for the student needs based funding formula per student rate.

Effective enrolment for the whole school includes student attendance at the special centre. Students who are absent due to sickness, funerals, health care or other sanctioned instances count as present in calculating [effective enrolment](#).

### **Centrally managed school support services**

The department funds and provides schools with services and support from specialist teams to meet needs of all learners. Services are provided through a partnership with specialist teams and designed to build the

capability of school staff to support all learners. Services and support include professional learning and/or programs across disability, inclusion, wellbeing and positive behavior.

More information and contact details are available on the [iSupport](#) site on eNet.

## Resources

Effective enrolment data graphs are available on [MyBiz](#).

## Contact

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