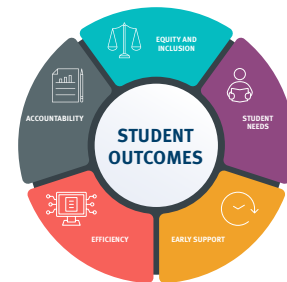


# School fact sheet 2

## Students with disability — Reasonable adjustments resourcing transition



This fact sheet provides details about Students with disability — Reasonable adjustments resourcing (RAR) and the two-year staged transition.

### About RAR

#### Why are schools provided with resources through RAR?

All schools are required to make reasonable adjustments for students with disability to enable them to access and participate in education on the same basis as their peers, including when they are:

- applying and enrolling at a school or educational facility
- participating in the relevant learning activities, courses and educational programs
- using services and facilities.

Reasonable adjustments are central to providing an inclusive and equitable education.

RAR provides teachers and teacher aides, in addition to the core or base allocation provided for every student, to enable schools to make reasonable adjustments.

#### What are reasonable adjustments?

Adjustments are defined as actions taken to enable students with disability to access and participate in education on the same basis as their peers without disability. A reasonable adjustment is developed in consultation with the student (if appropriate) and/or their parents/carers, and takes into account the interests of others at the school.

Accessing and participating on the same basis means that students with disability can have the same, or very similar, range of choices and opportunities for students without disability.

#### Which adjustments will be resourced?

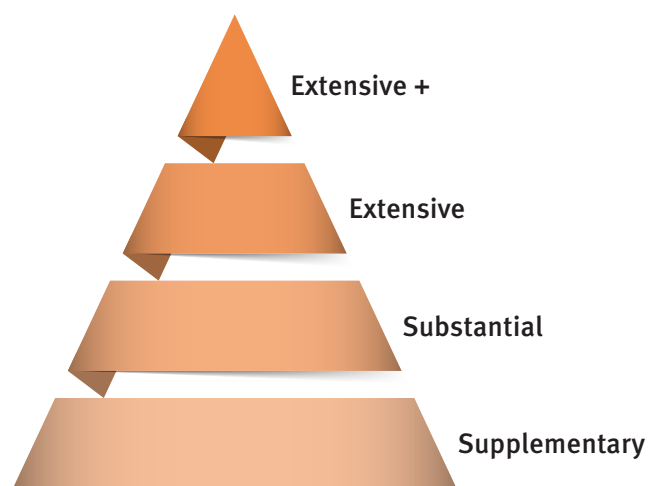
Not every adjustment requires additional teachers or teacher aides.

RAR will allocate additional teachers and teacher aides based on full-time equivalent enrolments for:

- students who are recorded in the [Nationally Consistent Collection of Data on School Students with Disability](#)

([NCCD](#)) as having received adjustments in the highest three levels of adjustment (Supplementary, Substantial and Extensive)

- students receiving the most intensive adjustments in the department's Extensive plus category
- Prep and other new students to the Queensland state education system, where schools anticipate needing to make adjustments in the NCCD's highest three levels of adjustments, or at Extensive plus resourcing levels.



#### What is different about RAR?

RAR is different from the previous Education Adjustment Program in a number of important ways, including:

- resources are provided based on the frequency and intensity of reasonable adjustments being provided for all disabilities including dyslexia, Attention Deficit Hyperactivity Disorder, mental health conditions, and Fetal Alcohol Syndrome
- Prep students and other new students to the state education system will attract resources for their school based on the adjustments they will need
- a higher level of resources will be provided to schools for students with the most intensive needs, regardless of their disability, through the Extensive plus resourcing
- schools can impute a disability if a medical or specialist diagnosis is not available, based on evidence and consultation with students (if appropriate) or their parents/carers



- parents/carers do not need to consent to a student being included in the NCCD.

## What will not change under RAR?

Some features of the previous students with disability resource allocation model and requirements on schools will not change, including:

- the requirement to make reasonable adjustments and consult students and/or their parents/carers before adjustments are made
- schools must continue to accurately report the NCCD in accordance with the National NCCD Guidelines
- what resources are allocated
  - the RAR continues to allocate additional teachers and teacher aides
  - Heads of Special Education Services will continue to be allocated if a school or a cluster of schools (Special Education Programs) are allocated two teacher full-time equivalent (FTE) for two consecutive years through RAR
- how resources are allocated
  - resources will be provided as a pool to schools and not for individual students
  - principals will be responsible for effectively using the pooled resources within their school for students
  - resources will be provided based on enrolment FTE
- when resources are allocated
  - an indicative allocation will be provided in Term 3 each year and a final allocation provided based on Day 8 (or equivalent) enrolments
  - schools can access additional resources for emergent student needs from their regional office.

## Will different methodologies apply for different school settings?

RAR allocates additional teachers and teacher aides based on adjustments for students, and applies in the same way to all school settings including special schools and special assistance schools.

## The NCCD

### Which levels of adjustment will attract resourcing?

The NCCD adjustment levels reflect the frequency and intensity of adjustments provided. The highest three NCCD adjustment levels that will attract resourcing are:

- **Supplementary** — Students receive adjustments supplementary to the strategies and resources already available for all students within the school for particular activities at specific times throughout the week.
- **Substantial** — Students have substantial support needs, receive essential adjustments and require considerable adult assistance to the usual educational program at most times, on most days.
- **Extensive** — Students have very high support needs and are provided with extensive targeted measures and sustained levels of intensive support at all times.

## Why aren't resources being provided for Quality Differentiated Teaching Practice?

Under the NCCD National Guidelines, Quality Differentiated Teaching Practice involves supporting students through active monitoring and adjustments that are not greater than those used to meet the needs of diverse learners. These adjustments are made infrequently as an occasional action, or frequently as low-level actions such as monitoring.

These adjustments are provided through usual school processes, without needing additional resources, and by meeting proficient-level Teaching Standards (Australian Institute for Teaching and School Leadership).

## Will the different levels of adjustments attract different levels of resourcing?

The resource levels for students recorded in the highest 3 NCCD adjustment levels will be different to reflect the different frequency and intensity of the adjustments being provided.

## Have NCCD reporting requirements changed?

The NCCD reporting requirements have not changed.

The *Australian Education Act 2013* requires all schools to accurately report the NCCD annually in accordance with the NCCD National Guidelines.

## Do schools need to continue reporting Quality Differentiated Teaching Practice?

Schools must accurately report the NCCD, including recording students receiving Quality Differentiated Teaching Practice adjustments.

## Do schools need to collect more evidence for the NCCD?

Schools have been reporting the NCCD since 2015. The requirements to report the NCCD in accordance with the NCCD National Guidelines have not changed.



Schools will continue to report the NCCD as usual. Schools have all the evidence they need to report the NCCD. This evidence can either be saved in OneSchool or stored elsewhere at the school. Schools do not need to create evidence specifically for NCCD reporting purposes. More information about NCCD evidence requirements is in the [NCCD FAQ fact sheet](#).

### Has the way the NCCD is recorded in OneSchool changed?

Schools will record the 2022 NCCD collection in same way as they have done previously.

Schools will be required to indicate with their NCCD records whether they have:

- imputed a disability to enable the department to assess levels of imputed disability; or
- provided personal care in school, such as specialised health procedures, toileting, dressing or assistance at mealtimes, to ensure the department can continue its reporting obligations to the National Disability Insurance Agency.

More information about these reporting requirements are outlined in the *Students with Disability – Reasonable adjustments resourcing 2022 Operational Guidelines* (2022 Operational Guidelines) available on [OnePortal](#).

## Extensive plus and anticipated adjustments

### How do schools apply for Extensive plus resourcing?

Schools can apply through OneSchool for Extensive plus resourcing. Schools will only need to indicate in OneSchool whether they have evidence to support the Extensive plus resourcing criteria. They will also be asked to identify where the evidence is located.

### Can schools anticipate Extensive plus levels of adjustments for Prep or new students?

Schools are able to make an application for Extensive plus resourcing for Prep students and other new students to the state education system.

### When can schools apply for Extensive plus resourcing?

Schools can apply for Extensive plus resourcing at any time. OneSchool functionality will enable schools to apply for Extensive plus from day 1 of Term 3, 2022 (11 July 2022).

Schools will need to apply for Extensive plus resourcing:

- by the last day of Term 3 to receive allocations for the indicative allocation
- by the last day of Term 4 to receive allocations in final allocation.

### Where can I find out more about Extensive plus resourcing and the process for making an application?

More information about Extensive plus resourcing and the application process is provided in the following RAR school fact sheets and operational guidelines, available on the [School supports and resourcing for students with disability OnePortal page](#):

- RAR school fact sheet 1 – Students with disability – Reasonable adjustments resourcing overview
- RAR school fact sheet 3 – 2022–23 school key dates
- RAR school fact sheet 4 – Extensive plus
- Students with disability – Reasonable adjustments resourcing – 2022 Operational Guidelines.





## How do schools record anticipated adjustments?

Schools can receive resourcing for the adjustments they anticipate needing to make, based on evidence, for Prep and other new students to the state education system. Schools must indicate in OneSchool whether they have the required evidence.

More information is provided in the RAR school fact sheet 5 — Anticipated adjustments for Prep and other new students and the 2022 Operational Guidelines, available on [OnePortal](#).

## Additional allocations from regional offices

### When will schools need to seek additional resources from regional offices?

Schools will still be able to access additional resources from regional offices where a student's needs arise after Day 8 of the school year.

### Will the way schools access resources from regional offices change?

New state-wide guidelines will be developed in time for the 2023 school year to provide a consistent approach to when and how additional allocations are provided to schools. Extensive consultations will be undertaken with regions and other stakeholders to develop the new guidelines.

## RAR quality assurance processes

### What quality assurance processes will be in place to ensure allocations are fair?

- A range of quality assurance and accountability mechanisms will be implemented to ensure that allocations across schools are fair and that resources are being used effectively, including:
  - the application process for Extensive plus resourcing
  - reviewing NCCD data and identifying schools which may need to review their data before it is finalised
  - a resource allocation quality assurance process for identified schools.

### How will schools be identified to participate in a school resource allocation quality assurance process?

Schools will be identified for a school resource allocation quality assurance process based on data analysis,

including:

- unexpected changes in NCCD records
- high levels of imputed disability
- high levels of days of lost schooling indicated by high rates of school disciplinary absences, low attendance rates and part-time educational programs
- differences in the anticipated levels of adjustment reported by the school for the beginning of the school year and the NCCD level of adjustment reported in August.

### What will be involved in the school resource allocation quality assurance process?

The school resource allocation quality assurance process will involve an assessment of evidence to ensure the levels of adjustments are appropriately recorded. It will also consider whether students are attending school, and resources are being used to support full-time attendance at school.

The resource allocation quality assurance process will involve discussions with the school principal, relevant staff and the school's Assistant Regional Director (ARD) about student needs and how to effectively use resourcing. Recommendations from the quality assurance process may include professional development and training for staff or other supports as required.

### Do schools have to participate in a resource allocation quality assurance process?

Identified schools must participate in a resource allocation quality assurance process. The process aims to support schools and may help schools to make effective adjustments to improve student outcomes.

## Transition to RAR

### Why is RAR being transitioned over two years?

The two-year transition in 2023 and 2024 will enable schools to plan for any changes in resourcing. It will also enable them to develop systems and processes to implement RAR.

### Will schools receive reduced resourcing during the transition?

All schools will maintain their 2022 resourcing levels as a minimum. No school will experience a reduction in resourcing compared to what they received in 2022.



## Will schools receive increased resourcing?

Schools will be provided with a gradual increase in resources if they report making adjustments for more students, or more intensive adjustments. Schools will be allocated 25% of the increase in 2023 and 50% of the increase in 2024. This will enable schools to recruit staff and action any additional facilities that may be required.

## Will new schools transition to RAR?

New schools opening in 2023 and 2024 will receive their full allocation under RAR and will not undergo the transition process.

## How will schools know what they will receive through RAR?

During the transition period, each school will be advised of their estimated allocation through RAR and their actual allocation during the two-year transition.

## More information

**About the Disability Standards for Education 2005**

[Disability Standards for Education 2005 e-learning](#)

**About the NCCD**

[2022 NCCD National Guidelines](#)

[Queensland state school — NCCD FAQ fact sheet](#)

## About RAR and transition

The following fact sheets are available on the [School supports and resourcing for students with disability OnePortal page](#):

- RAR school fact sheet 1 — Students with disability — Reasonable adjustments resourcing overview
- RAR school fact sheet 3 — 2022–23 school key dates
- RAR school fact sheet 4 — Extensive plus
- RAR school fact sheet 5 — Anticipated adjustments for Prep and other new students
- RAR school fact sheet 6 — State special school resourcing
- Students with disability — Reasonable adjustments resourcing — 2022 Operational Guidelines



Interpreter

## Need help in your language?

Call 1800 512 451 and ask for an interpreter.



**Queensland  
Government**