Adjustments-Based Resourcing Model Fact Sheet

Supporting every student to participate and learn

From 2027, ACT public schools are changing the way resources are allocated for students with disability.

The **Adjustments-Based Resourcing Model (ABRM)** will provide schools with resources based on the adjustments students need to participate and learn at school, rather than basing resourcing on a medical diagnosis.

The change is only about how schools are resourced. Schools will continue to work with students and families to identify and provide reasonable adjustments based on each student's needs.

What are reasonable adjustments?

Reasonable adjustments are the ways that teachers and schools make changes to teaching and learning programs, lessons, assessments, or the school environment for students with disability.

Adjustments help students with disability access and participate in education on the same basis as their peers.

Examples of reasonable adjustments include:

- more time to complete tasks
- changes to the learning environment, like different seating options or personalised spaces
- supportive materials or equipment, like headphones, braille, large print, or visuals.

What does this mean for my child?

Schools will continue to work with students and their families to identify and implement reasonable adjustments. All existing student supports will remain in place, while clearer, simpler processes make it easier for every child to access the help they need.

How will schools provide support?

Additional resources are provided to schools based on the adjustments being made for students, rather than being informed by student medical diagnoses. Schools use these resources flexibly to meet the needs of all students with disability. Support can be provided in different ways, which may include access to small group learning for part or for the majority of the school day for some students.

How are schools resourced?

There are three layers of support:

1. Core school resources
Schools receive core resourcing for every student to support teaching, learning, participation and engagement.

2. Additional resources for adjustments
Schools receive additional resources based on the adjustments being provided to students with disability. Schools use these resources flexibly to provide individual, small-group and whole-class supports based on the needs of their students.

3. Support for particularly complex needs
In circumstances involving extraordinary or unanticipated complexity, schools can also access additional, specialist support through the Education Directorate. This provides an additional avenue of support when adjustment needs cannot reasonably be met through the school's existing resources.

How are resourcing decisions made?

Each year, all Australian schools take part in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). This records the adjustments provided to students with disability and the level of adjustment they receive.

Under the new resourcing model, this information is used to determine the additional resources provided to each school. This means school resourcing can adjust over time as the needs of students change.

This approach is designed to distribute resources more equitably across ACT public schools, based on the adjustments students need at school. Other Australian jurisdictions have also moved to adjustments-based resourcing models.

Questions about your child's support

At the start of each year please continue to speak to your child's classroom teacher, year coordinator or disability education coordination officer about adjustments they may require to access their education.

The key change

Resources are based on the adjustments students need to access and participate in education, rather than being based on a medical diagnosis.

Contact

Your child's school or the Inclusive Education team at disabilityeducation@act.gov.au or (02) 6205 6925.