



**Nationally Consistent
Collection of Data**
School Students with Disability

**Education
Council**

2016 emergent data on students
in Australian schools receiving
adjustments for disability



In 2016, 18.1% of students received an adjustment to participate in education because of disability.

The Nationally Consistent Collection of Data on School Students with Disability (the collection) identified 685,911 students received an educational adjustment due to disability.

Through this collection, teachers use their professional judgement based on evidence to capture information on:

- the level of adjustment that students with disability are being provided to enable them to participate in education on the same basis as other students:
 - extensive
 - substantial
 - supplementary
 - support within quality differentiated teaching practice (QDTP)
- the broad category of disability under which each student best fits:
 - physical
 - cognitive
 - sensory
 - social/emotional

The collection is based on the broad definition of disability used in the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005.

The collection has been designed to collect information on the full range of students receiving adjustments to support their access and participation in learning because of disability, not just those who have a medical diagnosis.

As a result, higher numbers of students are reported through the collection than in other data collections on students with disability.

The collection was initiated as part of a broader commitment to recognise the adjustments being provided for the full range of students with disability and to improve consistency and coherency of national education data.

The collection was conceived in November 2008, as part of Council of Australian Governments discussions on national reporting arrangements for schools.

Improved national data on students with disability supports education authorities, principals, teachers and other school staff to have the necessary adjustments in place to assist all students with disability to access education on the same basis as their peers.

The collection is having a positive impact on the support that is provided to students with disability in Australian schools.

The collection is not simply a count of the numbers of students receiving educational adjustment to participate in education because of disability.

Through participating in the collection, schools are embedding better support for all students with disability in their routine day-to-day practice by:

- focussing attention on the educational needs and adjustments required to support individual students;
- facilitating a more collaborative and coordinated approach, including improvements in support systems at the school level; and
- strengthening communication between schools, parents and the broader community, increasing transparency and reinforcing a culture of inclusion.

Improving the quality of the data collected through the collection is an ongoing process.

The collection is still in the early stages of implementation, with 2016 being only the second year in which almost all schools have participated in the collection. It will take time to embed understanding of the collection model across all Australian schools and ensure accuracy and consistency in decision making.

The results show some variability across states and territories and sectors. Until the quality of the data improves, the data cannot be directly compared.

Independent reviews of the quality of the data by PricewaterhouseCoopers has found that schools' level of understanding of the collection model, the DDA and the Disability Standards for Education 2005 contributes directly to the quality of the data collected. Further, as this understanding grows stronger each year the school participates, the quality of the data also improves.

Protecting student privacy is a key consideration over all stages of the collection cycle.

No personal information on an individual that is collected by schools is passed on to the Australian Government for the purposes of this data collection. Any information that is published is aggregated sufficiently so that no student's identity could reasonably be ascertained.

For further information on levels of adjustment and data collection model, refer to the NCCD Guidelines 2016 on the Australian Government Department of Education and Training website:

www.education.gov.au/students-disability



TABLE 1 Students with disability receiving adjustments by level of adjustment as a percentage of the total student population in each sector and nationally (2016).

Level of Adjustment	Government	Catholic*	Independent	National
Support within QDTP	5.9%	3.8%	8.0%	5.7%
Supplementary	7.9%	8.9%	7.2%	8.0%
Substantial	3.3%	2.1%	2.2%	2.9%
Extensive	1.9%	0.4%	0.7%	1.5%
All Adjustments	19.0%	15.1%	18.1%	18.1%

* Catholic independent schools have been included in the Catholic sector.
NB: Numbers may not add up due to rounding.

TABLE 2 Students with disability receiving adjustments by category of disability as a percentage of the total student population in each sector and nationally (2016).

Category of Disability	Government	Catholic*	Independent	National
Cognitive	10.8%	8.2%	8.8%	10.0%
Physical	2.7%	2.7%	4.4%	2.9%
Sensory	0.8%	0.5%	0.7%	0.7%
Social-Emotional	4.7%	3.7%	4.1%	4.4%
All Categories of Disability	19.0%	15.1%	18.1%	18.1%

* Catholic independent schools have been included in the Catholic sector.
NB: Numbers may not add up due to rounding.

TABLE 3 Students with disability receiving adjustments by level of adjustment as a percentage of the total student population in each state and territory and nationally (2016).

Level of Adjustment	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	National
Support within QDTP	4.3%	6.6%	6.4%	7.0%	7.0%	4.1%	2.8%	3.2%	5.7%
Supplementary	10.5%	6.0%	6.5%	9.2%	7.8%	5.0%	9.3%	6.5%	8.0%
Substantial	2.8%	2.7%	3.5%	2.7%	2.0%	2.6%	5.9%	2.4%	2.9%
Extensive	1.4%	1.9%	1.7%	1.1%	0.8%	0.7%	2.4%	1.0%	1.5%
All Adjustments	19.0%	17.2%	18.1%	20.0%	17.6%	12.3%	20.4%	13.1%	18.1%

NB: Numbers may not add up due to rounding.

TABLE 4 Students with disability receiving adjustments by category of disability as a percentage of the total student population in each state and territory and nationally (2016).

Category of Disability	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	National
Cognitive	10.5%	8.8%	10.1%	13.1%	10.1%	7.0%	9.5%	6.9%	10.0%
Physical	2.9%	3.2%	2.2%	1.9%	4.5%	2.2%	2.0%	2.0%	2.9%
Sensory	0.6%	0.5%	1.1%	0.8%	0.8%	0.3%	2.3%	0.5%	0.7%
Social-Emotional	4.9%	4.7%	4.6%	4.3%	2.2%	2.8%	6.5%	3.7%	4.4%
All Categories of Disability	19.0%	17.2%	18.1%	20.0%	17.6%	12.3%	20.4%	13.1%	18.1%

NB: Numbers may not add up due to rounding.



TABLE 5 Students with disability receiving adjustments by level of adjustment as a percentage of all students receiving an adjustment in each state and territory and nationally (2016).

Level of Adjustment	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	National
Support within QDTP	22%	39%	35%	35%	40%	33%	14%	25%	32%
Supplementary	55%	35%	36%	46%	45%	41%	46%	49%	44%
Substantial	15%	16%	19%	14%	11%	21%	29%	18%	16%
Extensive	7%	11%	9%	5%	4%	5%	12%	8%	8%
All Adjustments	100%	100%	100%	100%	100%	100%	100%	100%	100%

NB: Numbers may not add up due to rounding.

TABLE 6 Students with disability receiving adjustments by level of adjustment as a percentage of all students receiving an adjustment in each sector and nationally (2016).

Level of Adjustment	Government	Catholic*	Independent	National
Support within QDTP	21%	4%	6%	32%
Supplementary	29%	10%	6%	44%
Substantial	12%	2%	2%	16%
Extensive	7%	1%	1%	8%
Share of all students requiring an adjustment	69%	17%	14%	100%

* Catholic independent schools have been included in the Catholic sector.

NB: Numbers may not add up due to rounding.

TABLE 7 Students with disability receiving adjustments by category of disability as a percentage of all students receiving an adjustment in each state and territory and nationally (2016).

Category of Disability	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	National
Cognitive	55%	51%	56%	65%	57%	57%	47%	53%	55%
Physical	15%	19%	12%	9%	26%	18%	10%	15%	16%
Sensory	3%	3%	6%	4%	4%	3%	11%	4%	4%
Social-Emotional	26%	27%	25%	21%	12%	23%	32%	28%	24%
All Categories of Disability	100%	100%	100%	100%	100%	100%	100%	100%	100%

NB: Numbers may not add up due to rounding.

TABLE 8 Students with disability receiving adjustments by level of adjustment and category of disability as a percentage of all students receiving an adjustment nationally (2016).

Level of Adjustment	Category of disability				
	Cognitive	Physical	Sensory	Social-Emotional	TOTAL
Support within QDTP	42%	32%	4%	22%	100%
Supplementary	62%	10%	4%	25%	100%
Substantial	59%	6%	4%	30%	100%
Extensive	68%	6%	4%	22%	100%
All Adjustments	55%	16%	4%	24%	100%

NB: Numbers may not add up due to rounding.