NATIONALLY CONSISTENT

COLLECTION OF DATA ON

SCHOOL STUDENTS WITH

DISABILITY 2018

MANUAL

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# Introduction

Since 2015, all Australian schools have been required to participate in the annual collection of nationally consistent data on school students with disability.

The Nationally Consistent Collection of Data on School Students with Disability provides Australian schools, parents, education authorities and the community with information about the number of students with disability in schools, where they are located and the adjustments they receive.

The national data collection on students with disability reinforces the existing obligations that schools have towards students under the [Commonwealth Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2013C00022) and the [Disability Standards for Education 2005](https://docs.education.gov.au/node/16354)**.** It counts the number of students supported under these obligations based on professional judgements of teachers and their understanding and knowledge of their students.

The national data collection on students with disability acknowledges the work already undertaken in your school to support students with disability. It assists schools to identify and to support students with disability so they can access and participate in education on the same basis as their peers.

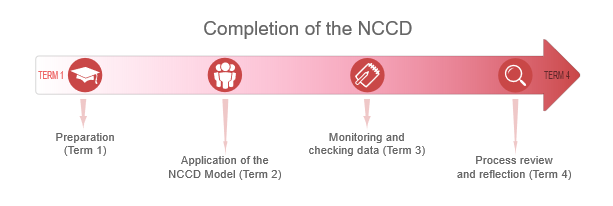
This Manual and the national training [website](http://www.schooldisabilitydatapl.edu.au/home)(developed by Educational Services Australia with the assistance of senior policy and program staff from every state, territory and sector) will help you to understand and implement the national data collection on students with disability. This Manual and the [website](http://www.schooldisabilitydatapl.edu.au/home) will allow you to work through the material in one session or over a number of sessions.

A [Notice for Schools and School Principals](https://docs.education.gov.au/node/35383) has been developed to provide information for principals, teachers and other school staff participating in the Nationally Consistent Collection of Data on School Students with Disability in 2018. This notice provides background information, key activity dates and how to prepare for the data collection.

A public information notice about the data collection has been developed to provide students, parents and carers with important privacy information in relation to the Nationally Consistent Collection of Data on School Students with Disability. [Nationally Consistent Collection of Data on School Students with Disability: public information notice](https://docs.education.gov.au/node/33415)**.**

# Key activities and timeframes

The national data collection captures the work of schools in the provision of [personalised learning and support](http://www.schooldisabilitydatapl.edu.au/other-pages/key-activities-and-timeframes-for-2017) for students with disability. The intention is that schools use existing processes and school practices to implement this collection. There are four key elements that school staff address in the delivery of personalised learning and support over the course of the school year and the collection draws on these.



**Completion of the NCCD in the context of ongoing support for students with disability**

#### Supporting Students with Disability

Evidence of schools’ practices and processes for supporting students with disability fall into four key areas outlined below, reflecting the elements of personalised learning and support.

Effective engagement of teachers and school staff with these four key elements of [personalised learning and support](https://docs.education.gov.au/node/38065)helps to ensure schools are focusing on the core practices that can deliver the best possible learning outcomes for their students and are consistent with obligations under the Disability Standards for Education (2005). It is important to note that these four elements are not necessarily sequential. Activities may occur across the elements concurrently or at different points in time, reflecting individual needs and contexts.

Practices supporting the four elements of personalised learning and support are ongoing and embedded, throughout the school year, with feedback informing continuous improvements to program delivery. Improvements in these key areas also facilitate the completion of the NCCD and assist schools to incorporate the data collection process into their teaching and learning schedules from early in the year.

Record management forms part of each school’s accountability. Evidence of teacher and school team activities associated with each of the four key elements of personalised learning and support should be recorded and maintained in accordance with school, sector and/or jurisdiction policy and practice requirements for [records keeping](http://www.education.vic.gov.au/school/principals/spag/health/pages/healthrecords.aspx)**.** Sound supervisory practices and consistency throughout the year, in relation to the four key elements, will ensure that evidence is readily accessible to be drawn on to complete the data collection process and the principal’s verification of their school’s data for the NCCD.

The school team provides structures and coordinates a whole school approach that supports students and assists teachers to implement quality learning and support. It is essential that teachers understand obligations in each of the four key areas of personalised learning and support.

For ease of reading, “teacher” is used below to refer to the work of individual teachers as well as the school team that supports them, as relevant.

1. **Consultation and collaboration with the student and/or their parent or carer**

* Teacher engages with the student and their family/carer to identify the student’s aspirations, goals, strengths and needs. Records of these consultations, including agreed actions and expected outcomes are maintained.
* Teacher seeks expert advice, where applicable, on the student’s needs including medical, personal, physical, communication, sensory and learning needs. The school team ensures advice is made available to all relevant staff, making sure that any personal information, its storage and distribution, complies with privacy requirements.
* Ongoing consultation as student’s needs change.

1. **Assessing and identifying the needs of the student**

* Teacher draws on available evidence, including consultation with parents/carers to identify areas in which the student requires adjustments or further support (these can relate to access, participation, behaviour support, medical needs or learning supports). Records of the analysis of this data provide a benchmark for ongoing assessment.
* Teacher identifies options, interventions and other adjustments to address the identified learning or other needs, building on the student’s strengths.
* Teacher may seek expert advice when assessing and designing adjustments – e.g. from inclusive schooling consultants or other relevant support personnel, such as the student’s therapist.

1. **Providing reasonable adjustments to the student to address their identified needs**

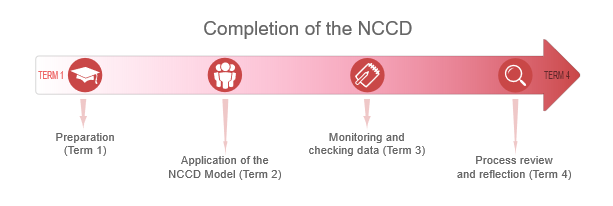
* Teacher implements adjustments to help the student participate on the same basis as other students. Adjustments implemented have clearly defined outcomes.
* Teacher embeds adjustments and differentiated classroom practice within teaching and learning programs and whole school activities occurring outside the classroom.

1. **Monitoring and reviewing the impact of the adjustments provided**

* The teacher regularly reviews the effectiveness of adjustments and differentiated classroom practice, including adjustments being provided outside the classroom, to ensure they are still relevant and required for the student and to determine whether further support measures need to be incorporated. Review of adjustments should include consultation with the student, their parent or carer.

#### Completion of the NCCD

The timeframe below provides guidance on how schools can best prepare for completion of the NCCD. The timeframe acknowledges the relationship between learning and support practices and implementation of the NCCD model. Implementing quality learning and support practices places schools in a strong position to complete the NCCD.



## [**Term 1 (29 January to 29 March)**](http://www.schooldisabilitydatapl.edu.au/other-pages/key-activities-and-timeframes-for-2017#term1)

**Preparation (may continue into term 2)**

* Identify the staff in the school responsible for implementation of the NCCD (*school team*).
* School team maintains or builds an understanding of the NCCD and its relationship to personalised learning and support through professional learning and available resources.
* School team ensures that agreed learning and support practices and processes, including evidence of personalised learning and support and its maintenance are understood by all staff and implemented with consistency across the school. Each school’s evidence will be contextual and reflect the school’s policies and learning and support processes and practices.
* School team consolidates understanding of the [*Disability Discrimination Act 1992*](https://www.legislation.gov.au/Details/C2013C00022) (DDA) and requirements under the [Disability Standards for Education 2005](https://docs.education.gov.au/node/16354) (the Standards), by completing [professional learning on the DDA and the Standards](https://edugate.eduweb.vic.gov.au/Services/Schools/Pages/Disability-Standards-for-Education-elearning.aspx).
* School team commences discussions and establishes processes for the data collection.
* School team begins communicating with parents, carers and students (where applicable) about the national data collection using the most appropriate and effective communication methods.
* School team starts identifying evidence of reasonable adjustments being provided to meet the learning and support needs of individual students with disability.
* School team reviews the national support materials (frequently asked questions, case studies, fact sheets).
* School team seeks assistance from its state representatives as needed. You can call Rachel Young or Jacinta Coffey on 9097 1049 or email [National Disability Data Collection](mailto:%3cdisability.data.collection@edumail.vic.gov.au%3e)for support.

## [**Term 2 (16 April to 29 June)**](http://www.schooldisabilitydatapl.edu.au/other-pages/key-activities-and-timeframes-for-2017#term2)

**Application of the NCCD model (may continue into Term 3)**

* School team refers to available evidence to support the application of the NCCD model around which students will be included and determining the level of adjustment and category of disability. School teams can refer to [The Data Collection Model Diagram](http://www.schooldisabilitydatapl.edu.au/data-collection-model/data-collection-model-diagram)**.**
* Prior to the NCCD submission date, the school team identifies and confirms NCCD information for students with disability.

## [**Term 3 (16 July to 21 September)**](http://www.schooldisabilitydatapl.edu.au/other-pages/key-activities-and-timeframes-for-2017#term3)

**Monitoring and checking data**

* School team leads professional discussions to confirm that decision-making has been applied consistently e.g. meetings with teachers at the school/with other schools. Discussions and moderation meetings should reference the latest national professional learning material as the primary source.
* School team confirms appropriate notification requirements (to parents/carers) are met before submission of data, where applicable. (Information/advice about the notification requirements that may apply to your school in relation to this data collection is available through your education authority/sector and school principal.)
* School team enters data into CASES21.
* School principal verifies and confirms NCCD data, backed by evidence held in the school, prior to submission.

## **3 Aug 2018**

* Census date for the 2018 national data collection, that is, the date upon which schools identify the student population for the purposes of the data collection in 2018. The NCCD census date falls on the first Friday of August each year.

## [**Term 4 (8 October to 21 December)**](http://www.schooldisabilitydatapl.edu.au/other-pages/key-activities-and-timeframes-for-2017#term4)

**Process review and reflection**

* School team evaluates the application of the NCCD model and how school practices and processes could be improved to facilitate next year’s NCCD. School teams can refer to the [Reflection Tool](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/reflection-tool.pdf).

Key questions for reflection:

1. **What can the school team do to build understanding and knowledge of the DDA, DSE and NCCD within the school? Does the school team need to access additional professional learning or support materials to further develop its (or the school’s) understanding?**
2. **What ‘good practices’ has the school team seen from other staff or other schools that the school could adopt in the future?**
3. **Are there documents or records that the school team would encourage other school staff to maintain in future that would help their understanding of support provided for students and assist in collating information for the NCCD?**
4. **How can the NCCD promote effective teaching and learning practices and ensure that all students who require additional support are provided with reasonable adjustments?**
5. **How can the school team build on the evidence collected this year to make next year’s collection easier?**

# Legislation

All Australian schools have obligations towards students with disability under the [*Disability Discrimination Act 1992*](https://www.legislation.gov.au/Details/C2013C00022)(the DDA) and the [Disability Standards for Education 2005](https://docs.education.gov.au/node/16354) (the Standards).

## The Disability Discrimination Act 1992

The DDA provides protection against discrimination based on disability. The DDA seeks to eliminate, as far as possible, discrimination against people with disability in a range of areas, including education. It is unlawful under the DDA for an education authority to discriminate against a person on the ground of the person's disability.

## The Disability Standards for Education 2005

The Standards are subordinate legislation under the DDA. The Standards clarify and elaborate the legal obligations of education providers towards students with disability under the DDA and they set out how education is to be made accessible to students with disability. Under the DDA, it is unlawful to contravene a Standard.

The Standards require that all Australian schools ensure that students with disability are able to access and participate in education on the same basis as students without disability.

Under the Standards, all schools are required to make or provide 'reasonable adjustments' for students where necessary to enable their access and participation.

The Standards also require that reasonable adjustments are provided in consultation with the student and/or their associates; for most students, this means their parents and carers.

The Standards recognise that not all students with disability are alike. Students with disability have specific needs, including the type and level of support they need in order to access and participate in all aspects of education on the same basis as students without disability. The Standards cover the following areas:

* enrolment
* participation
* curriculum development, accreditation and delivery
* student support services
* elimination of harassment and victimisation.

The Nationally Consistent Collection of Data on School Students with Disability counts all school students where:

1. the student’s impairment meets the DDA’s broad definition of disability [What is a disability as defined in the DDA? under Step 1](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-1---is-there-an-adjustment)

**and**

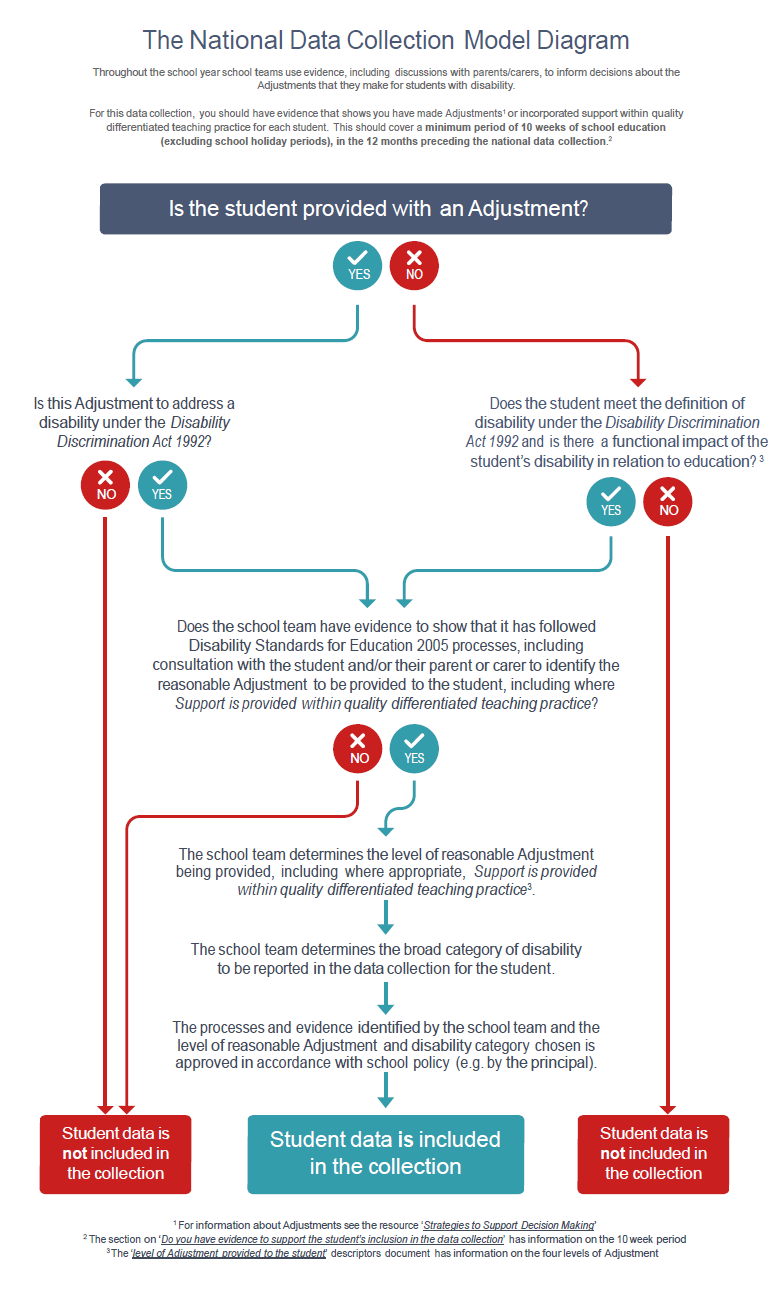
2. the functional impact of the student’s disability results in the school actively addressing or supporting the student’s specific individual education needs arising from their disability within quality differentiated teaching practice and/or monitoring the student, or providing a ‘supplementary’ or higher level of adjustment or support [Step 2: what is the level of adjustment?](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment)

The national data collection on students with disability captures information about the levels of adjustment that students who meet the above criteria are being provided with, in order to enable their access to and participation in education.

Sound knowledge and understanding of school obligations under the DDA and the Standards will assist you in understanding and implementing the national data collection on students with disability.

It is strongly recommended that you complete [professional learning on the DDA and the Standards](http://dse.theeducationinstitute.edu.au/login/index.php) prior to completing the data collection.

# The Data Collection Model Diagram



[Accessible version of the Data Collection Model Diagram](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/datacollection.aspx" \l "link6)

# The Data Collection Model

The model for the data collection relies on the professional judgement of teachers about their students. It applies across all educational settings and contexts, including regular or mainstream schools and classes as well as special schools and special classes.

Currently, each state and territory counts its students with disability on a different basis. The model counts the number of students with disability in a consistent manner across Australia.

Under the [model](http://www.schooldisabilitydatapl.edu.au/data-collection-model/data-collection-model), teachers use their professional, informed judgement to determine:

* which of their students are being provided with a reasonable adjustment to access education because of disability, consistent with definitions and obligations under the [Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2013C00022) (the DDA) and the [Disability Standards for Education 2005](https://docs.education.gov.au/node/16354)
* the level of adjustment that students with disability are being provided with, in both classroom and whole of school contexts
* the broad category of disability under which each student best fits.

A student is eligible to be counted in the national data collection where there is evidence at a school that the student is being provided with an educational adjustment to meet ongoing, long-term specific needs associated with disability and that decisions have been made in consultation with the student and/or their parents or carers. The definition of ‘long-term’ for this purpose is over a minimum period of 10 weeks of school education (excluding school holiday periods), in the 12 months preceding the national data collection.

**Steps**

The model for the national data collection on students with disability consists of four steps.

[Step 1:](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-1---is-there-an-adjustment) determining which students are receiving reasonable adjustments to access education because of disability, consistent with definitions and obligations under the Disability Discrimination Act 1992 (DDA) and Disability Standards for Education 2005

[Step 2](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment): determining what level of adjustment is being provided to each of these students

[Step 3](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-3---what-is-the-category-of-the-disability)**:** determining the broad category of disability under which each student best fits

[Step 4](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-4---how-do-you-record-and-submit-the-data)**:** recording and submitting the data

Underpinning these four steps is evidence within the school of the actions that teachers and school staff have taken as part of their professional practice. This includes evidence of:

* consultation and collaboration with the student and/or their parent or carer
* the assessed identified needs of the student
* reasonable adjustments provided to the student to address their identified needs
* monitoring and review of the impact of the adjustments provided.

School principals will verify or confirm that there is evidence at their school to support the inclusion of a student in the data collection.

Each of the steps above, and guidance about the evidence needed in order to include students in the data collection, are provided in the following sections of this support resource. Additional support material to guide you through the steps for completing the data collection can be found in the [Strategies to support decision making resource](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/strategies-to-support-decision-making.pdf).

# Steps for the data collection

An important component of the data collection model is that teachers use their professional, informed judgement to identify:

* which students are being provided with a reasonable adjustment to access education because of [disability](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-3---what-is-the-category-of-the-disability), consistent with definitions and obligations under the [Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2013C00022)and [Disability Standards for Education 2005](https://docs.education.gov.au/node/16354)([Step 1](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-1---is-there-an-adjustment))
* the level of adjustment being provided for each student with disability, in both classroom and whole of school contexts ([Step 2](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment))
* the broad category of disability that best applies to the student ([Step 3](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-3---what-is-the-category-of-the-disability)).

Decision making for the data collection relies on evidence of personalised adjustments and reflects the wide range of practices in schools for meeting the educational needs of students with disability.

Having established which students are eligible to be counted in the national data collection, the model then requires school teams to record and submit the data ([Step 4](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-4---how-do-you-record-and-submit-the-data)).

Four pieces of dataneed to be entered from drop down menus in the CASES21 record for each student included in the NCCD:

* Step 1: Is the student provided with a reasonable adjustment to address a disability as defined by the *Disability Discrimination Act 1992*?
* Step 2: What level of adjustment is provided to the student?
* Step 3: What is the broad category of disability?
* Step 4: Has the school principal verified this data? This will need to be completed each year as this field will revert to 'N' following the annual CASES21 End of Year Process run.

Principals are responsible for confirming that there is evidence at their school to support the inclusion of a student in the data collection.

# Step 1: Is there an adjustment?

Step 1: is the student being provided with a reasonable adjustment to access education because of disability, consistent with definitions and obligations under the [Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2013C00022) (the DDA) and the [Disability Standards for Education 2005](https://docs.education.gov.au/node/16354)?

A key step in identifying whether a student at your school is eligible to be included in the Nationally Consistent Collection of Data on School Students with Disability is determining whether they are being provided with a reasonable adjustment to access education because of disability, consistent with definitions and obligations under the [Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2013C00022) (the DDA) and the [Disability Standards for Education 2005](https://docs.education.gov.au/node/16354) (the Standards).

For the student to be included in the national data collection on students with disability, the school should have evidence that ongoing, long-term adjustment/s have been provided for a minimum period of 10 weeks of school education (excluding school holiday periods), in the 12 months preceding the national data collection.

## Reasonable adjustments

Under the DDA and the Standards, all Australian schools have obligations to ensure that students with disability are able to access and participate in education on the same basis as students without disability. This includes providing reasonable adjustments where needed, in consultation with the student and/or their parents and carers.

Adjustments assist the student to participate on the same basis as students without disability in the school's learning programs or courses and to use or access the school's facilities and services.

## Providing reasonable adjustments

In providing an adjustment, schools generally assess the functional impact of the student's disability in relation to education. This includes the impact on communication, mobility, curriculum access, personal care and social participation. Other areas that might be considered for some students are safety, motor development, emotional wellbeing, sensory needs and transitions.

Reasonable adjustments reflect the assessed individual needs of the student. Adjustments can be made in both the classroom and whole-school settings as well as at an individual student level.

Quality teaching practice is responsive to the individual needs of all students. Some students with disability may not need educational adjustments beyond those that are reasonably expected as part of quality teaching or school practices to address disability related needs.

Reasonable adjustments can be made across any or all of the following:

* planning
* teaching and learning
* curriculum
* assessment
* reporting
* extra-curricular activities
* environment and infrastructure
* resources

Reasonable adjustments may involve a combination of:

* addressing physical barriers, including modifications, to ensure access to buildings, facilities and services
* modifying programs and adapting curriculum delivery and assessment strategies
* providing ongoing consultancy support or professional learning and training for staff
* specialised technology or computer software or equipment
* provision of study notes or research materials in different formats
* services such as sign language interpreters, visiting school teams or specialist support staff
* additional personnel such as tutors or aides for personal care or mobility assistance.

Professional learning about the DDA and the Standards will support teachers and school staff in making reasonable adjustments.

## What is a disability as defined in the [**Disability Discrimination Act 1992**](https://www.legislation.gov.au/Details/C2013C00022)?

The Disability Discrimination Act 1992 (the DDA) defines disability broadly as:

a. total or partial loss of the person's bodily or mental functions; or

b. total or partial loss of a part of the body; or

c. the presence in the body of organisms causing disease or illness; or

d. the presence in the body of organisms capable of causing disease or illness; or

e. the malfunction, malformation or disfigurement of a part of the person's body; or

f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

g. a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour;

and includes a disability that:

a. presently exists; or

b. previously existed but no longer exists; or

c. may exist in the future (including because of a genetic predisposition to that disability); or

d. is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

## 

## Determining imputed disability

An ‘imputed’ disability is something that someone believes another person has.

To impute a disability the school team must have reasonable grounds to make such a judgement. At a minimum the student’s parent/carer must have been consulted about concerns the school has and involved in identifying reasonable adjustments to address the identified concerns.

An Individual Education Plan or Behaviour Management Plan does not equate to a child having a disability, but may be an indicator of an imputed disability when it documents the teaching and learning adjustments that have been made so that the child can access the curriculum.

Social disadvantage and/or disrupted parenting can be addressed through evidence based quality teaching and in and of itself does not constitute a disability under the Disability Discrimination Act 1992 (the DDA).

A good test of your own confidence in the judgement is to ask “If we were challenged to explain our decision would we feel we had reasonable grounds and documentation to support our judgement?”

## The definition of disability in the NCCD

The model for the Nationally Consistent Collection of Data on School Students with Disability is based on the existing obligations of all Australian schools under the Disability Discrimination Act 1992 (the DDA) and the Standards and draws on the definition of disability in the DDA.

The DDA uses a broad definition of disability in order to provide protection against discrimination for a wide range of people. In addition to an individual with disability, the DDA covers other people, including associates of a person with a disability, people who do not have a disability but who may face disability discrimination in the future, people who are not in fact impaired in functioning but treated as impaired, and people with conditions such as obesity, mild allergies or physical sensitivities, and those who wear glasses.

The Standards clarify the obligations of schools under the DDA to provide reasonable adjustments for students with disability where required so that they can access and participate in education on an equitable basis to their peers.

## Which students?

Students should be included in the Nationally Consistent Collection of Data on School Students with Disability where:

* the student’s impairment meets the Disability Discrimination Act 1992 (the DDA) broad definition of disability and
* the functional impact of the student’s disability results in the school actively addressing or supporting the student’s specific individual education needs arising from their disability within quality differentiated teaching practice and/or monitoring the student, or providing a ‘supplementary’ or higher level of adjustment or support [Step 2: What is the level of adjustment?](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment)

The data collection is not intended to count every student who is protected from discrimination under the DDA, including students who have a health or other condition where their condition does not impact on their ability to participate in schooling on the same basis as their peers.

Where the student’s condition does not have a functional impact on their schooling or require monitoring for individual adjustments, the student is not included in the national data collection on students with disability. For example, a student who wears glasses to correct mild vision impairment and needs no further educational assessment, monitoring or support in relation to their eyesight, is not included in the data collection.

The definition of disability under the DDA and obligations under the Standards includes those students with disability who are supported by general resources available within the school as well as students who are receiving targeted specialist education services and supports.

Students with disability as defined under the DDA and the Standards are in mainstream or regular schools as well as special schools and specialist support classes and include:

* students who have been formally diagnosed with a disability by a health or allied health practitioner
* students who may not have a formal disability diagnosis but have impairment that requires an adjustment or can be supported through quality differentiated teaching
* students with intellectual, physical, sensory and social/emotional disability as well as students with difficulties in learning or behaviour due to disability
* students who are gifted and talented and who are impacted by disability.

Students with a disability confirmation or verification who are receiving targeted, specialist supports are only a subset of those students who may be included in the national data collection on students with disability. For this reason it is important for schools to have processes in place to identify whether the student who is receiving an adjustment meets the DDA definition of disability and the school’s obligations under the Standards. Professional learning about the DDA and the Standards and ongoing discussion in the school will support teachers in identifying and responding to students with disability.

## Consultation

A student is counted in the data collection when there is evidence of the school consulting with the student and/or their parents and carers to determine the reasonable adjustments that the student is being provided with.

The Standards state that, before the school makes an adjustment for a student, the provider must consult the student and/or an associate of the student in order to determine the type of adjustments required.

Under the Standards, an associate of the student includes another person who is living with the student on a genuine domestic basis, a relative or a carer. For most students, this means their parents and carers.

For some students, it may be more appropriate to consult only with the students themselves or with another associate, depending on their individual circumstances.

The [case studies](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/consolidated_case_studies_matrix.pdf) on the website work through the 4 steps of the national data collection process.

# Step 2: What is the level of adjustment?

In deciding whether identified students are to be included in the national data collection, teachers and school teams use their professional judgement to determine the [level of adjustment](http://www.schooldisabilitydatapl.edu.au/other-pages/glossary) that each student is currently being provided with.

Schools are asked to consider the following four adjustment categories:

* Support provided within quality differentiated teaching practice
* Supplementary adjustment
* Substantial adjustment
* Extensive adjustment

The following provides detailed descriptions of these four levels of adjustment.

Further guidance on determining the level of adjustment that each student is being provided to address the educational impact of disability is available in the [Strategies to support decision making](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/strategies-to-support-decision-making.pdf) resource and the [Guidance on adjustment level](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/guidance-on-adjustment-level-selection.pdf) selection resource.

## [Support provided within quality differentiated teaching practice](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment#collapseOne)

The school team has determined that the student meets the definition of disability for the Nationally Consistent Collection of Data on School Students with Disability (as outlined in [Step 1](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-1---is-there-an-adjustment)). The school team, in consultation with the student, their parent or carer, has agreed that the student’s needs as a result of the disability are being met through quality differentiated teaching practice.

Quality teaching practice is responsive to the differential needs of all students. Some students with disability may not need educational adjustments beyond those that are reasonably expected as part of quality teaching or school practices to address disability related needs. These students should be counted under the “support provided within quality differentiated teaching practice” level of adjustment for the purposes of this data collection.

These students are likely to have been considered for some higher level of active support (i.e. active monitoring or provision of adjustments) and their identified needs would be subject to close monitoring and review.

Changes to student needs that require changes to the level of adjustment would be reflected in the next data collection period.

Further information on the definition of disability for the Nationally Consistent Collection of Data on School Students with Disability, and on students with disability for whom support is provided within quality differentiated teaching practice, is available in the [Strategies that support decision making resource](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/strategies-to-support-decision-making.pdf).

| Typical adjustment | Student characteristics |
| --- | --- |
| Quality differentiated teaching practice caters to the needs of a diverse student population. Students in this category do not require the sorts of adjustments that are captured in the other three levels. However, their teachers are conscious of the need for explicit, albeit minor, adjustments to teaching and school practice that enable them to access learning on the same basis as their peers. This category would include general adjustments that have been made in a school as part of developing or maintaining a culture of inclusion.  Examples for this category could include:   * a differentiated approach to curriculum delivery and assessment that anticipates and responds to students’ learning differences * personalised learning that is implemented without drawing on additional resources * a student with a health condition or a mental health condition that has a functional impact on their schooling and requires ongoing monitoring but who does not require a higher level of support or adjustment during the period they are being considered for the data collection * whole school professional learning for the management of health conditions such as asthma or diabetes. This forms part of a school’s general, ongoing practice to equip teachers and education staff with the skills and knowledge to support students’ health needs * a facility such as building modifications, that already exists in the school and caters for a student’s physical disability, where no additional action is required to support the student’s learning. | The student’s identified needs do have a functional impact on their schooling and require active monitoring. However, the student is able to participate in courses and programs at the school and use the facilities and services available to all students, on the same basis as students without a disability, through support provided within quality differentiated teaching practice.  Examples might include:   * students with health conditions such as asthma and diabetes, that have a functional impact on their schooling, but whose disability related needs are being addressed through quality differentiated teaching practice and active monitoring * a student with a mental health condition who has strategies in place to manage the condition in consultation with medical professionals, that can be provided within quality differentiated teaching practice * students who may have been provided with a higher level of adjustment in the past or may require a higher level of adjustment in their future schooling.   The needs of all students, but in particular students with disability, should be regularly monitored and reviewed to enable the school and teachers to respond with an appropriate adjustment should the level of need change. |

## [Supplementary adjustments](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment#collapseTwo)

Supplementary adjustments are provided when there is an assessed need at specific times to complement the strategies and resources already available (for all students) within the school. These adjustments are designed to address the nature and impact of the student's disability, and any associated barriers to their learning, physical, communication or participatory needs above and beyond quality differentiated teaching practice.

| Typical adjustment | Student characteristics |
| --- | --- |
| Adjustments might include:   * modified or tailored programs in some or many learning areas * modifications to instruction in terms of content and/or teaching strategies * the provision of course materials in accessible forms * separate supervision or extra time to complete assessment tasks * the provision of intermittent specialist teacher support * modifications to ensure full access to buildings and facilities * specialised technology, programs or interventions to address the student's social/emotional needs * support or close supervision to participate in out-of-school activities or the playground * the provision of a support service that is provided by the education authority or sector, or that the school has sourced from an external agency. | Students with disability and lower level additional support needs access and participate in schooling on the same basis as students without disability through the provision of some personalised adjustments.  Accessing the curriculum at or close to the appropriate year level (i.e. the outcomes and content of regular learning programs or courses) is often where students at this level have particular learning support needs. For example, many of these students will have particular difficulty acquiring new concepts and skills outside a highly structured environment.  The needs of other students at this level may be related to their personal care, communication, safety, social interaction or mobility, or to physical access issues, any of which may limit their capacity to participate effectively in the full life of their mainstream school. |

## [Substantial adjustments](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment#collapseThree)

Substantial adjustments are provided to address the specific nature and significant impact of the student's disability. These adjustments are designed to address the more significant barriers to their engagement, learning, participation and achievement.

| Typical adjustment | Student characteristics |
| --- | --- |
| These adjustments are generally considerable in extent and may include:   * frequent (teacher directed) individualised instruction and regular direct support or close supervision in highly structured situations, to enable the students to participate in school activities * adjustments to delivery modes * significantly modified study materials * access to specialised programs (for example, attendance at a specialist setting for part of the week) * adapted assessment procedures (e.g. assessment tasks that significantly adjust content, mode of presentation and/or the outcomes being assessed) * the provision on a regular basis of additional supervision * regular visiting teacher or external agency support * frequent assistance with mobility and personal hygiene * access to a specialised support setting * close playground supervision may be required at all times * essential specialised support services for using technical aids * alternative formats for assessment tasks to enable these students to demonstrate the achievement of their intended learning outcomes. | Students with disability who have more substantial support needs generally access and participate in learning programs and school activities with the provision of essential measures and considerable adult assistance.  Some students at this level require curriculum content at a different year level to their same-age peers, while others will only acquire new concepts and skills, or access some of the outcomes and content of the regular learning program, courses or subjects, when significant curriculum adjustments are made to address their learning needs.  Other students at this level might have limited capacity to communicate effectively, or need regular support with personal hygiene and movement around the school.  These students may also have considerable, often associated support needs, relating to their personal care, safety, self-regulation or social interaction, which also impact significantly on their participation and learning. |

## [Extensive adjustments](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment#collapseFour)

Extensive adjustments are provided when essential specific measures are required at all times to address the individual nature and acute impact of the student's disability and the associated barriers to their learning and participation. These adjustments are highly individualised, comprehensive and ongoing.

| Typical adjustment | Student characteristics |
| --- | --- |
| These adjustments will generally include:   * personalised modifications to all courses and programs, school activities and assessment procedures * intensive individualised instruction, to ensure these students can demonstrate the development of skills and competencies and the achievement of learning outcomes * the provision of much more accessible and relevant curriculum options or learning activities specifically designed for the student * the use of highly specialised assistive technology * alternative communication modes * the provision of highly structured approaches or assistive technology to meet their particular learning needs * some students may receive their education in highly specialised facilities or programs. | Students with disability and very high support needs generally access and participate in education with the provision of extensive targeted measures, and sustained levels of intensive support. The strengths, goals and learning needs of this small percentage of students are best addressed by highly individualised learning programs and courses using selected curriculum content tailored to their needs.  Many students at this level will have been identified at a very young age; they may have complex, associated support needs with their personal care and hygiene, medical conditions and mobility, and may also use an augmentative communication system.  Students may also have particular support needs when presented with new concepts and skills and may be dependent on adult support to participate effectively in most aspects of their school program. Without highly intensive intervention, such as extensive support from specialist staff or constant and highly structured supervision, these students may otherwise not access or participate effectively in schooling. |

The [case studies](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/consolidated_case_studies_matrix.pdf) on the website work through the 4 steps of the national data collection process.

# Step 3: What is the category of disability?

As well as identifying the level of reasonable adjustment being provided for each student identified for inclusion in the national data collection, schools are asked to identify the broad category of disability for each student from one of four categories:

* physical
* cognitive
* sensory
* social/emotional

Guidance on determining the broad category of disability is provided below and in the [Strategies to support decision making](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/strategies-to-support-decision-making.pdf) resource.

## Multiple disabilities

If a student has multiple disabilities, you should select whichever disability category has the greatest impact, based on your professional judgement, on the student’s education and is the main driver of adjustments to support their access and participation.

## 

## Definitions of disability

The table outlines the [Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2013C00022) definition of disability, the Australian Human Rights Commission interpretation and the broad disability categories that are used in the national data collection.

Some of the DDA descriptors appear more than once, as a disability may manifest itself in different forms.

| Definitions from the Disability Discrimination Act 1992 and the Disability Standards for Education 2005 | Australian Human Rights Commission interpretation of the DDA definition | Broad disability categories used in the national data collection on students with disability |
| --- | --- | --- |
| b) total or partial loss of a part of the body | neurological  physical  physical disfigurement  the presence in the body of disease-causing organisms | physical |
| e) the malfunction, malformation or disfigurement of a part of the person's body |
| c) the presence in the body of organisms causing disease or illness |
| d) the presence in the body of organisms capable of causing disease or illness |
| a) total or partial loss of the person's bodily or mental functions | intellectual  learning disabilities | cognitive |
| f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction |
| a) total or partial loss of the person's bodily or mental functions | sensory | sensory |
| e) the malfunction, malformation or disfigurement of a part of the person's body |
| g) a disorder, illness or disease that affects the person's thought processes, perception of reality, emotions or judgement, or that results in disturbed behaviour | psychiatric | social/emotional |

The [case studies](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/consolidated_case_studies_matrix.pdf) on the website work through the 4 steps of the national data collection process.

# Step 4: How do you record and submit the data?

All schools participate annually in the Nationally Consistent Collection of Data on School Students with Disability.

Before the submission of data into CASES21 about the number of students with disability in a school, their level of reasonable adjustment and primary category of disability, the school principal is responsible for verifying that there is evidence to support the inclusion of these students in the national data collection.

The methods for recording data at the school level and submitting the data differ from jurisdiction to jurisdiction and, in some cases, from school to school, depending on the local systems in place and the varying requirements in each jurisdiction and school sector.

All school staff need to remain aware of the importance of maintaining and storing accurate, up-to-date records of various types. This is so that schools can draw on the range of types of evidence available in the school about the provision of personalised reasonable adjustments to meet the learning and support needs of their students with disability.

Before data is entered into CASES21, the principal must verify that the process undertaken and student information collected with the school is accurate. The nominated school staff member enters verified data for each identified student in CASES21 following the instructions in the CASES21 Administration User Guide: Chapter 7, pages 24-28.

When all data has been entered in CASES21, schools are encouraged to run the following reports for referencing next year:

* Students with Disability – Disability Summary [ST21428]
* Students with Disability – Student Summary [ST21429]

In 2018, the final date for submitting data is 3th August (data can be recorded prior to this time).

## Privacy and consent

The collection, transfer and storage of data are subject to a range of Commonwealth and/or state and territory legal requirements.

The Australian Education Regulation 2013 was amended on 11 December 2014 to authorise the "collection of certain information by the national collection agency (currently the Australian Government Department of Education and Training), from approved authorities, for the purposes of the national data collection", see [subsection 52(3A) and section 58A of the Regulation.](http://www.austlii.edu.au/au/legis/cth/consol_reg/aer2013301/)  
  
This means that the data required for the NCCD must now be collected by schools and reported to the Australian Government Department of Education and Training via DET.

**Do you have evidence to support the student's inclusion in the data collection?**

When schools are determining the inclusion of a student’s details in the data collection, teachers consider:

* the level of adjustment to address a disability under the [Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2013C00022) (DDA)
* the broad disability category and
* the available evidence for each student. This evidence is used in conjunction with the descriptions of levels of adjustment.

Teachers and schools rely on evidence to make professional judgements about the types of adjustments provided for students as part of their day to day practice.

This evidence will reflect a wide range of practices of teachers and schools in meeting the educational needs of their students consistent with obligations under the DDA, the Disability Standards for Education 2005 and best teaching practice.

For a student to be included in the national data collection on students with disability, the school should have evidence that adjustments have been provided for a minimum period of 10 weeks of school education (excluding school holiday periods), in the 12 months preceding the census date.

Schools are not required to create new or additional evidence for the purposes of the data collection. School principals are responsible for verifying or confirming that there is evidence at the school to support the inclusion of a student in the data collection.

Each school’s evidence will be contextual and reflect individual student needs and strengths and the school’s learning and support processes and practices.

This includes evidence in four general areas:

* assessed individual needs of the student
* adjustments being provided to the student to address the disability – this includes support provided within quality differentiated practice
* ongoing monitoring and review of the adjustments
* consultation and collaboration with the student and/or parents and carers or associates.

The evidence listed below is not an exhaustive list. Some evidence may cover more than one element of the process, while others may only address one aspect.

## [Evidence of assessed individual needs of the student](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/do-you-have-evidence#collapseOne)

This evidence demonstrates that the student’s needs for adjustment have been identified and arise from a disability. Evidence of this aspect can include:

* Results of diagnostic or summative school and/or standardised assessments over time documenting an ongoing learning or socio-emotional need arising from a disability, e.g. continued and high level behaviour incidents, reading assessments or end of unit assessments
* Documentation of ongoing learning needs that have a limited response to targeted intervention over time and cannot be attributed to external factors such as English as an additional language or dialect, socio-economic or non-disability related causes
* Parental report of disability in conjunction with evidence of an assessed individual need
* Specialist diagnosis or reports e.g. medical practitioner such as paediatrician, or a specialist, e.g. guidance officer/counsellor, speech pathologist, audiologist
* Profiles or assessment reports that identify the functional needs of a student with disability.

## [Evidence that adjustments are being provided to the student to address their individual needs based on their disability](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/do-you-have-evidence#collapseTwo)

Teachers document adjustments in a number of ways. Evidence of the provision, frequency and intensity of adjustments can include:

* Adjustments to teaching noted on teacher unit, weekly or term planning
* Adjusted timetable/ staff timetables
* Record of educational and/or social-emotional interventions provided
* Individualised/personalised learning planning e.g. individual education plan, individual learning plan, individual curriculum plan, communication plan, behaviour plans, transition plans/ goals and strategies in program planning
* Therapy or disability-specific programs in place with an educational focus e.g. orientation and mobility program
* Records of meetings to plan for adjustments with specialist staff e.g. advisory visiting teachers, guidance officers/counsellors, psychologists, speech-language pathologists, physiotherapists
* Records of advice sought or conversations with the student or family/carer
* Adjustments or supports required in assessment settings
* Adjustments to learning materials e.g. alternate format, adjusted worksheets, reworded tasks
* Manual handling/personal care/health plans
* Specific resources developed to support individualised learning e.g. visual supports, augmentative and alternative communication supports, accessible materials
* Personalised organisational devices e.g. diary use, pictorial sequences
* Documentation of environmental adjustments beyond those already in place in the school e.g. personalised learning spaces, soundfield amplification systems
* Risk management plans for curriculum activities and for emergency situations e.g. fire drills.

## [Evidence that adjustments provided to the student have been monitored and reviewed](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/do-you-have-evidence#collapseThree)

Documentation that may support school judgements about the monitoring and review of adjustments can include:

* Records of meetings to review adjustments with families/carers and specialist staff, where appropriate
* Student progress data which may include both formative and summative assessments
* Progress or file notes by teacher, specialist staff or paraprofessionals
* Behaviour monitoring data
* Evidence of interventions provided over time, with monitoring of the effectiveness of the intervention and changes to intervention occurring as required
* Health plan provided by medical specialist that is reviewed regularly.

## [Evidence of consultation and collaboration with the student and/or parents and carers or associates](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/do-you-have-evidence#collapseFour)

Documentation that may support school judgement that consultation and collaboration in the provision of adjustments has occurred can include:

* Meeting minutes or notes
* Documented meetings
* Records of phone calls, conversations or meetings with parent/carer
* Documented student plans signed by parent/and or student
* Record of parent-teacher interviews
* Parent-teacher communication books
* Emails between student and/or parents and carers or associates.

Where a is new to the school / recently enrolled in in the school and has attended the school for less than 10 weeks, schools may include that student only if they have evidence of the continuing need for adjustments for the student. For example, evidence from the previous school of long-term adjustments together with evidence that similar adjustments are required in the new school.

Schools are encouraged to consider and discuss the types of evidence available in their setting to support their judgements about the inclusion of students in the data collection.

Discussion and reflection regarding evidence of reasonable adjustments to meet the learning and support needs of students with disability will also help schools to determine the level of adjustment being provided for a student and their broad category of disability when completing the data collection.

In keeping with best practice, schools should retain relevant evidence of their provisions for students at the school.

# Resources

[Disability Standards for Education 2005](https://docs.education.gov.au/node/16354)

[Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2013C00022)

[What is a disability as defined in the DDA? under Step 1](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-1---is-there-an-adjustment)

[Step 1 – Is there an adjustment?](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-1---is-there-an-adjustment)

[Step 2: what is the level of adjustment?](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment)

[Step 3: what is the broad category of disability](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-3---what-is-the-category-of-the-disability)

[Step 4: how do you record and submit the data?](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-4---how-do-you-record-and-submit-the-data)

[‘Strategies to support decision making’ resource](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/strategies-to-support-decision-making.pdf)

[Professional learning on the DDA and the Standards](http://dse.theeducationinstitute.edu.au/login/index.php)

[The Data Collection Model Diagram](http://www.schooldisabilitydatapl.edu.au/data-collection-model/data-collection-model-diagram)

[Accessible version of the Data Collection Model Diagram](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/datacollection.aspx#link6)

[The Data Collection Model](http://www.schooldisabilitydatapl.edu.au/data-collection-model/data-collection-model)

[Case studies](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/consolidated_case_studies_matrix.pdf)

[Guidance on adjustment level](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/guidance-on-adjustment-level-selection.pdf)

[Subsection 52(3A) and section 58A of the Regulation.](http://www.austlii.edu.au/au/legis/cth/consol_reg/aer2013301/)

[Website](http://www.schooldisabilitydatapl.edu.au/home)[Notice for Schools and School Principals](https://docs.education.gov.au/node/35383)

[Nationally Consistent Collection of Data on School Students with Disability: public information notice](https://docs.education.gov.au/node/33415)

[Personalised learning and support](https://docs.education.gov.au/node/38065)

[Level of adjustment](http://www.schooldisabilitydatapl.edu.au/other-pages/glossary)

[Strategies to support decision making](http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/strategies-to-support-decision-making.pdf)