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General

Why is there a need for a Nationally Consistent Collection of Data on School Students with Disability (NCCD)?

There is currently no accurate national data set around students with disability and consequently no reporting on the number of students with disability. Each state and territory currently identifies its students with disability on a different basis.

Comprehensive data is necessary to enable governments to target support and resources in schools to help students with disabilities reach their potential. In order to achieve this, the Australian government and all state and territory governments agreed to collect data annually about students with disability in a nationally consistent way.

Involvement in the national data collection will assist schools to:

• gain a greater understanding of their student population and how students can be best supported,
• formally and consistently recognise the support and adjustments provided to students with disability in the school,
• develop the professional judgement of school teams in making adjustments for students with disability rather than relying on a medical/clinical diagnosis alone,
• evaluate their learning and support systems and processes and make quality teaching for all students their core focus.

Which schools are involved in the NCCD in 2015?

The NCCD is taking place in every state and territory and in all government, Catholic and independent schools.

From 2015, every school across Australia is required to take part on an annual basis.

When will the 2015 NCCD occur?

The Nationally Consistent Collection of Data on School Students with Disability is implemented in Term 2 to prepare for the submission of data in August each year.
What support will Victorian government schools receive to implement the NCCD in 2015?

A range of templates, fact sheets and resources are available on the DET NCCD website and schools will be provided with additional information by mail early in Term 2. In addition, other supports include:

- **A financial grant:**
  - Schools that collected the NCCD in 2014 will receive $750
  - Schools that are completing the NCCD for the first time in 2015 and have enrolments up to 200 students will receive $750
  - Schools that are completing the NCCD for the first time in 2015 and have enrolments over 200 students will receive $1,500
- **A dedicated DET NCCD website has been developed which provides detailed guidance on each step of the process, along with recommended timelines to ensure completion of the collection on or by Friday 7 August, 2015.** [http://www.education.vic.gov.au/school/principals/health/Pages/datacollection.aspx](http://www.education.vic.gov.au/school/principals/health/Pages/datacollection.aspx)
- **Access to personalised support from the Inclusion, Access and Participation Branch by calling the dedicated NCCD Hotline from Monday-Friday, throughout Term 2: (03) 9651 3621 or by emailing the NCCD Inbox: disability.data.collection@edumail.vic.gov.au**

How do schools start preparing for the NCCD?

The Department recommends that you:

1. Familiarise yourself with the NCCD processes and associated professional learning by reviewing the DET NCCD website.
2. Inform the school staff, discuss the NCCD at staff meetings and promote the DSE online eLearning for staff professional development.
3. Plan the school’s approach and nominate a staff member or a school team to coordinate the NCCD.
4. Inform the broader school community of the NCCD.
What is different about the NCCD process in 2015?

Improvements to the collection model

1. Evidence will now be gathered over a minimum period of one school term, or at least 10 weeks, in the 12 months preceding the national data collection.
2. The category of ‘No adjustment at this time’ has been revised to ‘Students with disability for whom support is provided within quality differentiated teaching practice’. The change will be reflected in CASES21.
3. Targeted ‘opt out’ consent is now no longer required and instead schools will provide a ‘Collection Notice’ to the whole school community.
4. Data is to be submitted on, or before, 7 August 2015.

What evidence do schools draw on to decide which school students are to be included?

Schools are not required to create new or additional evidence for the purposes of the NCCD.

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.

The evidence gathered should reflect a wide range of practices in meeting the educational needs of their students consistent with obligations under the Act, the Standards and best teaching practice.

For a student to be included in the collection, the school should have evidence that ongoing, long-term educational adjustment/s have been provided for a minimum of one school term (or at least 10 weeks) in the 12 months preceding the national data collection.

This evidence will be reviewed alongside the descriptions of levels of adjustment. See [http://www.education.vic.gov.au/school/principals/health/Pages/steptwo.aspx](http://www.education.vic.gov.au/school/principals/health/Pages/steptwo.aspx)

Principals are responsible for verifying or confirming that there is evidence at the school to support the inclusion of a student in the NCCD.
Examples of evidence:

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

The list below is not exhaustive but provides a guide to the range of information schools can draw on for the NCCD.

Evidence demonstrating that a student's needs for adjustment have been identified and arise from a disability 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, 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 or audiologist and
- profiles or assessment reports that identify the functional needs of a student with disability.

For more information, see:
What types of adjustments are considered in the NCCD?

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

‘On the same basis’ means that students with disability are provided with opportunities and choices that are comparable to those available to students without disability.

Adjustments enable students with disability or their parents or other associates to access education in a comparable way to other students by:

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

Depending on the circumstances, adjustments can be made to practices, services, policies or procedures in Australian educational settings and are fundamental to ensuring that students with disability do not experience discrimination.

Examples of adjustments include:

- giving a student with low vision all necessary enrolment information in enlarged text,
- providing extra sessions teaching key words for a student with an intellectual disability,
- giving a speech-to-text device to a student with a broken arm to assist in preparing assignments,
- adapting teaching practices delivered to engage a student’s learning,
- offering different curriculum options to engage a student’s learning,
- modifying how a student is assessed,
- providing speech pathology services for students with communication difficulties,
- allowing a student with anxiety to present her project to a small group of peers rather than to a whole class,
- adjusting activities at the annual swimming carnival to enable participation by all students, including those with physical disability,
- adjusting seating arrangements so a student with a wheelchair has enough space to move independently around the classroom like other students and
- making multiple accommodations if necessary to meet a single learner’s needs. For example, learners who require a sign-language interpreter may also need a note-taker because watching an interpreter prevents them from taking detailed notes.

For more information, see:
Communication

How will schools notify parents and the community about the 2015 NCCD?

A ‘Collection Notice’ has been prepared by the Department for use by schools. The notice explains the information to be collected, why it is being collected and what will happen with it. It provides appropriate wording and content and is available on the NCCD website: http://www.education.vic.gov.au/school/principals/health/Pages/datacollection.aspx

Principals can decide how the notice and information about the NCCD is communicated to families and choose the most appropriate formats for providing this information to their school community.

Formats might include one or more of the following:

- the school website
- incorporated into weekly school newsletter
- information sheets
- over the telephone or face-to-face conversations
- email or SMS
- personalised written correspondence.

Principals should, however, ensure that reasonable steps have been taken to provide information about the NCCD to the families of their students about whom information is collected.
Privacy and consent

Will students' personal details be kept confidential?

All data is de-identified prior to its transfer to the Australian Government Department of Education and Training and provided in aggregated figures. No personal or identifying data will be supplied to the Australian Government Department of Education and Training.

The Victorian Department of Education and Training treats all data about students as confidential.