



# Nationally Consistent Collection of Data

School Students with Disability

## 2015 Guidelines

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## Document Particulars

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**Comments and enquiries:**

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Information on the Nationally Consistent Collection of Data on School Students with Disability can be found at the [Australian Government Department of Education and Training Students with Disability webpage](http://education.gov.au/nationally-consistent-collection-data-school-students-disability) (<http://education.gov.au/nationally-consistent-collection-data-school-students-disability>).

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**Note:** *These Guidelines are a flexible, dynamic and responsive working document that are constantly being reviewed and updated. The version is therefore critical to understanding the status of the document in use.*

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The document must be attributed as being developed by the Commonwealth of Australia and by the following title: *2015 Guidelines for the Nationally Consistent Collection of Data on School Students with Disability*.

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These are the Nationally Consistent Collection of Data on School Students with Disability (NCCD, the national data collection) Guidelines for 2015 (the Guidelines) approved by the Education Council Joint Working Group to Provide Advice on Reform for Students with Disability (JWG) on 7 October 2015, for the purposes of sections 4 and 58A of the [Australian Education Regulation 2013](#) (the Regulation; also available at [www.austlii.edu.au/au/legis/cth/consol\\_reg/aer2013301/](http://www.austlii.edu.au/au/legis/cth/consol_reg/aer2013301/)). On 15 September 2015, the Education Council agreed to delegate to the JWG its authority to approve these Guidelines.

These Guidelines specify:

- the students that approved authorities must report on in 2015 for the purposes of the NCCD, for the purposes of section 58A of the the Regulation;
- the information that approved authorities must provide to the department in 2015 in relation to those students, for the purposes of section 58A of the Regulation;
- the day by which that information must be provided to the department, for the purposes of subsection 52(3A) of the Regulation; and
- the way in which that information must be provided to the department, for the purposes of subsection 52(3A) of the Regulation.

The Guidelines are updated on an annual basis. These Guidelines are a flexible, dynamic and responsive working document that are constantly being review and updated. The version is therefore critical to understanding the status of the document.

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## PART 1 – Introduction and Overview

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Part 1 provides a glossary, definition of terms associated with the national data collection, the policy and legislative contexts for the national data collection and an overview of the data collection Model (the Model).

### A. Acronyms

The following acronyms are used in the Guidelines:

**Act** – Australian Education Act 2013

**AHRC** – Australian Human Rights Commission

**DDA** – Disability Discrimination Act 1992

**DSE/Standards** – Disability Standards for Education 2005

**EC** – Education Council

**ESA** – Education Services Australia

**JWG** – Joint Working Group to Provide Advice on Reform for Students with Disability

**NCCD/National data collection** – Nationally Consistent Collection of Data on School Students with Disability

**NQAF** – National Quality Assurance Framework

**NSSC** – National Schools Statistics Collection

**SCSEEC** – Standing Council for School Education and Early Childhood, now known as Education Council

**SSP** – Schools Service Point

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## B. Glossary

Explanation and further descriptions of some of these terms are contained in [Appendices B](#) and [Appendix C](#).

**Approved Authority** means a body corporate or body politic approved by the Minister under section 73 of the Act to receive financial assistance from the Australian Government for one or more schools. For a government school located in a state or territory, the approved authority is the state or territory government. For a non-government school, the approved authority is the body corporate that is approved by the Minister for the school.

**Approved System Authority** is defined in subsection 5(4) of the Regulation.

**Category of disability**, for the purposes of subsection 58A(4) of the Regulation and the national data collection, means any one of the following: physical, cognitive, sensory, and social/emotional. See [Appendix C](#) for details of each category and how it correlates to the DDA and the AHRC interpretation of disability.

**Disability** is defined in section 4 of the DDA.

**Guidelines** refer to the Guidelines for the Nationally Consistent Collection of Data on School Students with Disability

**Level of adjustment**, for the purposes of subsection 58A(4) of the Regulation and the national data collection, means any one of the following: support provided within quality differentiated teaching practice, supplementary, substantial, and extensive. See [Appendix B](#) for detailed descriptors, typical adjustments and typical student characteristics for each level of adjustment.

**Level of education** means primary education or secondary education (including their equivalents for special schools), as defined in sections 7, 8 and 9 of the Regulation.

**National Schools Statistics Collection (NSSC)** refers to the dataset managed by the Australian Bureau of Statistics and reported in [Schools, Australia](#) (cat. no. 4221.0; [www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0](http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0)). It is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education and Training and the Education Council. The NSSC is the collection of data on students, schools, and staff involved in the provision or administration of primary and secondary education, in government and non-government schools, for all Australian states and territories.

**Reasonable adjustment** is defined in section 3.4 of the DSE. An excerpt from the DSE is provided below.

1. For these Standards, an adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected.

*Note: Judgements about what is reasonable for a particular student, or a group of students, with a particular disability may change over time.*

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2. In assessing whether a particular adjustment for a student is reasonable, regard should be had to all the relevant circumstances and interests, including the following:
    - a. the student's disability;
    - b. the views of the student or the student's associate, given under section 3.5;
    - c. the effect of the adjustment on the student, including the effect on the student's:
      - i. ability to achieve learning outcomes; and
      - ii. ability to participate in courses or programs; and
      - iii. independence;
    - d. the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students;
    - e. the costs and benefits of making the adjustment.

*Note: A detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities. Adjustments may not be required for a student with a disability in some circumstances.*

*The Standards generally require providers to make reasonable adjustments where necessary. There is no requirement to make unreasonable adjustments. In addition, section 10.2 provides that it is not unlawful for an education provider to fail to comply with a requirement of these Standards if, and to the extent that, compliance would impose unjustifiable hardship on the provider. The concept of unreasonable adjustment is different to the concept of unjustifiable hardship on the provider. In determining whether an adjustment is reasonable the factors in subsection 3.4 (2) are considered, including any effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students, and the costs and benefits of making the adjustment. The specific concept of unjustifiable hardship is not considered. It is only when it has been determined that the adjustment is reasonable that it is necessary to go on and consider, if relevant, whether this would none-the-less impose the specific concept of unjustifiable hardship on the provider.*

3. In assessing whether an adjustment to the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program and other requirements or components that are inherent in or essential to its nature.

*Note: In providing for students with disabilities, a provider may continue to ensure the integrity of its courses or programs and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award.*

**Reference date** means the date upon which schools identify the student population for the purposes of the data collection in 2015. This is the same as for the Schools Census collected

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as part of the NSSC. The reference date may also be referred to as the ‘submission date’ in some states/territories or school sectors.

**Students included in the NCCD** means a student provided with a reasonable adjustment to access education because of a disability as defined by the DDA, as specified in [Part 2](#) of the Guidelines.

*Note: for 2015, the use of the term ‘student with disability’ in the Guidelines is different to the use of the term ‘student with disability’ for the purposes of a school’s census, used to assist in determining Australian Government recurrent funding entitlements under the Act. ‘Student with disability’ for the purpose of a school’s census is defined in subsection 16(2) of the Regulation as being a student who meets the requirements of the state or territory in which the school is located, to receive financial assistance in relation to the student being a student with disability. Whereas, ‘student with disability’ for the purpose of the Guidelines means a student provided with a reasonable adjustment to access education because of a disability as defined by the DDA and as specified in Part 2 of the Guidelines. To avoid confusion, ‘Student included in the NCCD’ is used to describe the latter in the Guidelines.*

**School team** means a team ideally comprising personnel with teaching experience and/or qualifications in disability studies or special education. The school team could also include/consult with system/sector disability staff or relevant specialists, such as health professionals.

The school team is responsible to the principal. In some regional, rural and remote schools that have a very small staff, the school team could consist of one person, the principal.

**The Act** means the Australian Education Act 2013 (Cth).

**The department** means the Australian Government Department of Education and Training.

**The Minister** means the Australian Government Minister for Education and Training.

**The Regulation** means the *Australian Education Regulation 2013* (Cth).



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## C. Introduction

### *c.1. Intended use of the Guidelines*

The Guidelines have been developed by the JWG.

The Guidelines are for use by approved authorities, school teams, as well as officers from all education authorities and sectors, in understanding the national data collection, including what information must be provided, how it must be provided and the processes and timing for its provision.

### *c.2. Status of the Guidelines*

Under subsection 52(3A) and section 58A of the Regulation, approved authorities for schools must provide certain information on 'Students included in the NCCD' to the department each year, this is the national data collection. The information required to be provided for 2015 is specified in Part 2 of the Guidelines.

Some operational aspects of the national data collection may differ between schools, school sectors and locations; however the Guidelines should be applied in all locations for the purposes of supporting the consistency of the national data collection process.

### *c.3. How to use the Guidelines*

The Guidelines include three main parts: Part 1 provides general information about the national data collection, a glossary and definitions; Part 2 provides information about the data to be collected, timing of the collection and other technical aspects of the data collection; and the appendices at Part 3 provide details for state and territory contacts, descriptors of the levels of adjustment and the disability categories.

### *c.4. Further Information*

To assist schools with the more detailed aspects of how to complete the national data collection, professional learning material has been developed by the JWG. This material is hosted on a website developed and managed by Education Services Australia (ESA) at the [Nationally Consistent Collection of Data on School Students with Disability webpage](http://www.schooldisabilitydatapl.edu.au) (www.schooldisabilitydatapl.edu.au). Other documents and support materials have been made available by state and territory education authorities and sectors.

Any questions schools have relating to issues covered by these Guidelines may be directed to the relevant contact at [Appendix A](#).

Further information on the national data collection can be found at the [Australian Government Department of Education and Training Students with Disability webpage](http://education.gov.au/nationally-consistent-collection-data-school-students-disability) (http://education.gov.au/nationally-consistent-collection-data-school-students-disability) and the [Nationally Consistent Collection of Data on School Students with Disability webpage](http://www.schooldisabilitydatapl.edu.au) (www.schooldisabilitydatapl.edu.au).

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### ***c.5. Policy Context***

All Australian governments are working together to implement a number of complementary and intersecting national reform agendas aimed at improving the lives of people with disability. This includes broad reforms such as the National Disability Strategy 2010-2020 and the National Disability Insurance Scheme, as well as specific reforms to improve education outcomes for students with disability.

Central to these reform efforts is the recognition that Australia must do better to facilitate genuine equality of educational opportunity for every child. In this respect, the major focus of education policy has been on the quality of the learning experience that the individual student receives to foster high levels of student achievement and on quality teaching to ensure all teachers are able to differentiate teaching to meet the specific learning needs of students across the full range of abilities.

Improving education outcomes is at the core of the substantial reform of education and training systems to provide a quality learning experience for all children and young people.

In keeping with Australia's national goals, objectives and outcomes for schooling, all Australian governments, the non-government schools sector, parents and carers and the broader community are working together to offer a quality education to every student with the right measure of individual support and educational intervention provided.

### ***c.6. Objectives of the National Data Collection***

In 2015 and every year after, all approved authorities for schools in Australia will participate in the national data collection.

The Australian Government, all state and territory governments and the non-government schools sectors (Catholic and Independent) are collaborating on a new approach to collecting data annually about 'Students included in the NCCD' that draws on the broad definition of disability under the DDA. This new approach is based on the professional judgement of teachers about their students, the level of reasonable adjustments they are provided with to access and participate in education on the same basis as other students and is consistent with the obligations of all schools under the Standards.

Importantly, the national data collection process is educative and assists in developing school teams' knowledge and understanding of the DDA and Standards, supporting schools to implement their core responsibilities for students with disability.

The national data collection will, for the first time, collect information about 'Students included in the NCCD' across Australia in a consistent, reliable and systematic way. This rich source of data will better inform targeting of resources to supporting students with disability. From 2016 the NCCD will be used for the purposes of informing Commonwealth funding for students with disability.

With the national data collection, schools in Australia will use the same method to collect this information – that is, a government school in suburban Sydney will collect and report data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory. The data collection will help to build common understandings that

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will assist families and students when they move to another school or move to another state or territory.

The implementation of the national data collection will provide Australian schools, education authorities and the community with information about:

- the number of school students receiving educational adjustments because of disability
- the broad level of reasonable education adjustment provided for students with disability to access education
- each student's broad category of disability
- the distribution of 'Students included in the NCCD'.

The national data collection process also provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for 'Students included in the NCCD'.

### ***c.7. Legislative Framework***

The national data collection is designed to complement and reinforce the legislative requirements that apply to all Australian schools and education institutions under the:

- [Disability Discrimination Act 1992](#) (DDA); and
- [Disability Standards for Education 2005](#) (the Standards).

The DDA can be found at [www.comlaw.gov.au/Series/C2004A04426](http://www.comlaw.gov.au/Series/C2004A04426).

The Standards and accompanying guidance notes can be accessed through the department's website at [www.education.gov.au/disability-standards-education](http://www.education.gov.au/disability-standards-education).

In addition, the [Regulation](#) was amended on 11 December 2014 to authorise the collection of certain information by the department, from approved authorities, for the purposes of the national data collection, see subsection 52(3A) and section 58A of the Regulation at [www.austlii.edu.au/au/legis/cth/consol\\_reg/aer2013301](http://www.austlii.edu.au/au/legis/cth/consol_reg/aer2013301).

It is now a requirement under the Regulation that all approved authorities for schools provide information about students with disability as set out in these Guidelines. Further details about the information to be provided by approved authorities are contained in Part 2 of the Guidelines.

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## D. Overview of the National Data Collection

### D.1. *The Model*

The Model for the national data collection has been designed:

- as a nationally consistent process for collecting data to build an evidence base that will provide teachers, schools and sectors with information on students with disability and the level of educational adjustment that is being provided to them
- to reinforce effective practice under the DDA and the Standards
- to inform policy development and future planning to better equip schools and education authorities/sectors to support students with disability with additional learning needs.

Fundamental to the Model for the national data collection are the legislative requirements under the DDA and the Standards and the focus the Model places on the level of adjustment that is provided to the student based on the student's functional needs, rather than the student's disability type. The Model relies on the use of informed professional judgements by teachers or other appropriate staff to determine the level of reasonable adjustment 'Students included in the NCCD' receive, in both the classroom and whole of school context, as well as the broad category of disability of the student.

School teams will assess the student population to determine which students are being provided with reasonable educational adjustments. Students will be included in the national data collection (in addition to any other criteria set out in [Part 2 of the Guidelines](#)) where:

- there is evidence, that covers a minimum period of one school term (or at least 10 weeks of school education (excluding school holiday periods)) in the 12 months preceding 7 August 2015 (the reference date for the 2015 national data collection). Where a student has newly enrolled in the school and has attended the school for less than 10 weeks, schools may include that student 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.
- that reasonable adjustments have been provided to the student to access education because of disability, consistent with definitions and obligations under the DDA and the Standards.

*Note: The 7 August 2015 reference date may be different for some schools depending on their school census date for 2015.*

The evidence may include teacher judgements based on observation, specialist diagnoses reports, individualised/personalised learning planning, records of assessments, and records of discussions with parents and carers and (if appropriate) the student as part of the process for determining and providing reasonable adjustments. Evidence will also include documentation held by the school that shows the required processes under the Standards have been followed.

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In this respect, the national data collection is unlike any previous method for identifying students with disability. Even for school teams who have worked with students with disability for many years, this process represents a significant shift in the way many schools think about students with disability.

The Model framework involves a number of key decision points that guide a school team's decision as to whether or not a student is to be counted in the national data collection.

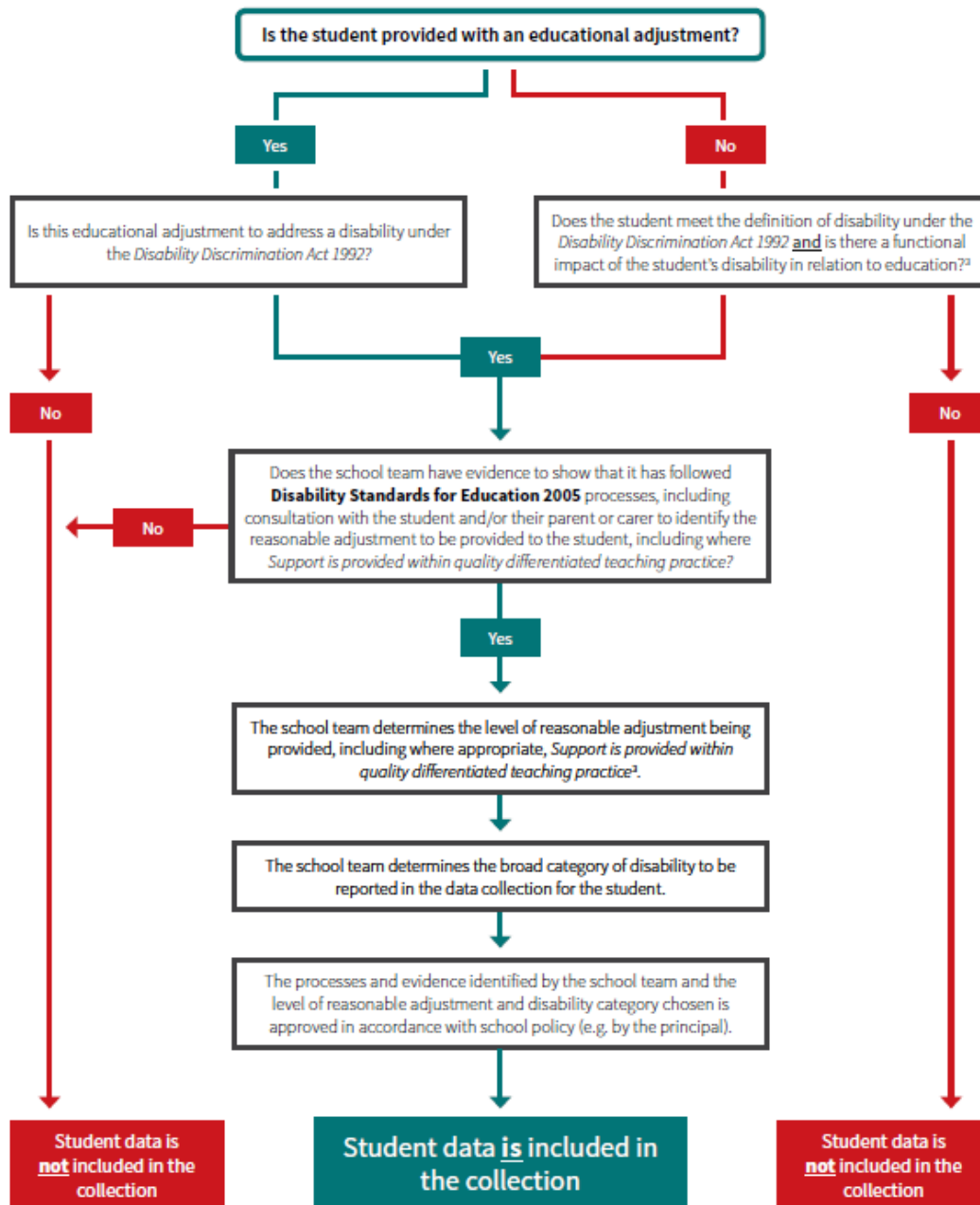
A flow diagram outlining the Model is at [Figure 1](#).

**Figure 1 – Model of the national data collection**

### The National Data Collection Model Diagram

Throughout the school year school teams use evidence, including discussions with parents/carers, to inform decisions about the educational adjustments that they make for students with disability.

For this data collection, you should have evidence that shows you have made adjustments<sup>1</sup> or incorporated support within quality differentiated teaching practice for each student. This should cover a **minimum period of one school term, or at least 10 weeks, in the 12 months preceding the national data collection.**<sup>2</sup>



<sup>1</sup> For information about educational adjustments see the resource [http://www.schooldisabilitydatapl.edu.au/#additionalresources\\_1](http://www.schooldisabilitydatapl.edu.au/#additionalresources_1)

<sup>2</sup> The section on *Do you have evidence to support the student's inclusion in the data collection* [http://www.schooldisabilitydatapl.edu.au/#doyouhaveevidence\\_2](http://www.schooldisabilitydatapl.edu.au/#doyouhaveevidence_2) has information on the 10 week period

<sup>3</sup> The 'level of adjustment provided to the student' descriptors document has information on the four levels of adjustment [http://www.schooldisabilitydatapl.edu.au/#step2whatisthelevelofadjustment\\_2](http://www.schooldisabilitydatapl.edu.au/#step2whatisthelevelofadjustment_2)

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## ***D.2. Interaction with the National Schools Statistics Collection***

The students that are included in the national data collection for a school for 2015 must be from the cohort of students that are counted in that school's census for 2015 (the NSSC for 2015). It should be noted that some jurisdictions have a census at other times of the year. The school census that 'Students included in the NCCD' are counted from is the one conducted within a month of the data collection.

In analysing information provided through the national data collection, information about student numbers from the NSSC is used to assist in reporting.

It is also important to note that, for 2015, the use of the term 'student with disability' in the Guidelines is different to the use of the term 'student with disability' for the purposes of a school's census, used to assist in determining Australian Government recurrent funding entitlements under the Act. 'Student with disability' for the purposes of a school's census is defined in subsection 16(2) of the Regulation as being a student who meets the requirements of the state or territory in which the school is located, to receive financial assistance in relation to the student being a student with disability. Whereas, 'student with disability' for the purposes of the Guidelines means a student provided with a reasonable adjustment to access education because of a disability as defined by the DDA and as specified in [Part 2](#) of the Guidelines. To avoid confusion, the Guidelines refer to 'Students included in the NCCD' for the latter.

This will mean that, for 2015, two students with disability data collections will be conducted for the Australian Government using two different definitions of 'student with disability': the national data collection and the NSSC.

As the method of identifying students with disability used in the national data collection is different to the NSSC definition, it's expected that the number of students that will be identified within a given school through the national data collection will be different to those identified in the NSSC and/or other data collections that the school may undertake.

Your school principal/education authority will be able to advise you of the existing data collections on students with disability that will continue to apply to your school in 2015.

## ***D.3. Key Dates***

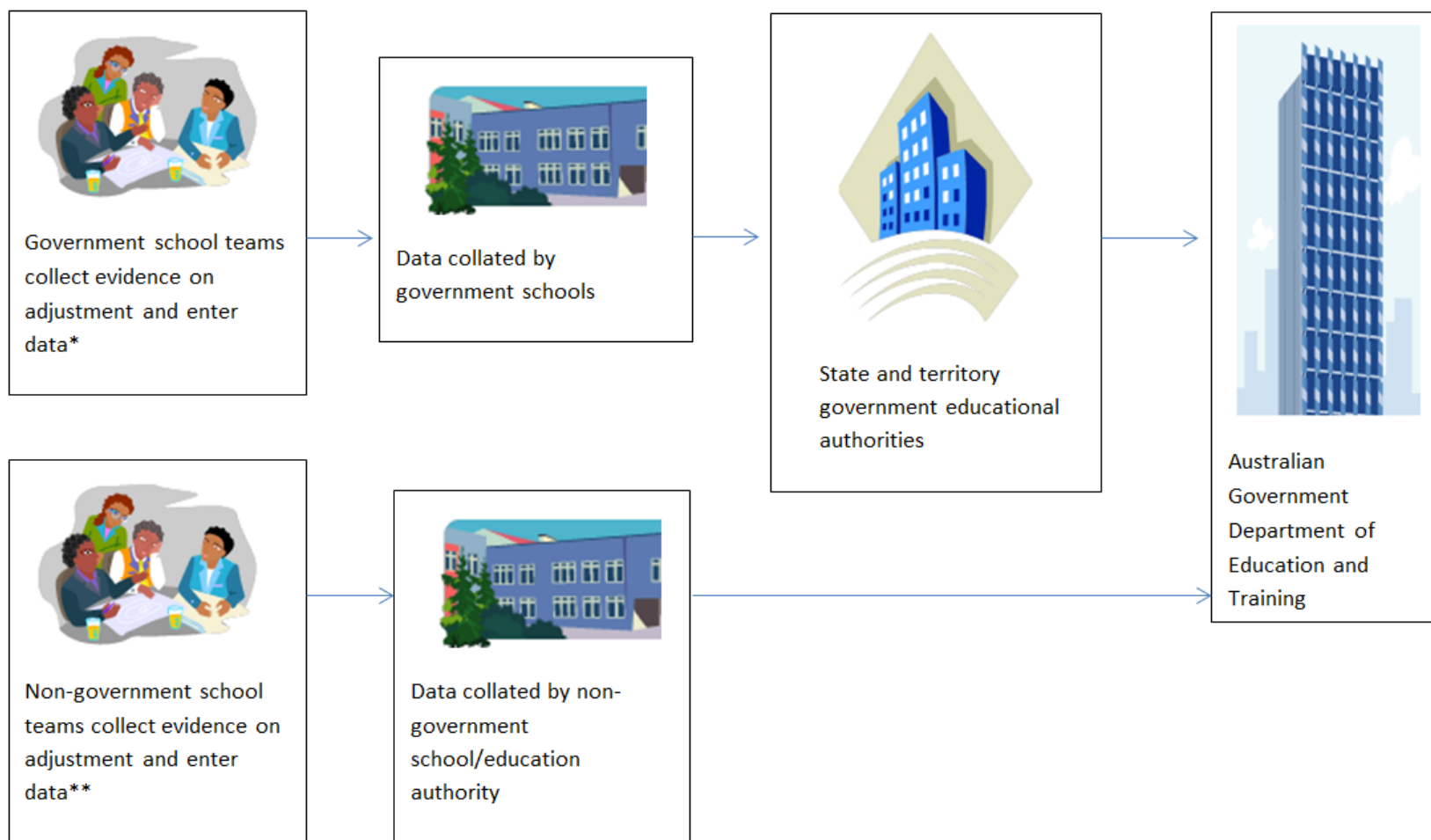
The Minister has determined that approved authorities for both government and non-government schools must provide the information required for the national data collection for 2015 to the collection agency by 25 September 2015.

Note: for government schools, and schools that are part of an approved system authority, there may be dates earlier than 25 September 2015 by which those schools will need to provide the information required for the national data collection to their relevant authority, in order for that information to then be provided to the collection agency. These dates will be advised by either the relevant State or Territory government or approved system authority.

## ***D.4. Where will the data go?***

The data will go to the Australian Government Department of Education and Training. Data will be provided to the department in the same manner as a school's census data. Refer to [Figure 2](#) which shows the pathway the data takes.

**Figure 2 –Transmission pathway for data collected under the national data collection**



\*Data items to be provided are outlined in the [NCCD Guidelines – Part 2](#)

\*\*Some non-government schools (eg Independent schools) will submit data directly to the Australian Government Department of Education and Training



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## D.5. *Privacy Arrangements*

Protecting the privacy and confidentiality of students is important.

As part of the national data collection, students will not be explicitly identified in any data provided to the the department, see subsection 58A(3) of the Regulation.

It is therefore expected that no information that could reasonably enable the department to identify individual students will be provided by approved authorities<sup>1</sup>.

Information about the national data collection will be made available to parents and carers through education authorities/sectors and principals. Schools will be able to answer questions from parents and carers. A [public information notice](#) is available at <http://education.gov.au/notices>.

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<sup>1</sup> In the event that data given by an approved authority to the department does indirectly enable the department to reasonably identify an individual student, the disclosure of that information by the approved authority, and the collection of that information by the department, are both authorised by law for the purposes of the *Privacy Act 1988* (Cth). Nevertheless, the department will seek to de-identify data that inadvertently/indirectly contains identifying information.

For 2015, the department's [Privacy Policy](#), including further information about how individuals can access and correct personal information the department may hold, or how to make a privacy complaint to the department, is available at [www.education.gov.au/privacy](http://www.education.gov.au/privacy).

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## E. National data collection processes and support resources

### E.1. Overview

This section outlines the processes to be followed in the application of the national data collection Model and provides information on support available to assist schools in understanding these processes including professional learning resources and the national quality assurance framework.

As outlined in the Model Diagram in Section [D.1.](#), the national data collection involves a number of steps. At each step, school teams will need to draw on a range of evidence available at their school to support the decision to include the student in the data collection (see Section [D.1.](#) and the [Nationally Consistent Collection of Data on School Students with Disability webpage](#) or [www.schooldisabilitydatapl.edu.au/#doyouhaveevidence\\_2](http://www.schooldisabilitydatapl.edu.au/#doyouhaveevidence_2) for further detail on evidence to support a student's inclusion in the national data collection).

The three key threshold decisions to determine whether a student should be included in the national data collection are:

1. Is the student being provided with a reasonable adjustment?
2. Is the student being provided with an educational adjustment to address a disability?
3. Does the school team have evidence to show that it has followed processes set out in the Standards, including consultation with the student and/or their parent or carer (if applicable), to identify the reasonable educational adjustment to be provided to the student or to confirm that a reasonable adjustment is not necessary?

Once these threshold issues have been considered, the next steps include:

1. Determining what level of adjustment is provided to each student.
2. Determining what is the broad category of each student's disability.
3. Recording and submitting the data.

### E.2. Supporting Evidence

A critical element of the national data collection is that the required processes under [the Standards](#) have been followed and documented (see [www.education.gov.au/disability-standards-education](http://www.education.gov.au/disability-standards-education)).

In addition to requiring that reasonable adjustments be made for students with disability, the Standards state that before the education provider makes an adjustment for the student, the education provider must consult the student, their parent or carer, an associate of the student or a combination of these to assist in determining the type and level of reasonable adjustments that are to be provided.

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

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consultation with the students and/or their parents or carers. The definition of ‘long-term’ for this purpose is over a minimum period of one school term, or at least 10 weeks, in the 12 months preceding the national data collection.

Where a student has newly enrolled in the school and has attended the school for less than 10 weeks, schools may include that student 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.

### ***E.3. Professional Learning on the Model***

The JWG has developed, with the assistance of ESA, online professional learning and guidance on the application of the Model and the descriptors of levels of adjustment used in the Model. This includes a range of resources including detailed guidance on the data collection processes, how to apply the Model (including case studies), and evidence schools could use to support a student’s inclusion in the data collection. This professional learning is freely available and will further develop the understanding of schools and support a nationally consistent approach to reporting by school teams.

This professional learning is available at the [Nationally Consistent Collection of Data on School Students with Disability webpage](http://www.schooldisabilitydatapl.edu.au) (www.schooldisabilitydatapl.edu.au).

It is strongly recommended that all school staff involved in the national data collection complete this professional learning prior to commencing the data collection process in their school. It is expected that this professional learning should take users no more than two hours to complete.

Other school staff not directly involved in the national data collection are also encouraged to work through the content on this site to improve their understanding of the national data collection.

### ***E.4. Other Professional Learning***

Sound knowledge and understanding of the DDA, the Standards and the requirements and responsibilities of each is essential in order to undertake the national data collection effectively.

It is strongly recommended that school staff complete professional learning in this area prior to completing the national data collection. School staff should speak to their local education authority or principal about professional learning on the DDA and the Standards that is available to their school.

The University of Canberra has developed a e-learning resources to enhance the educational experiences and outcomes of students with and without disability in Australian schools. This was a partnership project where all Australian school systems were invited to be partners or collaborators.

The [e-learning resources](http://dse.theeducationinstitute.edu.au/login/index.php) are available to all schools and can be accessed under a licence agreement at <http://dse.theeducationinstitute.edu.au/login/index.php>. Schools that have a

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licence are able to access all modules for free. Schools not covered by a licence can access a 'user pays' option for one year for a small fee.

The e-learning resources focus on enhancing knowledge of the DDA and the Standards and assist school teams and community members to understand how the DDA and the Standards should be reflected in practice.

A [website for parents and the community](http://resource.dse.theeducationinstitute.edu.au) about the Standards has also been developed by the University of Canberra. The website is free and can be accessed at <http://resource.dse.theeducationinstitute.edu.au>.

### ***E.5. Entering Data***

The method for entering data will differ from jurisdiction to jurisdiction and, in some cases, from school to school depending on the local systems in place and varying requirements in each jurisdiction and school sector. Approved authorities will decide at the beginning of the data collection process of the data input requirements that apply to each of its schools.

Part 2 of the Guidelines provides the key data requirements that will be needed to be adhered to by approved authorities in order to finalise the data collections.

### ***E.6. Special School Settings***

The national data collection applies across all educational settings and contexts, including special schools, special assistance schools and special classes.

These settings usually provide modified environments, including highly adjusted curriculum along with specialised equipment required by some students. In some cases, these settings access or employ other professionals (e.g. specialist staff and paraprofessionals). There may also be specialist programmes and interventions that are clearly focused or tailored to meet the educational support needs of students with a similar disability.

As with all students in the national data collection, an assessment of the level of adjustment and category of disability should be made on an individual basis for students in special schools, special assistance schools and special classes. As a starting point, special schools, special assistance schools and schools providing special classes should consider all students accessing these supports as requiring 'substantial adjustments' with a change to 'extensive adjustments' if additional support is provided or change to 'supplementary adjustments' if the student is particularly able.

### ***E.7. Quality Assurance***

The quality and reliability of information gathered under the national data collection is critical. Nationally consistent, high quality data means that schools, education authorities and governments can, with confidence, use the information to better target resources and inform policy development. There is also an opportunity for schools to evaluate their learning and support systems and processes and make quality teaching for all students their core focus.

To help ensure the quality and reliability of the data collected, a National Quality Assurance Framework (NQAF) has been prepared by the JWG. The target audience for the NQAF are

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the organisations overseeing or implementing the national data collection: national or federal agencies, state and territory government and non-government education authorities, sector representative bodies and schools. These key stakeholder groups have different roles and responsibilities in relation to quality assurance.

For further information about quality assurance please contact the relevant person/s in your local education office. [Contact details](#) are available at:  
[http://www.schooldisabilitydatapl.edu.au/#contactus\\_1](http://www.schooldisabilitydatapl.edu.au/#contactus_1).

### ***E.8. Frequently asked questions***

[Frequently asked questions \(FAQs\)](#) have been developed to assist schools complete the data collection. General FAQs are found at <http://education.gov.au/frequently-asked-questions-11>. More specific FAQs are found on the [professional learning website](#) at [http://www.schooldisabilitydatapl.edu.au/#frequentlyaskedquestions\\_1](http://www.schooldisabilitydatapl.edu.au/#frequentlyaskedquestions_1).

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## PART 2 – Mandatory requirements for 2015

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### F. National data collection requirements

This section provides detailed information on the mandatory requirements of the national data collection for 2015 for approved authorities of both government and non-government schools (sections F.1. – F.3.). In addition, this section provides suggestions for how to prepare for the national data collection (item [F.4.](#)).

As discussed in section [C.2.](#) of Part 1, under subsection 52(3A) and section 58A of the Regulation, approved authorities for both government and non-government schools must provide certain information on students with disability to the department each year.

#### F.1. *Key Dates for 2015*

The Minister has determined, under subsection 52(3A) of the Regulation, that approved authorities for both government and non-government schools must provide the information required for the national data collection for 2015 to the department by 25 September 2015. The reference date for the 2015 national data collection is 7 August 2015.

#### F.2. *Which students must be included in the national data collection for 2015*

Under subsection 58A(1) of the Regulation, a student at a school **must** be included in the national data collection for 2015 in circumstances where:

- the student is counted in the school's census for 2015; and
- the student is a person with a disability; and
- the student is someone about whom information must be provided as specified in the Guidelines.

Under the Guidelines, students to be included are:

- students who have been provided a reasonable adjustment by the school in accordance with the DDA and the Standards in the previous 12 months;
- students for whom there is evidence (please see section [D.1.](#) of Part 1 for examples) that the reasonable adjustment has been provided to the student over a minimum period of one school term (or at least 10 weeks of school education (excluding school holiday periods)) in the 12 months preceding 7 August 2015. Where a student has newly enrolled in the school and has attended the school for less than 10 weeks, schools may include that student 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.

In determining which students are included in the national data collection, schools should draw on a range of evidence including: observation, teacher judgements, medical reports, individual learning plans, assessments, discussions with parents, carers and, if appropriate, the student as part of the process for determining and providing reasonable adjustments. The national professional learning website for the [Nationally Consistent Collection of Data on School Students with Disability](http://www.schooldisabilitydatapl.edu.au) ([www.schooldisabilitydatapl.edu.au](http://www.schooldisabilitydatapl.edu.au)) has guidance materials to help school teams to complete the national data collection.

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### ***F.3. What information must be provided on each student in the national data collection for 2015***

Under subsection 58A(2) of the Regulation, the information that must be provided for each student in the national data collection for 2015 includes the student's:

- [level of education](#) (see section B of Part 1 for the definition);
- [category of disability](#) (see section B of Part 1 for the definition);
- [level of adjustment](#) (see section B of Part 1 for the definition).

If a student has multiple disabilities, the school team using their professional judgement will select the broad functional category of disability that has the greatest impact on his/her access to education and for which adjustments are being provided.

### ***F.4. How to prepare your school for the data collection and related timelines***

There are a number of steps that schools can take to help prepare school teams, parents and students for the national data collection. These steps are shown below with suggested timeframes:

1. Identify the members of your school team responsible for collecting the data (Term 1).
2. Visit the professional learning website for the [Nationally Consistent Collection of Data on School Students with Disability webpage](http://www.schooldisabilitydatapl.edu.au) (www.schooldisabilitydatapl.edu.au) to understand more about the national data collection and the steps involved to complete the national data collection (Terms 1 and 2).
3. Ensure school staff understand their obligations to students with disability under the Standards and access induction/professional learning on the DDA and the Standards (Terms 1 and 2).
4. Learn from schools that participated in the 2013 and 2014 national data collections (Term 4 from previous year, Terms 1 and 2).
5. Begin communicating with parents, carers and students (where applicable) about the national data collection (Terms 1 and 2).
6. Start identifying evidence of reasonable educational adjustments being provided to meet the learning and support needs of individual students with disability (Terms 1 and 2).
7. Review the support materials (frequently asked questions, case studies, fact sheets) available at the [Australian Government Department of Education and Training Students with Disability webpage](http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability) at www.education.gov.au/nationally-consistent-collection-data-school-students-disability (Terms 1 and 2).
8. Seek assistance from state or territory authority or sector representatives as needed. Your local education authority can also provide further information about the national data collection arrangements for your school. Contact details (if required) are available on the contacts page of the [Nationally Consistent Collection of Data on School Students with Disability webpage](http://www.schooldisabilitydatapl.edu.au) (www.schooldisabilitydatapl.edu.au)

**7 August 2015 is the school census date for 2015 and reference date for the national data collection.** Schools can begin submitting the data to their education authority or to the department (as relevant) from this date (unless directed otherwise by their education authority).

**25 September 2015 is the closing date for the submission of data.**

## G. The manner in which the information must be provided

Note: see subsection 52(3A) of the Regulation.

### G.1. Data provision for students with disability at government schools

The states and territories will provide a list of their schools, with their Australian Government Education IDs (AGE ID) and the numbers of primary and secondary student enrolments. Table 1 shows an example of summary data provided in a listing format.

**Table 1 – Summary data example**

Australian Government Education ID	Number of Primary Level Students	Number of Secondary Level Students
87654	n	n
87655	n	n
87656	n	n
87657	n	n
87658	n	n

Detailed data on students with disability will need to be provided in the following format:

**Table 2 – Number of students by category**

Number of students with disability by school, student level of education, category of disability and level of adjustment.

Australian Government Education ID	Student Level of Education	Category of Disability	Level of Adjustment	Number of Students (head count)
87654	Primary	Physical	Support provided with quality differentiated teaching practice	1
87654	Primary	Cognitive	Support provided with quality differentiated teaching practice	1
87654	Primary	Social - Emotional	Support provided with quality differentiated teaching practice	1
87654	Primary	Physical	Substantial	2
87654	Secondary	Physical	Supplementary	1
87654	Secondary	Cognitive	Supplementary	1
87654	Secondary	Sensory	Supplementary	1
87654	Secondary	Physical	Substantial	1

Note: The Department will match the schools' data to identify each record's region and school type.



## **G.2. Data provision for students with disability at schools within an approved non-government system**

For 2015, approved system authorities for non-government schools approved under the Act must provide data for the purposes of the national data collection by one of the following options:

- a) Each individual school manually entering school level data into Schools Service Point (SSP) screens as per Table 3, or
- b) Approved authorities for systems uploading schools level data using a CSV template as per Table 4.

### **Table 3 – Detailed data format**

Detailed data on students with disability will need to be provided in the following format for individual schools manually entering data<sup>1</sup>:

<b>Category of disability</b>	<b>Level of adjustment: Support provided within quality differentiated teaching practice</b>	<b>Level of adjustment: Supplementary</b>	<b>Level of adjustment: Substantial</b>	<b>Level of adjustment: Extensive</b>
<b>Physical</b>	0	0	1	3
<b>Cognitive</b>	1	2	0	0
<b>Social - Emotional</b>	0	0	1	1
<b>Sensory</b>	1	2	0	0
<b>Total</b>	2	4	2	4

*Note: School level will include Primary/Secondary/Combined/Special.*

#### **Table 4 – Structure for non-government schools**

File structure for approved authorities for non-government schools.

*Note: Do not include a header row in the upload file.*

<b>Field</b>	<b>Possible values</b>	<b>Format</b>
AGEID	As allocated to the Head Campus of the school	number
State	NSW, VIC, QLD, SA, WA TAS, NT, ACT	character
Systemic/Non Systemic status	IND, SYS	character
Student Level of Education	Primary/Secondary	character
Category of Disability	Physical, Cognitive, Social-Emotional, Sensory	character
Level of Adjustment	Support provided within quality differentiated teaching practice, Supplementary, Substantial, Extensive	character
Number of students (head count)		number

*Note: uploads should exclude records with zero students.*

#### ***g.3. Data provision for students with disability at non-government, non-systemic schools***

For 2015, approved authorities for non-government schools (other than approved system authorities) must provide data for the purposes of the national data collection in accordance with one of the following options:

- a) each individual school manually entering school level data into Schools Service Point (SSP) screens using the Table 5 below, or
- b) approved authorities for each school uploading school level data using a CSV template using the Table 6 below.

#### **Table 5 – Detailed data for non-government schools**

Detailed data on students with disability will need to be provided in the following format <sup>1</sup>:

<b>Category of disability</b>	<b>Level of adjustment:  Support provided within quality differentiated teaching practice</b>	<b>Level of adjustment:  Supplementary</b>	<b>Level of adjustment:  Substantial</b>	<b>Level of adjustment:  Extensive</b>
Physical	0	0	1	3
Cognitive	1	2	0	0
Social - Emotional	0	0	1	1
Sensory	1	2	0	0
Total	2	4	2	4

1. School level will include Primary/Secondary/Combined/Special.

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**Table 6:**

File structure for approved authorities for non-government schools (other than approved system authorities).

*Note: Do not include a header row in the upload file.*

Field	Possible values	Format
AGEID	As allocated to the Head Campus of the school	Number
State	NSW, VIC, QLD, SA, WA TAS, NT, ACT	character
Systemic/Non Systemic status	IND, SYS	character
Student Level of Education	Primary/Secondary	character
Category of Disability	Physical, Cognitive, Social-Emotional, Sensory	character
Level of Adjustment	Support provided within quality differentiated teaching practice, Supplementary, Substantial, Extensive	character
Number of students (head count)		number

*Note: Uploads should exclude records with zero students.*

#### **G.4. Scope and Coverage Rules and Data Definitions**

The scope and coverage and data definitions for this collection are the same as for the National Schools Statistics Collection for 2015, with the exception of the definition of 'student with a disability' as noted in section D.2 above. For more details refer to the [ABS, 2013 Notes Instructions and Tabulations](#) document at [www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12013](http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12013).

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## PART 3 – APPENDICES

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### APPENDIX A

#### *Contact Lists for Government, Catholic and Independent Sectors*

##### Government Sector Contacts

###### **ACT**

Jo Monteith: [jo.monteith@act.gov.au](mailto:jo.monteith@act.gov.au)

###### **NSW**

Melissa Clements: [disability.support@det.nsw.edu.au](mailto:disability.support@det.nsw.edu.au)

###### **NT**

Special Education and Disability: [speced.decs@nt.gov.au](mailto:speced.decs@nt.gov.au)

###### **QLD**

Melanie White: [disabilitypolicyteam.studentserv@dete.qld.gov.au](mailto:disabilitypolicyteam.studentserv@dete.qld.gov.au)

###### **SA**

Ksharmra Brandon: [ksharmra.brandon@sa.gov.au](mailto:ksharmra.brandon@sa.gov.au)

###### **TAS**

Colleen Crawford: [colleen.crawford@education.tas.gov.au](mailto:colleen.crawford@education.tas.gov.au)

###### **TAS**

Lynne McDougall: [lynne.mcdougall@education.tas.gov.au](mailto:lynne.mcdougall@education.tas.gov.au)

###### **VIC**

Mark Tainsh: [disability.data.collection@edumail.vic.gov.au](mailto:disability.data.collection@edumail.vic.gov.au)

###### **WA**

KarenLee Clark: [karenlee.clark@education.wa.edu.au](mailto:karenlee.clark@education.wa.edu.au)

##### Catholic Sector Contacts

###### **National**

National Catholic Education Commission (NCEC)

Tim Smith: [tim.smith@cg.catholic.edu.au](mailto:tim.smith@cg.catholic.edu.au)

###### **ACT/NSW**

Archdiocese of Canberra and Goulburn: Catholic Education Office

Patrick Kelly: [patrick.kelly@cg.catholic.edu.au](mailto:patrick.kelly@cg.catholic.edu.au)

###### **NSW**

NSW: Catholic Education Commission

Gerry Gray: [gerry.gray@cecnsw.catholic.edu.au](mailto:gerry.gray@cecnsw.catholic.edu.au)

###### **NT**

Catholic Education Office

Geoffrey Carey: [Geoffrey.Carey@nt.catholic.edu.au](mailto:Geoffrey.Carey@nt.catholic.edu.au)

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## **QLD**

Catholic Education Commission

Vera Zappala: [veraz@gcec.catholic.edu.au](mailto:veraz@gcec.catholic.edu.au)

## **SA**

Catholic Education Office

Mary Carmody: [mary.carmody@cesa.catholic.edu.au](mailto:mary.carmody@cesa.catholic.edu.au)

## **TAS**

Catholic Education Office

Christine Butterworth: [christine.butterworth@catholic.tas.edu.au](mailto:christine.butterworth@catholic.tas.edu.au)

## **VIC**

Catholic Education Office

Judy Connell: [juconnell@ceomelb.catholic.edu.au](mailto:juconnell@ceomelb.catholic.edu.au)

## **WA**

Catholic Education Office

Jacqueline Reid: [reid.jacqueline@cathednet.wa.edu.au](mailto:reid.jacqueline@cathednet.wa.edu.au)

## **Independent sector contacts**

### **ACT**

Association of Independent Schools of the Australian Capital Territory (AISACT)

[louise.avent@ais.act.edu.au](mailto:louise.avent@ais.act.edu.au)

### **NSW**

Association of Independent Schools of New South Wales (AISNSW)

[mmckay@aisnsw.edu.au](mailto:mmckay@aisnsw.edu.au)

### **NT**

Association of Independent Schools of the Northern Territory (AISNT)

[cheryl.salter@aisnt.asn.au](mailto:cheryl.salter@aisnt.asn.au)

### **QLD**

Independent Schools Queensland (ISQ)

[tbrady@isq.qld.edu.au](mailto:tbrady@isq.qld.edu.au) or [dcreed@isq.qld.edu.au](mailto:dcreed@isq.qld.edu.au)

### **SA**

Association of Independent Schools of South Australia (AISSA)

[macleodl@ais.sa.edu.au](mailto:macleodl@ais.sa.edu.au)

### **TAS**

Independent Schools Tasmania (IST)

[tphillips@independentschools.tas.edu.au](mailto:tphillips@independentschools.tas.edu.au)

### **VIC**

Independent Schools Victoria (ISV)

[nigel.bartlett@is.vic.edu.au](mailto:nigel.bartlett@is.vic.edu.au)

### **WA**

Association of Independent Schools of Western Australia Incorporated (AISWA)

[mbishop@ais.wa.edu.au](mailto:mbishop@ais.wa.edu.au)

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## APPENDIX B

### ***Levels of Adjustment – Descriptors, Typical Adjustments and Typical Students***

The table below provides descriptors for each level of adjustment as well as examples of the types of adjustments that might be made at each level and the type of students who may be being provided with an adjustment at each level.

Details of typical adjustments and the typical students for each level of adjustment in the Model are provided as examples only. An assessment of the level of adjustment and category of disability should be made on an individual basis for all students included in the Nationally Consistent Collection of Data.

#### **Support provided within quality differentiated teaching practice**

##### ***Description***

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 practice to address disability related needs.

These students may have been considered for some level of active support (i.e. active monitoring or provision of adjustments). Their identified needs would be subject to close monitoring and review. If 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 then these students should be counted under this level of adjustment. Changes to student needs that require changes to the level of adjustment would be reflected in the next data collection period.

##### ***Typical Adjustments***

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

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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.

### ***Student Characteristics***

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
- a student who has 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**

### ***Description***

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.

### ***Typical Adjustments***

Adjustments to teaching and learning might include modified or tailored programs in some or many learning areas, modified instruction using a structured task-analysis approach, the provision of course materials in accessible forms, separate supervision or extra time to complete assessment tasks and the provision of intermittent specialist teacher support. Adjustments might include modifications to ensure full access to buildings and facilities, specialised technology, programs or interventions to address the student's social/emotional needs and support or close supervision to participate in out-of-school activities or the playground. These adjustments may also include 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.

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## ***Student Characteristics***

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 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**

### ***Description***

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 Adjustments***

These adjustments are generally considerable in extent and may include frequent (teacher directed) individual instruction and regular direct support or close supervision in highly structured situations, to enable the students to participate in school activities. They may also include adjustments to delivery modes, significantly modified study materials, access to bridging programs, or adapted assessment procedures (e.g. assessment tasks that significantly adjust content, mode of presentation and/or the outcomes being assessed).

Other adjustments may be the provision on a regular basis of additional supervision, regular visiting teacher or external agency support, frequent assistance with mobility and personal hygiene, or access to a specialised support setting. Close playground supervision may be required at all times or essential specialised support services for using technical aids, or alternative formats for assessment tasks, to enable these students to demonstrate the achievement of their intended learning outcomes.

## ***Student Characteristics***

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.



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## **Extensive Adjustments**

### ***Description***

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 Adjustments***

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 and 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 vigilant supervision, these students may otherwise not access or participate effectively in schooling.

### ***Student Characteristics***

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 and 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 vigilant supervision, these students may otherwise not access or participate effectively in schooling.

## APPENDIX C – Broad Categories of Disability

The table below outlines the *Disability Discrimination Act 1992* (DDA) definition of disability, the Australian Human Rights Commission (AHRC) interpretation and how the broad disability categories that are used as part of the national data collection align with these two definitions.

<i>Disability Discrimination Act 1992</i>	AHRC interpretation of the DDA definition	Disability categories used in the Nationally Consistent Collection of Data on School Students with Disability
b) total or partial loss of a part of the body 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 or organisms capable of causing disease or illness	Physical disfigurement Neurological Physical The presence in the body of disease causing organisms	<b>Physical</b>
a) total or partial loss of the person's bodily or mental functions f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction	Learning disabilities Intellectual	<b>Cognitive</b>
a) total or partial loss of the persons bodily or mental functions e) the malfunction, malformation or disfigurement of a part of the person's body	Sensory	<b>Sensory</b>
g) a disorder, illness or disease that affect a person's thought processes, perception of reality, emotions or judgements or that results in disturbed behaviour	Psychiatric	<b>Social/Emotional</b>