Nationally Consistent Collection of Data
School Students with Disability

2017 Guidelines

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The document must be attributed as being developed by the Commonwealth of Australia and by the following title: 2017 Guidelines for the Nationally Consistent Collection of Data on School Students with Disability.
About the Guidelines

These are the Nationally Consistent Collection of Data on School Students with Disability (NCCD) Guidelines for 2017 (the Guidelines) approved by the Education Council Joint Working Group to Provide Advice on Reform for Students with Disability (JWG) on 21 March 2017, for the purposes of sections 4, 52(3A) and 58A of the Australian Education Regulation 2013 (the Regulation).

These Guidelines specify:

- the students that approved authorities for schools must report on in 2017 for the NCCD, for the purposes of section 58A of the Regulation;
- the information that approved authorities for schools must provide to the national collection agency (currently the Australian Government Department of Education and Training (the department)) in 2017 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. The version is therefore critical to understanding the status of the document.

Acronyms

The following acronyms are used in the Guidelines:

ABS – Australian Bureau of Statistics
AHRC – Australian Human Rights Commission
APPs – Australian Privacy Principles
CSV – Comma Delimited; a specific file type used in Microsoft Excel
DDA – Disability Discrimination Act 1992
JWG – Joint Working Group to Provide Advice on Reform for Students with Disability
NCCD – Nationally Consistent Collection of Data on School Students with Disability
NSSC – National Schools Statistics Collection
SEP – Schools Entry Point
SSP – School Services Point

The Glossary is at page 34.

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1 On 15 September 2015, the Education Council agreed to delegate to the JWG its authority to approve these Guidelines.
PART 1 – Introduction and Overview

A. Introduction

All schools and approved authorities for schools in Australia participate in the NCCD annually. The NCCD collects data about school students with disability across Australia in a consistent, reliable and systematic way. The data is submitted to the department at the school level and as a head count of students as at the reference date of the first Friday in August. This collection is based on the professional judgement of teachers about their students. Teachers determine the level of Adjustments provided to students with disability to access and participate in education on the same basis as other students, consistent with the obligations of all schools under the DDA and the Disability Standards for Education 2005 (the Standards).

The NCCD provides Australian schools, education authorities and the community with information about:

- the number of school students receiving Adjustments because of disability;
- the levels of Adjustment provided for students with disability to access and participate in education on the same basis as other students;
- each student’s broad category of disability; and
- the distribution of school students with disability.

A.1. How to use the Guidelines

The Guidelines include three main parts:

- **Part 1 – Introduction and Overview:** provides general information about the NCCD and an overview of the data collection model;

- **Part 2 – Mandatory Requirements:** provides information about the mandatory requirements of the NCCD, including data to be provided, timing of the collection, and other technical aspects of the data collection;

- **Part 3 – Appendices:** provides appendices that detail state and territory contacts (Appendix A), descriptors of the levels of Adjustment (Appendix B) and the disability categories (Appendix C), along with a glossary.

A.2. Purpose of the Guidelines

The Guidelines are for use by approved authorities and school teams to assist them to understand and participate in the NCCD, including what information must be provided, how it must be provided and the processes and timing for its provision.

These Guidelines were developed through a collaborative, national process and have been accepted by all education authorities. They are the authoritative guide to the NCCD. If information provided by your state/territory education authority deviates from these Guidelines, the Guidelines override that information.
A.3. **Status of the Guidelines**

Under subsection 52(3A) and section 58A of the Regulation, approved authorities for schools must provide information on students with disability through the NCCD to the department each year. The information required to be provided for 2017 is specified in Part 2 of the Guidelines.

Some operational aspects of the NCCD 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 NCCD process.

A.4. **Legislative Framework**

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

- *Disability Discrimination Act 1992*; and
- *Disability Standards for Education 2005*.

The Standards and accompanying guidance notes can be accessed through the department’s website.

The *Australian Education Regulation 2013* was amended on 11 December 2014 to authorise the collection of certain information, by the department, from approved authorities for schools under the *Australian Education Act 2013* (the Act), for the purposes of the NCCD (see subsection 52(3A) and section 58A of the Regulation).

Under the Regulation, all approved authorities for schools are required each year to provide the department with information about each student with a disability at a school operated by the approved authority. This information comprises the student’s level of education, category of disability, level of Adjustment, and any other information required by the Guidelines. This information must not explicitly identify a student (Regulation 58A(3)). Please see Part 2 of the Guidelines for further information on the students and information required to be given to the department in 2017.

**Note:** Section 58A of the Regulation refers to “a student who is a person with a disability”, with “disability” having the meaning given by the DDA Section 4 - Interpretation. This definition relates to the NCCD. It is a different concept to the concept of “student with disability” which is used in the Act and Regulation to determine the student with disability loading (see section B.2).

A.5. **Further Information**

Further information on the NCCD can be found on the following national websites:

- [Nationally Consistent Collection of Data on School Students with Disability webpage](#);
- [Australian Government Department of Education and Training Students with Disability webpage](#).
Note: Other resources and support materials are also made available by state and territory education authorities and sectors.

Any questions schools have about these Guidelines or the NCCD may be directed to the relevant contact at Appendix A.

Any questions education authorities have about these Guidelines, or about the collection, use or disclosure of information for the NCCD, may be directed to JWGSecretariat@education.gov.au.
B. Overview of the NCCD

B.1. The model

The model for the NCCD (the model) was progressively implemented over the period 2013 – 2015, with support from all states and territories and non-government education authorities. It applies across all educational settings and contexts, including regular or mainstream schools and classes as well as special schools and special classes.

The model has been designed:

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

Fundamental to the model are the:

i. legislative requirements and professional responsibility placed on schools under the DDA and the Standards; and

ii. focus the model places on the level of Adjustment that is provided to the student based on their functional needs, rather than disability type. Under the model, teachers and school staff use their professional, informed judgement to determine the level of Adjustment students with disability receive, in both the classroom and whole of school context, as well as the broad category of disability of the student.

School teams assess their student population to determine which students are being provided with Adjustments to access education because of disability, consistent with definitions and obligations under the DDA and the Standards (the definition of disability used in the DDA is outlined in the Glossary on page 34).

The model 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 NCCD (section C.2 refers).

A flow diagram outlining the model is at Figure 1.
Figure 1 – The NCCD Model Diagram

The National Data Collection Model Diagram

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

For this data collection, you should have evidence that shows you have made Adjustments or incorporated support within quality differentiated teaching practice for each student. This should cover a minimum period of 10 weeks of school education (excluding school holiday periods), in the 12 months preceding the national data collection.²

1 For information about Adjustments see the resource ‘Strategies to Support Decision Making’ (http://www.schooldisabilitydatapl.edu.au/other-pages/additional-resources)

2 The section on ‘Do you have evidence to support the student’s inclusion in the data collection?’ has information on the 10 week period (http://www.schooldisabilitydatapl.edu.au/data-collection-steps/do-you-have-evidence)

3 The ‘level of Adjustment provided to the student’ descriptors document has information on the four levels of Adjustment (http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment)
B.2. Interaction with the National Schools Statistics Collection (including different definitions of ‘student with disability’)

In August 2017, schools will provide data regarding school students with disability to two national data collections: the NCCD and the National Schools Statistics Collection\(^2\) (NSSC). For the purposes of the NSSC, government schools’ data is provided via the government education authorities in each state and territory. For non-government schools, data for the NSSC is provided via the Non-government Schools Census (the ‘Schools Census’\(^3\)).

It is important to note that the NCCD and the NSSC use different definitions of “student with disability”. These definitions are used to identify students who meet the eligibility criteria for inclusion in each of the collections.

The NCCD is based on the definition of disability set out in the DDA (see Glossary, page 34). This is a broad definition designed to provide protection against discrimination for a wide range of people.

In contrast, under the NSSC, a ‘student with disability’ is defined in subsection 16(2) of the Regulation as being a student at a school 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. This definition is used in the student with disability loading within the Australian Government recurrent funding entitlements under the Act.

B.2.1 NCCD students and the NSSC cohort of students

The students at a school included in the 2017 NCCD must\(^4\) have been counted in the school’s census for 2017. Because of the differing definitions, a student counted in the NCCD may not have been counted as a student with disability in the NSSC cohort.

B.3. Where does the data go?

Data collected from schools for the 2017 NCCD is provided to the department. The school collects the data for all campuses of the school and collates it to a single school-level submission. Depending on the school’s operational situation, the data may pass through a central collection point (such as a state/territory education authority or another body such as a system office for non-government systemic schools), or may be passed directly to the department by the school. Generally, government and non-government systemic schools will provide their data through their education authority or system office to the department, whilst Independent schools will provide their data directly to the department.

Refer to Figure 2, below, which shows the pathways the data take.

\(^2\) The National Schools Statistics Collection (NSSC) is a census, conducted annually as a collaborative arrangement between state, territory and Commonwealth education authorities and the Australian Bureau of Statistics (ABS). Data is collected from the relevant authorities on a range of issues relating to schools, students and staff in primary and secondary schools throughout Australia, from both the government and non-government sectors. Schools Australia (ABS Cat. No. 4221.0) publishes information on the number, age, sex, year/level, category of school, apparent retention rate and participation rates of students at both the state and national levels. In addition, information on school staff is published at state and national levels.

\(^3\) The NSSC is also known as Schools Census and, in the Schools Service Point, Census on the Internet.
B.4. **Privacy Arrangements**

The department is committed to the protection of privacy and must comply with the Australian Privacy Principles (the APPs) contained in the *Privacy Act 1988* (Cth) (the Privacy Act) when handling any personal information.

State and territory governments and non-government school systems involved in the collection of personal information for the NCCD are also committed to the protection of that information and must comply with applicable privacy legislation and policies in their respective jurisdictions.

At all stages of the NCCD data collection and reporting processes, the privacy of both students and families is maintained in accordance with the APPs and, where applicable, relevant state and territory privacy legislation and policies.

It should be noted that when information is provided to the department for the purposes of the NCCD, it is de-identified. Further to this, there is an explicit requirement in subsection 58A(3) of the Regulation that information provided to the department for the purposes of the NCCD must not explicitly identify a student. It is therefore not expected that information provided for the purposes of the NCCD will constitute personal information.

**B.4.1 Authority for the collection of information for the purposes of the NCCD**

The Regulation requires approved authorities for schools under the Act to provide the department certain information for the purposes of the NCCD. For each student with disability, this information comprises the student’s level of education (primary/secondary),
category of disability, level of Adjustment, and any other information required by these Guidelines. See **Part 2** of the Guidelines for more detailed information.

The Guidelines reflect the Regulation’s intention for information to be provided in relation to each student at a school.

The information **must not explicitly identify individual students** (subsection 58A (3)) of the Regulation; it is expected that no information that could reasonably enable the department to identify individual students will be provided by approved authorities to the department.

The NCCD collects the number of students enrolled at the school in each of the combinations of level of Adjustment and category of disability by education level (primary, secondary). The number is a head count. No names or other identifying information are collected as part of the collection process.

**B.4.2 Information to students, parents and carers**

Approved authorities and their schools should notify students and parents/carers about the data collection under the NCCD. This ensures that those participating in the NCCD are made fully aware of the data collection, its purpose, legislative basis and to whom NCCD data will be disclosed. This is consistent with Australian Privacy Principle 5 of the Privacy Act.

Approved authorities and schools are strongly encouraged to inform students, parents and carers about the NCCD (e.g. through the schools’ newsletters). To assist schools with this, general fact sheets and a public information notice are available at [What is the NCCD on School Students with Disability?](#).

**C. NCCD processes and support resources**

**C.1. Overview**

As outlined in the model diagram in section **B.1.**, the NCCD process involves a number of steps. This section outlines the processes behind these steps in more detail and provides information on support available to assist schools in understanding these processes, including a purpose built professional learning website managed by ESA: [The NCCD National Professional Learning website](#).

**C.2. Counting students in the collection**

The Regulation requires approved authorities to provide information to the department for the purposes of the NCCD (see section **D.4** of these Guidelines). Under subsection 58A(1) of

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1 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 further de-identify data that inadvertently/indirectly contains identifying information.

For 2017, 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).
the Regulation, the information that approved authorities must give to the department (set out at subsection 58A(2)) must be provided in relation to each student at a school who:

(a) is receiving primary education or secondary education at the school on the school’s census day for a year; and
(b) is a person with a disability; and
(c) is a student about whom the information must be provided, as specified in the Ministerial Council disability guidelines for the year.

This means that a student at a school must be counted in the 2017 NCCD where:

- the student is counted in the school’s census for 2017 (paragraph 58A(1)(a) of the Regulation); and
- the student has a disability as defined in the DDA and the Standards (paragraph 58A(1)(b) of the Regulation); and
- the student meets any other criteria for a student’s inclusion as specified in these Guidelines (paragraph 58A(1)(c)).

### C.2.1 Evidence that an Adjustment/s has been provided for a minimum of 10 weeks

A student is eligible to be counted in the NCCD where there is evidence at the school that the student has been provided with an Adjustment/s for a minimum period of 10 weeks of school education (excluding school holiday periods), in the 12 months preceding the relevant reference date for the 2017 NCCD (see Part 2 of the Guidelines for this reference date), to address the functional impact of a disability. This is a threshold criterion and is included consistent with paragraph 58A(1)(c) of the Regulation. Students at a school who do not meet this criterion will not be counted in the NCCD. The minimum 10 week period of Adjustments does not need to be consecutive weeks; it can be cumulative and split across school terms in the 12 months preceding this date (e.g. in the case of a student who requires episodic Adjustments resulting from a mental health issue). Where evidence collected is not over consecutive weeks (excluding school holidays), schools need to ensure that they have evidence that supports the action taken during those periods, as reflected in their day-to-day planning and monitoring processes.

**Note:** 4 August 2017 is the reference date for government and non-government schools (unless another date has been determined for a specific non-government school(s)).

Three key threshold decisions determine whether a student should be included in the NCCD:

1. Is the student being provided with an Adjustment?
2. Is the Adjustment to address the functional impact associated with a disability under the DDA (the definition of disability used in the DDA is outlined in the Glossary on page 34)?
3. Does the school team have evidence to demonstrate that it has adhered to the requirements of the Standards, including consultation with the student and/or their parents or carers, to identify the Adjustment to be provided to the student, including where the Adjustment is provided within quality differentiated teaching practice?
Decision making for the NCCD relies on evidence of Adjustments to meet ongoing, long-term specific needs associated with disability. Details of the evidentiary requirements of the NCCD are provided in section C.4 ('Supporting Evidence').

C.2.2 Ensure that eligible students are counted by only one school

An eligible student must be counted only once by the school for the NCCD. Students with multiple disabilities must be counted in the combination of level of Adjustment and category of disability that requires the greatest extent of Adjustment to enable the student to access and participate in education (see also section C.1).

Where an eligible student has moved schools during the 12 months preceding 4 August 2017, or is enrolled at more than one school, or receives Adjustments at two schools, they must only be counted at the school whose school census they were counted in.

C.2.3 Newly enrolled students with disability

Where a student has newly enrolled 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.

C.2.4 Schools that do not currently have students with disability enrolled

Where a school does not have enrolled any students who meet the criteria for inclusion in the NCCD, it must still complete the data collection by responding accordingly to the questions in the model (see Figure 1, section B.1). Should the school leadership be satisfied that it does not have any students enrolled who should be included in the NCCD, the school should then submit a zero entry for the NCCD.

C.3. Determining the level of Adjustment and category of disability

Once a school has determined that a student is eligible to be counted in the NCCD based on the process outlined at section C.2, the next steps are:

1. Determining what level of Adjustment is being provided to each student i.e. support provided within quality differentiated teaching practice, supplementary, substantial or extensive adjustment. Refer to Appendix B for definitions.

2. Determining the broad category of each student’s disability from one of four categories (i.e. physical, cognitive, sensory or social/emotional). Refer to Appendix C for definitions.

3. Recording (counting the student) and submitting the data to the collection via the agreed method (see section B.3 above).

Decision making about the level of Adjustment throughout the 12 months preceding 4 August 2017 should be continually aligned with the The Data Collection Model and based on evidence, including that decisions have been made in consultation with the student and/or their parents or carers. Schools analyse available evidence to make professional judgements
about the level of adjustment provided to students to address the educational impact of disability.

Where schools have difficulty deciding between the levels of adjustment, it may be helpful to consider the frequency, intensity and range of adjustments or support being provided.

It is important that teachers and school teams refer to the definitions and descriptors of the levels of adjustment for national consistency (Appendix B refers).

The category of disability selected will be the area of disability that is the main driver or focus of the adjustments being provided for the student to support their learning.

If a student has multiple disabilities or does not readily fit within one category, schools should select the disability category that requires the greatest extent of adjustment to enable the student to access and participate in education.

Before the submission of data to the collection, the school processes followed under the NCCD, DDA and the Standards, and the evidence identified by the school team, are approved in accordance with school policy. This includes:

- approval by the school principal who is responsible for verifying that there is evidence to support the inclusion of these students in the NCCD; and
- any moderation processes employed by the school to achieve consistency in decisions about students included in the NCCD.

**C.4. Supporting Evidence**

Where a student has been identified as being eligible to be counted in the NCCD, there must be evidence at the school that the student has been, or is being, provided with an adjustment/s for a minimum 10-week period (specified for the purposes of paragraph 58A(1)(c) of the Regulation – this is a threshold criterion for a student to be counted in the NCCD). Refer to section C.2 of these Guidelines for more detail.

The process of identifying evidence can occur at any time in the 12 months preceding the relevant reference date for the 2017 national data collection (see Part 2 of the Guidelines for this reference date). Schools are encouraged not to leave this process to the weeks immediately preceding the 2017 reference date, but to build this into their ongoing processes and structures for supporting students with disability.

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

The evidence will reflect a wide range of practices in schools for meeting the educational needs of students with disability. Each school’s evidence will be contextual and reflect individual student needs and the school’s learning and support processes and practices.

The evidence may include, but is not limited to, 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 Adjustments. For further examples of evidence, visit The Data Collection Steps.
It is anticipated that additional resources to assist schools with the evidentiary requirements of the NCCD will be made available on this website in Term 2 2017.

School principals are responsible for verifying that there is evidence at the school to support the inclusion of a student in the NCCD. It is highly recommended that schools, sectors and/or jurisdictions develop protocols about how such evidence is recorded and stored.

C.4.1 Consultation

A student is counted in the NCCD when there is evidence of the school consulting with the student and/or their parents and carers to determine the Adjustment/s that the student is being provided with to address the functional impact of a disability.

The Standards state that, before the school makes an Adjustment for a student, the education provider must consult the student or an associate of the student 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.

C.5. Professional Learning on the NCCD Model

A significant amount of professional learning material and guidance is available to help school teams work through the steps for completing the NCCD.

To access these support materials, visit the Nationally Consistent Collection of Data on School Students with Disability webpage: www.schooldisability datapl.edu.au.

The support materials on the site provide detailed guidance on:

- the data collection processes;
- how to apply the NCCD model (including by demonstrating application of the model through case study examples);
- strategies to support school teams in planning and implementing the NCCD and in effective and consistent decision making; and
- examples of evidence schools could use to support a student’s inclusion in the NCCD.

The content on the website supports a nationally consistent approach to reporting by school teams, and will further develop common understandings among school staff about the NCCD model, levels of Adjustment and categories of disability.

IMPORTANT NOTE: It is strongly recommended that all school staff who will have any level of involvement with the NCCD complete the professional learning on this website. Other school staff not directly involved in the NCCD are also encouraged to work through the
content on this site to improve their understanding of the NCCD and the principles of personalised learning and support.

Materials on the national website are not to be re-written (noting education authorities may need to tailor national materials to include local terminology). The materials were developed through a collaborative process, involving all education authorities, and have been tested and peer reviewed to ensure they are appropriate for their intended purpose.

Schools’ uptake and active use of the website and associated materials is central to a successful NCCD. To that end, the national working group responsible for this material has stressed that it is essential that education authorities promote the website and learning materials to their schools.

C.6. **Complementary Professional Learning on the DDA and the Standards**

It is strongly recommended that, prior to completing the NCCD, all school staff complete professional learning to develop or refresh their knowledge and understanding of the DDA and the Standards. This knowledge and understanding will strengthen school leaders’ and teachers’ day to day practice and provide an important platform for further understanding the focus of the NCCD model and its application within the school context.

C.6.1 Where to find materials to learn more about the DDA and the Standards

The University of Canberra has developed e-learning modules to enhance the educational experiences and outcomes of students with and without disability in Australian schools.6 The e-learning courses are for educational leaders, teachers (early childhood, primary, junior secondary, senior secondary), education assistants and parents and carers. They focus on enhancing knowledge of disability, 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.

The e-learning modules are available to schools through a licence agreement.

Schools that have purchased a licence are able to access all modules. Schools not covered by a licence can access a ‘user pays’ option for one year, upon the payment of a small licencing fee to the University of Canberra. Licencing information is available on the home page of the above website, and in the frequently asked questions link on that page.

Complementing this suite of online lessons for school staff is a free website for parents and the community about the Disability Standards for Education.

School staff should speak to their local education authority or principal about the availability of professional learning on the DDA and the Standards.

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6 This was a partnership project where all Australian school systems were invited to be partners or collaborators. The project was funded by a consortium of state and territory government education departments and the NSW Catholic Education Commission.
C.7. **Special School Settings**

The NCCD applies across all educational settings and contexts, including special schools, special assistance schools and special classes (called special school settings).

Special school settings usually provide modified environments, including highly adjusted curriculum and 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.

Consistent with the approach taken to all students included in the NCCD, an assessment of the level of Adjustment and broad category of disability should be made on an individual basis for students in special schools, special assistance schools and special classes. While many special schools will have multiple students with similar disability who are likely to be assessed as requiring ‘substantial’ or higher Adjustments, these schools are actively encouraged to ensure that each student is assessed individually against the model. As for all educational settings, special schools are encouraged to access the national professional learning website (including the Frequently Asked Questions) and use the support materials for consistency in decision-making.

C.8. **How to prepare your school for the NCCD and related timelines**

There are a number of steps that schools can take to prepare for the NCCD. These steps are shown below with suggested timeframes:

1. (Ongoing) Ensure school staff:
   a. understand their obligations to students with disability under the Standards, including the need to consult with students and/or their parents/carers regarding Adjustments; and
   b. access induction/professional learning on the DDA and the Standards.

2. (Ongoing) Ensure school staff have appropriate evidence and documentation in support of the Adjustments they are providing to meet the needs of individual students with disability, in accordance with their obligations under the Standards.

3. (Term 1) Identify the members of your school team responsible for completing or contributing to the NCCD.

4. (Terms 1 and 2) Ensure all identified members of the school team visit the professional learning website for the [Nationally Consistent Collection of Data on School Students with Disability](https://www.schooldisabilitydatapl.edu.au) and the Australian Government Department of Education and Training Students with Disability webpage, to understand more about the NCCD and the steps involved to complete it.

5. (Ongoing) Seek assistance from state or territory authority or sector representatives as needed. Your local education authority can also provide further information about the NCCD collection arrangements for your school. Contact details are available at **Appendix A**.
For further information about key activities and timeframes for the 2017 NCCD, refer to the Key activities and timeframes for 2017.

### C.9. Quality Assurance

The quality and reliability of information gathered under the NCCD is critical. Nationally consistent, high quality data means that schools, education authorities and governments can, with confidence, use this evidence base to inform policy development and planning at federal, state and local levels for students who are receiving Adjustments because of disability. The NCCD also provides an opportunity for schools to evaluate their learning and support systems and processes and make quality teaching for all students their core focus.

Schools are strongly encouraged to perform internal moderation on their NCCD data. It is anticipated that additional resources to help schools with their internal review processes will be made available on the national NCCD professional learning website in Term 2 2017.

School principals have a key role in NCCD quality assurance. As the key decision makers for the NCCD data for their schools, principals should assure themselves prior to submission of their data to the collection that:

1. the students counted in the NCCD are those who should be counted;
2. the students are being counted in the correct combination of level of Adjustment and category of disability; and
3. the school has evidence to support the inclusion of a student in the NCCD.

Education authorities also have a key role in the NCCD quality assurance where they are submitting data to the collection on behalf of their schools. Education authorities (except Independent Schools Victoria (ISV)\(^7\)) quality assure the data with schools prior to it being submitted to the collection. Activities associated with this may include, but are not limited to, conducting moderation sessions with schools, and providing specialist staff assistance to schools when assessing students or reviewing students for inclusion in the NCCD.

NCCD quality assurance is undertaken by the department for those non-government schools submitting their data directly to the department.

### C.10. Frequently asked questions

Frequently asked questions have been developed to assist schools to complete the NCCD. General FAQ's and more Specific FAQ's (e.g., about the application of the model, NCCD activities and school arrangements) are found on the Frequently Asked Questions page of the professional learning website.

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\(^7\) This does not apply to ISV which acts as a collection point for NCCD data for Victorian Independent schools. This is because the department undertakes the data quality assurance for Victorian Independent schools.
PART 2 – Mandatory requirements for 2017

D. NCCD requirements

This section provides detailed information on the mandatory requirements of the NCCD for 2017 for approved authorities of both government and non-government schools.

As discussed in section C 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 to the department each year for the purposes of the NCCD.

It is important to note that the requirement on approved authorities to provide information in accordance with subsection 52(3A) and section 58A of the Regulation is a condition of Commonwealth financial assistance. That is, it is a requirement imposed on approved authorities to be approved to receive Commonwealth financial assistance for their schools. It is therefore important for approved authorities, and their schools, to ensure that they fully comply with the requirements of the NCCD in 2017 to ensure conditions of funding are met.

Under subsection 52(3A) of the Regulation, the required information must be provided:

- to the department, or a person determined by the Minister;
- by the day determined by the Minister; and
- in the way determined by the Minister.

Under subsection 52(3A), approved authorities for both government and non-government schools must provide the information required for the NCCD for 2017 (that is, what is set out in section 58A of the Regulation) to the department.

D.1. How information may be provided by certain schools

Please note, for government schools, your relevant State or Territory authority may require you to provide information to that authority in a certain way and manner for the purposes of the NCCD. This is because your State or Territory authority will be providing all required information for the purposes of the NCCD for 2017 to the department for government schools in the relevant jurisdiction, in accordance with subsection 52(3A) and section 58A of the Regulation.

Please also note, for non-government schools of an approved system authority, your approved system authority may require you to provide information to that authority in a certain way and manner for the purposes of the NCCD. This is because your approved system authority may be providing all required information for the purposes of the NCCD for 2017 to the department for its non-government schools; in accordance with subsection 52(3A) and section 58A of the Regulation. Accordingly, such non-government schools should check with their approved system authority about NCCD data submission arrangements for 2017.

All other schools provide their data directly to the department using the Schools Service Point through the Schools Entry Point.
D.2. **Key dates for 2017**

The Minister has determined, under subsection 52(3A) of the Regulation, that:

(a) approved authorities for non-government schools must provide the information required for the NCCD for 2017 (i.e. what is set out in section 58A of the Regulation) by Friday 22 September 2017; and

(b) approved authorities for government schools must provide the information required for the NCCD for 2017 (i.e. what is set out in section 58A of the Regulation) by Friday 13 October 2017.

*Note: the later date for the government school sector is because States and Territories undertake significant data quality assessment activities prior to submission of that data.*

D.2.1 Reference date

All national data collections use a reference date. A reference date enables all data submitted to the collection to be as at a specific day in the calendar year.

The reference date for the NCCD for 2017 is the school’s census date for 2017.

- For non-government schools, this is Friday 4 August 2017 (unless specifically determined otherwise by the department).
- For government schools, this is Friday 4 August 2017.

*Note: see also paragraph 58A(1)(a) of the Regulation.*

The NCCD for 2017 will open to receive data on and from the reference date. Data cannot be submitted prior to the reference date.

D.3. **Which students must be included in the NCCD for 2017?**

Under subsection 58A(1) of the Regulation, the NCCD information that approved authorities must give to the department must be provided in relation to each student at a school who:

- is receiving primary or secondary education at the school on the school’s census day for a year; and
- is a person with a disability; and
- is a student about whom the information must be provided, as specified in the Ministerial disability guidelines for the year.

A student is eligible to be counted in the NCCD where there is evidence at the school that the student has been provided with an Adjustment/s for a minimum period of 10 weeks of school education (excluding school holiday periods), in the 12 months preceding the relevant reference date for the 2017 NCCD (see section D.2 for this reference date), to address the functional impact of a disability. This is a threshold criterion, included under paragraph 58A(1)(c) of the Regulation. Those students at a school who do not meet this criterion will not be counted in the NCCD.

Section C.2 provides further detail on which students must be counted in the NCCD, and on provision for eligible newly enrolled students with disability.
D.4. **What information must be provided on each student in the NCCD for 2017?**

Under subsection 58A(2) of the Regulation, the information that must be provided for each student at a school, grouped to school level, for the purposes of the NCCD for 2017, includes the student’s:

- level of education;
- level of adjustment (the Glossary and Appendix B of the Guidelines sets-out what these are);
- category of disability (the Glossary and Appendix C of the Guidelines sets-out what these are); and
- any other information required by the Guidelines.

Note that subsection 58A(1) of the Regulation requires information to be provided to the department about students at the **school level**. That is, the required information must be provided about students at each school that the approved authority is approved for under the Act. Aggregated data for multiple schools does not meet this requirement.
E. The way in which the information must be provided

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

E.1. Scope, Coverage Rules and Data Definitions

The scope, coverage rules and data definitions for this collection are the same as for the 2017 NSSC, with the exception of the definition of ‘student with disability’ as noted in section B.2 above. For more details refer to the ABS 2013 Notes Instructions and Tabulations document.

E.2. Technology support of NCCD at schools

Many schools use technology systems to support the requirements of the NCCD. To assist with this, the department release a NCCD data technical specification through the Schools Service Point (SSP) Help NCCD section\(^8\) each year during Term 1. The data technical specification provides technology systems providers with detailed information required to be supported by school technology systems to meet the data provision component of the NCCD. Schools should ensure their technology provider is provided with a copy of the data technical specification.

E.3. Data provision for government schools

For approved authorities for government schools, the Minister has determined, under subsection 52(3A) of the Regulation, the following way in which information is to be provided to the department for the purposes of the NCCD for 2017.

State and territory authorities will provide a list of their government schools, with the associated Australian Government Education IDs (AGE ID), and the numbers of primary and secondary student enrolments at each of those schools at the reference date.

Table 1, below, shows the data that will be provided in a listing format.

<table>
<thead>
<tr>
<th>Australian Government Education ID</th>
<th>Number of Primary Level Students</th>
<th>Number of Secondary Level Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>87654</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>87655</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>87656</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>87657</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>87658</td>
<td>n</td>
<td>n</td>
</tr>
</tbody>
</table>

State and territory authorities must also provide NCCD data by school and education level, with combination of category of disability and level of Adjustment. The format required is shown in Table 2.

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\(^8\) The Schools Service Point (SSP) Help contains information about each collection managed through SSP (e.g. key dates, what the collection is about, etc.) and also provides schools with documents they need to assist in completion of the collection (e.g. templates, data technical specification). The Help is divided up by collection name. The NCCD section of SSP Help is updated progressively from March 2017 beginning with key dates, templates and the data technical specification. Other elements of the NCCD section are updated by no later than the end of June each year.
### Table 2 – Number of students by school, level of education, category of disability and level of Adjustment

<table>
<thead>
<tr>
<th>Australian Government Education ID</th>
<th>Student Level of Education</th>
<th>Category of Disability</th>
<th>Level of Adjustment</th>
<th>Number of Students (head count)</th>
</tr>
</thead>
<tbody>
<tr>
<td>87654</td>
<td>Primary</td>
<td>Physical</td>
<td>Support provided within quality differentiated teaching practice</td>
<td>1</td>
</tr>
<tr>
<td>87654</td>
<td>Primary</td>
<td>Cognitive</td>
<td>Support provided within quality differentiated teaching practice</td>
<td>1</td>
</tr>
<tr>
<td>87654</td>
<td>Primary</td>
<td>Social - Emotional</td>
<td>Support provided within quality differentiated teaching practice</td>
<td>1</td>
</tr>
<tr>
<td>87654</td>
<td>Primary</td>
<td>Physical</td>
<td>Substantial</td>
<td>2</td>
</tr>
<tr>
<td>87654</td>
<td>Secondary</td>
<td>Physical</td>
<td>Supplementary</td>
<td>1</td>
</tr>
<tr>
<td>87654</td>
<td>Secondary</td>
<td>Cognitive</td>
<td>Supplementary</td>
<td>1</td>
</tr>
<tr>
<td>87654</td>
<td>Secondary</td>
<td>Sensory</td>
<td>Supplementary</td>
<td>1</td>
</tr>
<tr>
<td>87654</td>
<td>Secondary</td>
<td>Physical</td>
<td>Substantial</td>
<td>1</td>
</tr>
</tbody>
</table>

The department will match the schools’ data to identify each record’s region and school type.

#### E.4. Data provision for non-government schools

For approved authorities for non-government schools, the Minister has determined, under subsection 52(3A) of the Regulation, the following ways in which information is to be provided to the department for the purposes of the NCCD for 2017.

For approved authorities for non-government schools that are not approved system authorities, information must be provided by each individual school of the authority into the School Services Point (SSP) NCCD module, via the Schools Entry Point (SEP), either by manual data entry (as per Table 3 – level of education will automatically populate) or file upload (as per Table 2) in accordance with the 2017 NCCD Data Technical Specification (available in the SSP Help from March 2017).

For approved authorities for non-government schools that are approved system authorities, information must be provided by either the individual school at the approved system’s direction or by the approved system authority uploading school level data for all schools within the system into the School Services Point (SSP) NCCD module via the SEP, using file upload in accordance with the 2017 NCCD Data Technical Specification (available in the SSP Help from March 2017) as per Table 2. File upload templates are available for use by schools and school systems in March 2017. These are available in the SSP help.
### Table 3 – SSP data format - number of students by level of education, category of disability and level of Adjustment

<table>
<thead>
<tr>
<th>Category of disability</th>
<th>Level of Adjustment: Support provided within quality differentiated teaching practice⁹</th>
<th>Level of Adjustment: Supplementary</th>
<th>Level of Adjustment: Substantial</th>
<th>Level of Adjustment: Extensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Cognitive</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social – Emotional</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sensory</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

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

The department provides a step by step user guide for entering data into the NCCD module in SSP in the NCCD help section of SSP. This guide is usually available by the end of Term 2.

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⁹ In SSP, this is shortened to Support provided within QDTP.
PART 3 – APPENDICES

APPENDIX A

Contact Lists for Government, Catholic and Independent Sectors

Government Sector Contacts

**ACT**
Jean Walker: Jean.Walker@act.gov.au

**NSW**
Melissa Clements: disability.support@det.nsw.edu.au

**NT**
Chantal McAllister: Chantal.McAllister@nt.gov.au

**QLD**
Melanie White: support.diversity@det.qld.gov.au

**SA**
Penny Buddle: penny.buddle2@sa.gov.au

**TAS**
Lynne McDougall: lynne.mcdougall@education.tas.gov.au

**VIC**
Rachel Young: disability.data.collection@edumail.vic.gov.au

**WA**
Dene Cranwell: dene.cranwell@education.wa.edu.au

Catholic Sector Contacts

**National**
National Catholic Education Commission (NCEC)
Danielle Cronin: danielle.cronin@ncec.catholic.edu.au

**ACT/NSW**
Archdiocese of Canberra and Goulburn: Catholic Education Office
Patrick Kelly: patrick.kelly@cg.catholic.edu.au

**NSW**
NSW: Catholic Education Commission
Gerry Gray: gerry.gray@cecnsw.catholic.edu.au

**NT**
Catholic Education Office
Adriaan Du Plessis: Adriaan.DuPlessis@nt.catholic.edu.au

**QLD**
Catholic Education Commission
Vera Zappala: veraz@qcec.catholic.edu.au

**SA**
Catholic Education Office
Mary Carmody: mary.carmody@cesa.catholic.edu.au

**TAS**
Catholic Education Office
Andrea Brumby: andrea.brumby@catholic.tas.edu.au

**VIC**
Catholic Education Office
Judy Connell: juconnell@cem.edu.au

**WA**
Catholic Education Office
Jacqueline Reid: reid.jacqueline@cathednet.wa.edu.au

**Independent sector contacts**

**ACT**
Association of Independent Schools of the Australian Capital Territory (AISACT)
Louise Avent: louise.avent@ais.act.edu.au

**NSW**
Association of Independent Schools of New South Wales (AISNSW)
Margaret McKay: mmckay@aisnsw.edu.au

**NT**
Association of Independent Schools of the Northern Territory (AISNT)
Cheryl Salter: cheryl.salter@aisnt.asn.au

**QLD**
Independent Schools Queensland (ISQ)
Trish Brady: tbrady@isq.qld.edu.au
Jacky Dawson: jdawson@isq.qld.edu.au

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Association of Independent Schools of South Australia (AISSA)
Alice Duffield: duffielda@ais.sa.edu.au

**TAS**
Independent Schools Tasmania (IST)
Therese Phillips: tphillips@independentschools.tas.edu.au

**VIC**
Independent Schools Victoria (ISV)
Nigel Bartlett: nigel.bartlett@is.vic.edu.au

**WA**
Association of Independent Schools of Western Australia Incorporated (AISWA)
Michelle Bishop: mbishop@ais.wa.edu.au
APPENDIX B

Levels of Adjustment – Descriptors, Typical Adjustments and Student Characteristics

The information 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 students who may be being provided with an Adjustment at each level (see also the Level of Adjustment Provided to the Student table on the national NCCD professional learning website).

This Appendix B is made for the purposes of the definition of ‘level of Adjustment’ in subsection 58A(4) of the Regulation.

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 NCCD.

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 teachers and education staff with the skills and knowledge to support students’ health needs; and/or

- a facility such as building modifications, which 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; or

- 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.

**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.

**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**

These Adjustments will generally include personalised modifications to all courses and programs, school activities and assessment procedures, and intensive individual instruction, to ensure these students can demonstrate the development of skills and competencies and the achievement of learning outcomes. Other Adjustments might be the provision of much more accessible and relevant curriculum options or learning activities specifically designed for the student. They may involve the use of highly specialised assistive technology, alternative communication modes, the provision of highly structured approaches or technical aids to meet their particular learning needs, and some students may receive their education in highly specialised facilities.

**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 DDA definition of disability, the AHRC interpretation and how the broad disability categories that are used as part of the NCCD align with these two definitions.

This Appendix C is made for the purposes of the definition of ‘category of disability’ in subsection 58A(4) of the Regulation.

<table>
<thead>
<tr>
<th>Disability Discrimination Act 1992</th>
<th>AHRC interpretation of the DDA definition</th>
<th>Disability categories used in the Nationally Consistent Collection of Data on School Students with Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) total or partial loss of a part of the body</td>
<td>Neurological Physical Physical disfigurement</td>
<td>Physical</td>
</tr>
<tr>
<td>e) the malfunction, malformation or disfigurement of a part of the person’s body</td>
<td>The presence in the body of disease causing organisms</td>
<td></td>
</tr>
<tr>
<td>c) the presence in the body of organisms causing disease or illness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) the presence in the body or organisms capable of causing disease or illness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) total or partial loss of the person’s bodily or mental functions</td>
<td>Intellectual Learning disabilities</td>
<td>Cognitive</td>
</tr>
<tr>
<td>f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) total or partial loss of the person’s bodily or mental functions</td>
<td></td>
<td>Sensory</td>
</tr>
<tr>
<td>e) the malfunction, malformation or disfigurement of a part of the person’s body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Psychiatric</td>
<td>Social/Emotional</td>
</tr>
</tbody>
</table>
Glossary

Explanation and further descriptions of some of these terms are contained in Appendices B and C.

Adjustment means one of:

- support provided within quality differentiated teaching practice;
- supplementary adjustments;
- substantial adjustments; and/or
- extensive adjustments;

as defined at Appendix B of the Guidelines.

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.

Associate in relation to a person, includes:

- a spouse of the person; and
- another person who is living with the person on a genuine domestic basis; and
- a relative of the person; and
- a carer of the person; and
- another person who is in a business, sporting or recreational relationship with the person.

See section 1.4 Definitions of the Disability Standards for Education 2005.

Category of disability for the purposes of subsection 58A(4) of the Regulation and the NCCD, 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 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 judgment 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.

**Functional impact** of a 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.

**Functional needs** of a student refer to the student’s educational and support needs across a range of domains which may include, but are not limited to:

- Key Learning Areas – this refers to changes required in curriculum and teaching practices to enable the student to achieve the learning outcomes described in syllabus documents;
- Communication – this refers to the student’s ability to receive and understand information being conveyed by others (*receptive language*) and to the student’s ability to convey a message to others (*expressive language*);
- Participation – this refers to the student’s ability to engage in successful interactions and participate effectively in the full school program (*social competence*) and to the management strategies required to ensure the student’s safety (*safety and wellbeing*);
- Personal care – this refers to essential hygiene routines which require intensive individual management to support participation (*hygiene*), eating/drinking/dietary needs which require individual management (*eating and dietary*), and the procedures specified in an individual health care plan which require specialised support (*health care procedures*);
- Movement – this refers to the student’s level of functional independence in mobility and positioning (*mobility and positioning*) and to the student’s ability to use the hand motor skills required to participate in learning activities (*hand motor skills*).

**Guidelines** refer to these Guidelines for the Nationally Consistent Collection of Data on School Students with Disability (referred to as the Ministerial Council disability guidelines in the Regulation).

**Imputed disability** is a disability that someone believes another person has and the school team has reasonable grounds to make such a judgement. There does not have to be a formal diagnosis but the school should assess the functional impact of the student’s imputed disability in relation to education. The student’s parents/carer must have been consulted to better understand the student, their needs and identify Adjustments.
Level of Adjustment for the purposes of subsection 58A(4) of the Regulation and the NCCD, 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.

Minister means the Australian Government Minister for Education and Training

Moderation as it relates to the NCCD allows individuals within a school to collaborate, validate and learn from one another to regulate the assessment and data collection process. It is a key treatment in reducing variability in teacher professional judgement. Characteristics of NCCD moderation best practice include: use of external reference exemplars, strong leadership involvement (in school level moderation), cross school moderation and cross jurisdiction moderation.

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). 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.

On the same basis means that a student with disability must have opportunities and choices which are comparable with those offered to students without disability in relation to:

- admission or enrolment in an institution;
- participation in courses or programmes, and
- use of facilities and services.

Personal information has the same meaning as in the Privacy Act 1988. The Privacy Act defines personal information as: “...information or an opinion, whether true or not, and whether recorded in a material form or not, about an identified individual, or an individual who is reasonably identifiable.”

Personalised learning and support requires attention to the unique needs of students of all abilities, acknowledging the different learning needs of each student. This is particularly relevant for students with disability and additional learning needs.

It aims to fulfil the diverse capabilities of each student.

There are four elements in personalised learning and support:

- consultation and collaboration with the student and/or their parent or carer
- assessing and identifying the needs of the student
- providing reasonable adjustments to address the identified needs of the student
- monitoring and reviewing the impact of adjustments.

Personalised learning and support may involve one or a combination of approaches in relation to curriculum, instruction and the environment. Further information on how to provide personalised learning and support for students with disability can be found here.
Reference date means the date upon which schools identify the student population for the purposes of the data collection in 2017. This is the same as for the Schools Census collected as part of the NSSC. The reference date may also be referred to as the ‘submission date’ in some states/territories or school sectors.

School team means a team comprised of a range of staff in the school, or that support the school. The school learning support team may include teachers with specific experience or qualifications in disability studies, but this is not mandatory.

The school team provides a mechanism for the coordination of teaching and learning and embedding support for learning into the culture and practice of the school. It plays a role in supporting teachers in identifying and responding to the additional learning needs of students, in leading and supporting professional development for staff, and in supporting high expectations for every student, including those students who require Adjustments to their learning. The school team supports collaborative partnerships between the school, parents/carers, other professionals and the wider school community.

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.

Special assistance school has the same meaning as in the Act. It means a school that is, or is likely to be, recognised by the State or Territory Minister for the school as a special assistance school, and primarily caters for students with social, emotional or behavioural difficulties.

Special school has the same meaning as in the Act. It means a school that is, or is likely to be, recognised by the State or Territory Minister for the school as a special school, and provides education under special programs, or special activities, designed specifically for students with disability.

Student with disability means a student with a Disability. (Note that this is different to student with disability as defined in the Act.)

Student with disability loading, as defined in the Act, means the funding loading provided for students with disability.

The Act means the Australian Education Act 2013 (Cth) and includes any regulation made under the Act.

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

The model means the model for the Nationally Consistent Collection of Data on School Students with Disability, endorsed by education ministers on 10 May 2013.

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

The Standards means the Disability Standards for Education 2005.