

NOTICE FOR SCHOOLS AND SCHOOL PRINCIPALS

All government and non-government schools in Australia are required to participate in the annual Nationally Consistent Collection of Data on School Students with Disability (the NCCD). The first NCCD took place in selected schools in October 2013. Over 2013 to 2015, schools participated in the NCCD under a phased implementation approach. Since 2015, all Australian schools have completed the NCCD. This marks a significant achievement by all government, Catholic and independent education sectors.

This notice contains information to help prepare your school to participate in the 2022 NCCD.

ABOUT THE NCCD

The NCCD counts students who have been identified by a school team as receiving an adjustment to address a disability as defined under the *Disability Discrimination Act 1992* (the DDA). The NCCD is based on the professional judgement of teachers about their students with disability and the level of adjustment they receive to access and participate in education on the same basis as other students. This is consistent with the obligations of all schools under the *Disability Standards for Education 2005* (the Standards).

BENEFITS OF THE NCCD

The NCCD collects information about students who are receiving adjustments because of disability across Australia in a consistent, reliable and systematic way. This collection strengthens existing approaches to supporting students with disability and draws on evidence of the ongoing work of teachers and education staff throughout the year to provide personalised learning and support for students with disability.

In completing the NCCD, schools are prompted to review as a whole school staff:

- their understanding of their students with disability and how they can be best supported
- processes to formally and consistently recognise the supports and adjustments provided to students with disability
- the professional judgement of school teams in identifying the need for adjustments for students with disability, rather than relying on a medical or clinical diagnosis alone
- their learning programs, teaching, support systems and processes to continually improve educational outcomes for students with disability.
- documentation processes and procedures.

The NCCD aims to, over time, lead to nationally consistent, high-quality data that will enable schools, education authorities and governments to gain a more complete understanding of students who are receiving adjustments because of disability in schools.

THE NCCD AND COMMONWEALTH FUNDING

In accordance with new funding arrangements, following on from the 2011 Review of Funding for Schooling, a base amount of funding will be provided for every student, with additional loadings for disadvantage, including students with disability. From 2018, the student with disability loading is based on the NCCD, meaning better-targeted and nationally consistent Commonwealth funding for students with disability.

Under the new arrangements, funding is informed by the collection and based on a per student amount at each of the three highest levels of additional support needed by a student with disability – supplementary, substantial and extensive. The NCCD captures a fourth level of support, defined as ‘support provided within quality differentiated teaching practice’. This means a student with disability can be supported by the teachers and school staff through active monitoring and adjustments not greater than those used to meet the needs of diverse learners, for example, personalised learning. Adjustments at this level are provided through usual school processes without drawing on additional resources.

Students who are counted in the top three levels of the NCCD attract additional funding through the student with disability loading, regardless of the state or territory in which they live. There are three different loading amounts so that funding received by the school is aligned more closely to the levels of support the school provides to enable students with disability to participate fully in school.

WHAT INFORMATION IS BEING COLLECTED?

The NCCD records the number of students receiving a reasonable adjustment to participate in education because of disability, consistent with definitions and obligations under the DDA and the Standards, and the level of adjustment they receive. Under the data collection model, teachers use their professional judgement to determine:

- which students are being provided with a reasonable adjustment because of disability
- the level of adjustment that students with disability are provided with in the classroom and whole of school context
- the broad category of disability that the student best fits within.

Students who meet the definition of disability set out in the DDA, and whose disability related needs are being met through quality differentiated teaching practice, will also be included in the NCCD. A student is eligible to be included in the NCCD if they satisfy three criteria:

1. The student meets the definition of a person with disability as defined under the DDA.
2. The functional impact of the student’s disability results in the school actively addressing their individual education needs arising from their disability by providing adjustments.
3. 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 5 August 2022. The minimum 10-week period does not need to be consecutive. It can be cumulative and split across school terms in the 12 months preceding 5 August 2022.

Further information on the inclusion of students receiving an adjustment due to disability is available in the [NCCD 2022 guidelines](#) and on the [NCCD Portal](#).

School team judgements should be evidence based and formally documented. Evidence should validate activities across the four elements of personalised learning and support:

- consultation and collaboration
- assessing and identifying needs of the student
- providing reasonable adjustments
- monitoring and reviewing adjustments provided.

Examples of evidence include:

- records of consultation and collaboration with parents, guardians and carers in the course of determining and providing reasonable adjustments
- the school team’s observations and professional judgements
- other relevant information, such as a medical or clinical diagnosis.

The [Evidence](#) page of the NCCD Portal has further information about evidence.

WHO IS RESPONSIBLE FOR THE DATA COLLECTION AT MY SCHOOL?

The NCCD is a collaborative process involving teachers, principals and other school staff. School teams are responsible for ensuring the collection is undertaken in accordance with the [2022 NCCD guidelines](#).

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

The [NCCD Portal](#) developed by Education Services Australia provides clear guidance on best practice relating to establishment of a school leadership team for the NCCD.

HOW TO PREPARE YOUR SCHOOL FOR THE NCCD

There are a number of steps you can take to help prepare your school teams, parents and students for the NCCD:

- Identify the members of your school team responsible for collecting the data.
- Visit the [NCCD Portal](#) to understand more about the NCCD and the steps involved.
- Ensure your school staff understand their obligations to students with disability under the
- Standards and access induction/professional learning on the DDA and the Standards (speak to your principal or contact your local education authority about professional learning on the DDA and the Standards that is available to your school).
- Begin communicating with parents, guardians, carers and students (where applicable) about the NCCD. The [Information notice](#) provides students, parents, guardians and carers with important privacy information in relation to the NCCD.

- Start identifying evidence of adjustments being provided to meet the learning and support needs of individual students with disability.
- Seek further information or assistance from your state or territory authority or sector representatives as needed. The [Key contacts](#) page of the NCCD Portal provides contact details.

ACTIVITY TIMELINES FOR 2022 AND BEYOND

Term 1 and continuing into Term 2, 2022

Schools complete training on the DDA and the Standards (where required) and the NCCD model.

Schools identify students and evidence for the NCCD.

5 August 2022

Reference date for schools to report data

August 2022 and beyond

The NCCD reference date is in the first week in August each year – all schools in Australia collect and report data annually.

FOR MORE INFORMATION

To find out more visit:

- the [Disability Discrimination Act 1992](#)
- the [Disability Standards for Education 2005](#)
- the [NCCD Portal](#).

The document must be attributed as Notice for schools and school principals.