

Understanding the Nationally Consistent Collection of Data, NCCD for teachers 2023

Dianne Dawson

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Introduce myself – Dianne Dawson

- ▶ LDA consultant member
- ▶ Qualifications: Diploma of Teaching Primary, Graduate Diploma in Special Education and Master of Education
- ▶ Teaching experience for 28 years in range of settings: primary, secondary, special needs, across London and Melbourne
- ▶ Victorian Independent School's last 17 years, have experience with the changes in funding models for students with disability in education
- ▶ Last six years Coordinator of Education Support 7-12 Independent School North West Region.

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Purpose of Presentation

For LDA Consultants and Classroom Teachers to learn about:

- ▶ the NCCD, how it works in schools and we can be best positioned to support our students and families
- ▶ Understand the 8 steps of the process
- ▶ Focus on areas specifically beneficial for teacher and LDA consultants
- ▶ 60 minute presentation, followed by 5 min break, then Case Studies.

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What is the Nationally Consistent Collection of Data, NCCD?

- The NCCD is **an annual collection of information about Australian school students with disability**. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.

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What legislation underpins the NCCD?

- **The Disability Discrimination Act 1992 (DDA)** makes it unlawful to discriminate against a person, in many areas of public life, including employment, education, getting or using services, renting or buying a house or unit, and accessing public places, because of their disability.
- **The Disability Standards for Education 2005** clarify the obligations of education and training providers, and seek to ensure that students with disability can access and participate in education on the same basis as students without disability.

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It is NOT the NDIS?

- **The NDIS National Disability Insurance Scheme** – provides funding to eligible people with disability to gain more time with family and friends, greater independence, access to new skills, jobs, or volunteering in their community, and an improved quality of life
- Activities which have been funded through the National Disability Insurance Scheme (NDIS) are not eligible for inclusion in the NCCD.

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All information in this presentation relating to NCCD is cited from;

NCCD Quick Guide 2023

- ▶ <https://www.nccd.edu.au/sites/default/files/NCCD%20Quick%20Guide-2023-final.pdf>

NCCD online Portal

- ▶ <https://www.nccd.edu.au/>

- ▶ You can register with your personal email address if you are a parent, guardian or career, or if you select "Other" role

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My role in relation to NCCD

- ▶ I keep a register of all students with diagnosed disability and allocate staffing resources
- ▶ Create ILPs and run SSGs
- ▶ Work within the Student Support Services Team. Attend Referral Meetings: Principle, School Psychologists, Nurses, Year Level Coordinator, to discuss students experiencing functional impact on their learning and to determine reasonable strategies/actions/adjustments.
- ▶ Attend NCCD network meetings through Independent School's Victoria.

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NCCD relevant facts and tips

- ▶ The NCCD is used to calculate the student with disability loading in recurrent funding for schools provided by the Australian Government. This loading is based on the level of adjustment being provided to the student
- ▶ The School receives the funding for the previous 12 months – in retrospect
- ▶ The level of adjustment provided to students with disability may change over time
- ▶ The NCCD applies across all educational settings and contexts, including special schools, special assistance schools and special classes.
- ▶ Replaced the previous funding model and started attracting funding in 2018 for Independent Schools
- ▶ Government Schools in Victoria are still having this rolled out through the Disability Inclusion Facilitator Service. Currently funding is still being applied through the old model.
- ▶ Continues to evolve, so it is important to keep up with the annual changes.

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Which students must be counted?

A student must be counted in the NCCD when:

- The student has a disability as defined by the Disability Discrimination Act 1992 (DDA)
- The school has evidence that the student has been provided with an adjustment(s) for a minimum of 10 weeks of school education in the 12 months preceding the 2023 Census Day to address the functional impact of a disability.

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Students can also be included who have an imputed disability

- In cases where a medical or allied health professional diagnostic report is not available, a disability may be 'imputed' to a student who is receiving educational adjustments based on the broad definition of disability in the DDA
- 'Imputed' in this sense means judged to exist. The school team must have reasonable grounds to make such a judgement and evidence to support the decision.

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Tip: Students with disability may include, but are not limited to, students who:

- have been diagnosed with a disability by a medical or allied health practitioner
- do not have a formal diagnosis of a disability but have an impairment requiring an adjustment(s) or can be supported through quality differentiated teaching
- live with cognitive, physical, sensory and social/emotional disability or difficulties in learning or in behaviour due to disability
- are gifted and talented and whose learning is impacted by disability – twice exceptional.

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Tip: Examples of students not to include:

- have a health or other condition that has no functional impact on their ability to participate in schooling on the same basis as their peers
- are experiencing difficulty with learning as a result of limited school attendance, trauma or situation of disadvantage which does not amount to a disability as defined in the DDA
- have a learning difficulty that has improved through educational adjustment(s) and do not require ongoing, long-term adjustment(s) (for example, a student previously counted in the NCCD but not counted in the current year because their performance has improved and they no longer require adjustment(s) or monitoring).

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Tip: Examples of students not to include cont:

- are receiving English as an additional language support if there is no evidence of a disability under the DDA
- are on individual learning plans and have a disability under the DDA, but the disability does not have a functional impact on their learning or participation in schooling (for example, a student diagnosed with asthma who requires no ongoing adjustments because of their ability to self-manage the condition)
- are on behaviour management plans and do not have a disability under the DDA (for example, a student who is on a behaviour management plan due to disrupted parenting or divorce).

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There are 8 key steps for schools in administering the NCCD:

- Step 1: Prepare your school and school community
- **Step 2: Provide adjustment(s)**
- **Step 3: Determine the level of adjustment(s)**
- **Step 4: Determine the category of disability**
- **Step 5: Record and retain evidence of adjustment(s)**
- Step 6: Quality assurance
- Step 7: Approve the data
- Step 8: Submit the data

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Step 1: Prepare your school and school community

- Ensure school personnel are fully trained
- School personnel understand obligations DDA and how to apply the NCCD guidelines
- Establish processes for recording and storing evidence – readily assessable.
- Notify the school community so that all are aware of the NCCD, its purpose, legislative basis, to whom NCCD data will be disclosed, and assurance activities that may be conducted by the department.

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Role of the principal

- The school principal should ensure all staff are aware of the process and their obligations under the DDA and the Standards.
- The principal should identify and nominate a team that will be responsible for driving the NCCD process and moderating NCCD data.
- School principals are responsible for the accuracy of the information and verifying there is sufficient evidence to support the inclusion of each student in the NCCD.

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Step 2 Schools must provide reasonable adjustment(s)

Schools must provide reasonable adjustment(s) to assist students with disability to access and participate in education on the same basis as other students. Note: 'On the same basis' means that a student with disability has opportunities and choices that are comparable with those offered to students without disability in relation to:

- admission or enrolment
- participation in courses or programs
- use of facilities and services provided. Each student must be considered individually. Schools must assess each student's individual learning.

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Assessing the functional impact is the first step of reasonable adjustments

'Functional needs' of a student are the student's educational and support needs, which include the following areas:

- **Teaching and learning:** changes required in curriculum and teaching practices to enable the student to achieve the learning outcomes described in syllabus documents
- **Communication:** the student's ability to receive and understand information being conveyed by others and the student's ability to convey a message to others
- **Participation:** the student's ability to engage in successful interactions and participate effectively in the full school program, and the management strategies required to ensure the student's safety and well-being
- **Personal care:** essential hygiene routines and eating, drinking or dietary needs that require individual management, and the procedures specified in an individual healthcare plan that require specialized support
- **Movement:** the student's level of functional independence in mobility and positioning and the student's ability to use the hand-motor skills required to participate in learning activities.

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Deciding what adjustment(s) need to be made is the next step

An adjustment is considered '**reasonable**' if it takes into account the needs of a student with disability and balances the interests of all parties affected

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Examples of adjustments - general

Examples of areas in which adjustments may be made include;

- planning
- reporting
- teaching and learning
- extracurricular activities
- curriculum
- environment
- infrastructure
- assessment and resources.

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Consultation

- Under the **Disability Standards for Education 2005** (the Standards), students with disability and their families have the right to be consulted about reasonable adjustments to enable them to participate in education on the same basis as students without disability.
- Students with disability and their families have valuable knowledge and experience that can assist education staff to make good decisions.
- The Standards require education staff to consult with a student with disability, their parent or **other associate** before choosing and making reasonable adjustments.

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Consultation

- For some students, it may be more appropriate to consult only with the student themselves or with an associate. Under these circumstances, it is not mandatory for the school to consult with parents, guardians or carers but the adjustment(s) must still be made.
- In each case, this will be a matter for the school to determine depending on the student's individual circumstances and their cognitive capacity to make decisions for themselves as mature minors.
- While it is desirable for associates, parents, guardians or carers to agree to the adjustment(s), consultation about adjustments does not require agreement..

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Consultation may also involve an **advocate**

To decide on reasonable adjustments for a student with disability, a consultation is likely to involve:

- education staff
- the student with disability
- associates, such as parents, guardians or carers
- specialists or other people with relevant expertise
- Consultation may also involve an advocate where the student or their parents, guardians or carers have sought their involvement.**

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While it is desirable for associates, parents, guardians or carers to agree to the adjustment(s), consultation about adjustments does not require agreement in order for those adjustments to be applied, or for the student to be included in the NCCD.

Dianne Dawson, 15/12/2022

Step 2 summary

- Reasonable adjustments – applied to admission, participation, facilities
- Assess functional impact
- Determine reasonable adjustments
- Consultation.

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Step 3 Determine Levels of Adjustment Four levels of adjustment in the NCCD

- **Support provided within Quality Differentiated Teaching Practice (QDTP)**
Students receive minor adjustments
- **Supplementary** adjustments supplementary to the strategies and resources already available for all students within the school for particular activities at specific times throughout the week.
- **Substantial** receive essential adjustments and require considerable adult assistance to the usual educational program at most times, on most days.
- **Extensive** very high support needs and are provided with extensive targeted measures and sustained levels of intensive support at all times.

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Quality Differentiated Teaching Practice QDTP

- supported through active monitoring and adjustments that are not greater than those used to meet the needs of diverse learners
- provided through usual school processes, without drawing on additional resources
- **Adjustments are made infrequently as occasional action**, or frequently as low level action such as monitoring and may include; explicit, minor adjustments, including targeted or differentiated teaching, assessments or activities.

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Supplementary adjustments

Students with disability are provided with adjustments that are supplementary to the strategies and resources already available for all students within the school for **particular activities at specific times throughout the week**.

Students at this level often require support in accessing the curriculum at the appropriate year level

- ▶ Adjustments occur for particular activities at specific times throughout the week e.g.; adapted and additional instruction, explicit instruction in some and or many learning areas or areas of communication
- ▶ Adjustments to enable access to learning which may include:
 - specialized technology
 - support or close supervision to enable participation
 - modifications or support to ensure full access to buildings and facilities

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Supplementary adjustments

- ▶ (SLD) Adjustments to teaching and learning, such as:
 - Modified or tailored programs in some or many learning areas
 - Modified instruction using a structured task-analysis approach
 - Separate supervision or extra time to complete assessment tasks
 - The provision of course materials in accessible forms
 - The provision of intermittent specialist teacher support
- ▶ Programs or interventions to address the student's social/emotional needs.

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Substantial adjustments

- ▶ **Substantial** receive essential adjustments and require **considerable adult assistance to the usual educational program at most times, on most days**.
- ▶ Adjustments at this level generally:
 - Are considerable in extent
 - Occur within highly structured situations
- ▶ Specific examples adjustments to teaching and learning, such as:
 - frequent (teacher directed) individual instruction
 - adapted assessment procedures (e.g. assessment tasks that significantly adjust content and/or the outcomes being assessed)
 - regular direct support

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Substantial adjustments

- ▶ Adjustments to enable access to learning, such as:
 - Close playground supervision may be required at all times
 - Regular visiting teacher or external agency support
 - Access to a specialized support setting
 - Essential specialised support services for use of technical aides

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Substantial adjustments for students who...

- ▶ require curriculum content at a different year level to their same-age peers
- ▶ will only acquire new concepts and skills, or access some of the outcomes and content of the usual learning program, courses or subjects, when significant curriculum adjustments are made to address their learning needs
- ▶ have limited capacity to communicate effectively
- ▶ 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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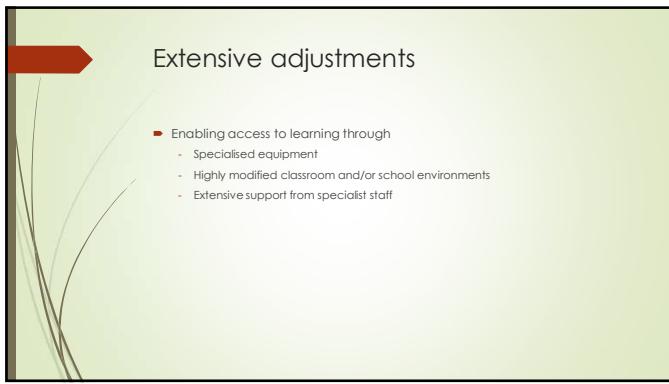
Extensive adjustments

Students with disability and very high support needs are provided with extensive targeted measures and sustained levels of intensive support. These adjustments are highly individualized, comprehensive and ongoing

Adjustments to the regular educational program occur at all times, and may include:

- ▶ Intensive, individualised instruction or support in a highly structured or specialised manner for all courses and curricula, activities and assessments
- ▶ Intensive, individualized instruction to support multiple areas of communication
- ▶ Planned, highly specialized and/or intensive health, personal care and or safety support or intervention

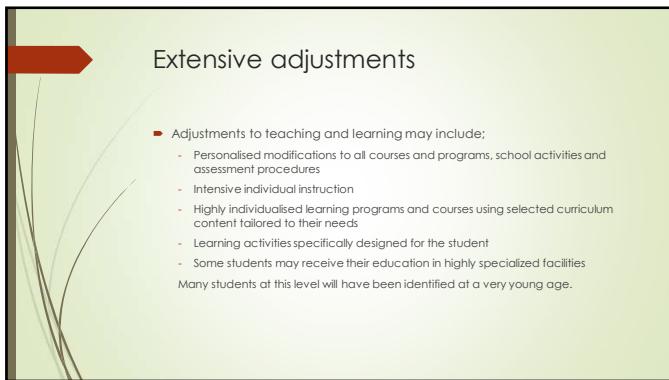
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Extensive adjustments

- Enabling access to learning through
 - Specialised equipment
 - Highly modified classroom and/or school environments
 - Extensive support from specialist staff

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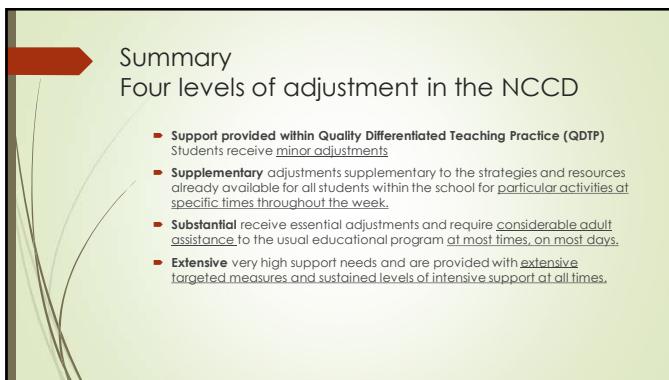


Extensive adjustments

- Adjustments to teaching and learning may include:
 - Personalised modifications to all courses and programs, school activities and assessment procedures
 - Intensive individual instruction
 - Highly individualised learning programs and courses using selected curriculum content tailored to their needs
 - Learning activities specifically designed for the student
 - Some students may receive their education in highly specialized facilities

Many students at this level will have been identified at a very young age.

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Summary

Four levels of adjustment in the NCCD

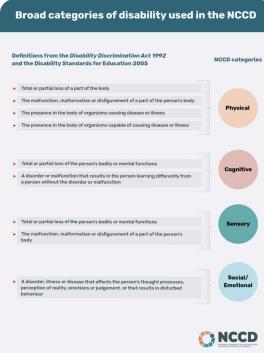
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Step 4 Determining Category

- When determining category, schools refer to the definitions from the DDA 1992 and Education Standards 2005
- The category of disability selected is the area that is the main driver or focus of the adjustments being provided for the student. This category may change over time.
- The four categories of disability are:
 - Physical
 - Cognitive
 - Sensory
 - Social/Emotional

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- Total or partial loss of the person's bodily or mental functions
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction.

Cognitive

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Step 5: Record and retain evidence of adjustments

The evidence will include 4 general areas:

- ▶ assessed individual needs of the student
- ▶ adjustments provided to the student to address their assessed needs
- ▶ ongoing monitoring and review of the adjustments
- ▶ consultation with the student and/or parents, guardians, carers or associates.

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Step 6 Quality Assurance

- ▶ Approved authorities and schools should implement quality assurance processes to ensure accuracy and consistency in assessment of students for inclusion in the NCCD.
- ▶ Schools are strongly encouraged to perform internal moderation on their NCCD data and educational authorities to facilitate moderation across schools.

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Step 7: Approve the data

The processes followed under the NCCD, DDA and the Standards and the evidence identified by the school team should be approved at the school location. This includes:

- ▶ approval by the school principal responsible for ensuring the data is accurate and that there is evidence
- ▶ details of any moderation processes on the Portal employed by the school to achieve consistency in decisions.

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Approving data cont....

- In most cases, schools should inform parents, guardians, carers or associates that a student has been included in the NCCD. However, there may be circumstances when this is not possible or appropriate
- Consent for a student's information to be included in the NCCD Consent is not required for a student's information to be collected for the purposes of the NCCD
- Parents, guardians, carers, students or associates are not required to disclose information to their school for the purposes of the NCCD
- If a person with responsibility for a student, objects to that student being included in the NCCD, and such objection is not able to be overcome through further engagement, the approved authority must still include that student in the NCCD.

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Step 8 Submitting data

This will depend on the type of school for example:

- Independent Schools – refer to Non Government Schools Census process
- Government – refer to the State or Territory Government Authority

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VCAA (Victoria) Special Arrangements

- Every state has their own system – this is an example
- Evidence of use of arrangements needs proof and start collating evidence early
- Special Examination Arrangements are in effect *Reasonable Adjustment*
- Ensure you review potential special arrangements for various categories
- Keep up to date with annual changes

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VCAA Special Examination Arrangements

- ▶ <https://www.vcaa.vic.edu.au/administration/special-provision/Pages/SpecialExaminationArrangements.aspx>

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VCAA Special Provisions

Special Provision categories and appropriate provisions

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access a VCE external assessment is impaired due to one or more of the following:

- ▶ Mental health conditions
- ▶ Health impairment or physical disability
- ▶ Specific learning disorders
- ▶ Language disorder
- ▶ Motor disorders
- ▶ Deaf and hard of hearing
- ▶ Vision impairment

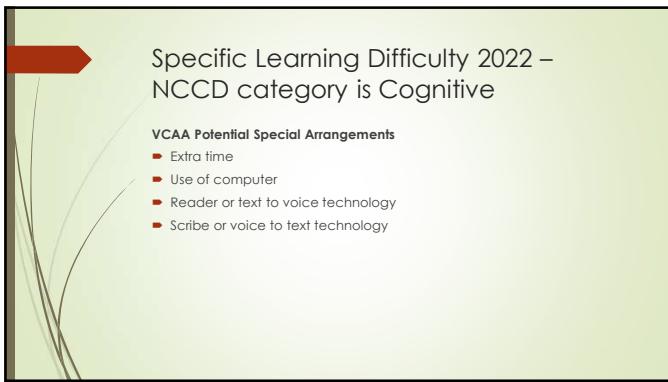
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Mental Health Conditions 2022 – NCCD Category is Social Emotional

VCAA Potential Special Arrangements

- ▶ Rest Breaks
- ▶ Permission to leave room
- ▶ Separate Room
- ▶ Small group setting

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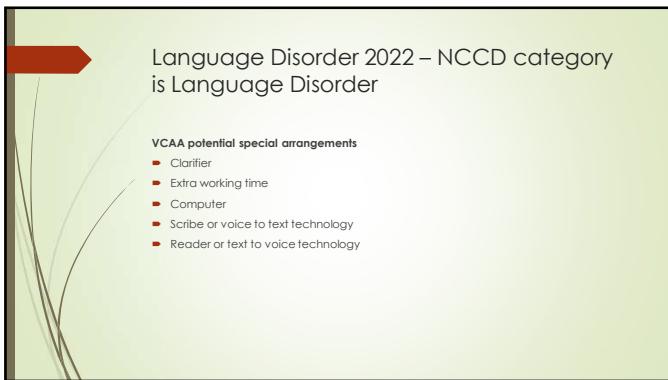


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Specific Learning Difficulty 2022 – NCCD category is Cognitive

VCAA Potential Special Arrangements

- ▶ Extra time
- ▶ Use of computer
- ▶ Reader or text to voice technology
- ▶ Scribe or voice to text technology

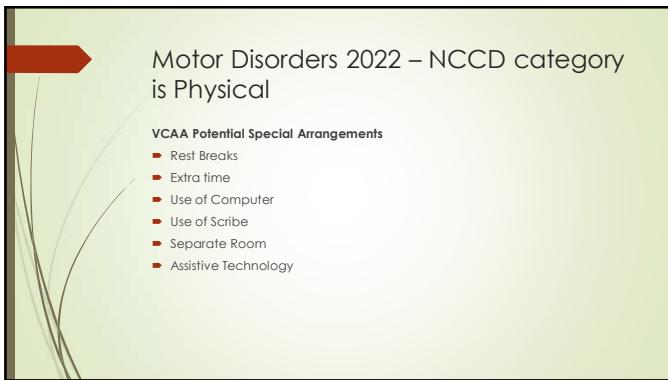


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Language Disorder 2022 – NCCD category
is Language Disorder

VCAA potential special arrangements

- ▶ Clarifier
- ▶ Extra working time
- ▶ Computer
- ▶ Scribe or voice to text technology
- ▶ Reader or text to voice technology



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Motor Disorders 2022 – NCCD category
is Physical

VCAA Potential Special Arrangements

- ▶ Rest Breaks
- ▶ Extra time
- ▶ Use of Computer
- ▶ Use of Scribe
- ▶ Separate Room
- ▶ Assistive Technology



How can you help advocate for your students?

- Keep up to date with the NCCD guidelines. Useful resources on the NCCD Portal: <https://www.nccd.edu.au/user/64217/dashboard>
- This website provides information you can use to improve your professional knowledge of the NCCD and Standards. A range of [e-learn modules](#) is also freely available, provide certificate of completion
- Keep up to date with VCAA special arrangements – these also are reviewed each year and may change
<https://www.vcaa.vic.edu.au/administration/special-provision/Pages/SpecialExaminationArrangements.aspx>

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How can you help advocate for your students?

- Start with the data and knowledge of the student you are supporting
- Teachers upskill through PD learning difficulties and disabilities
- Provide Educational Assessments/screeners which may support an imputed disability
- Make recommendations based on your educational/observational assessments and knowledge of the young person you are supporting – in line VCAA guidelines
- Use the language of the NCCD with regard to reasonable adjustments, levels of adjustment.

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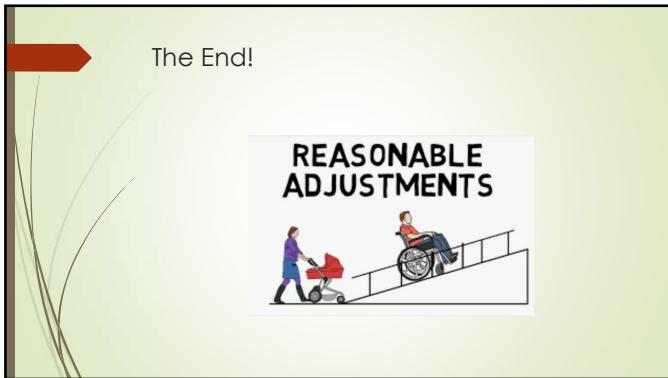
How can you help advocate for your students as a LDA consultant?

- If appropriate recommend formal diagnosis which can provide evidence to support reasonable adjustments and be used in secondary school as 'other evidence' for the application for Special Examination Arrangements.
- Guide parents to these resources
- Offer to meet with the school-parent advocate at SSG meetings to discuss adjustments
- Get permission to contact teacher to discuss potential adjustments
- Find out who at the school can speak to the NCCD funding to support with determining reasonable adjustments
- Ask if the school team has done the NCCD training.

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