



# NCCD

NATIONALLY CONSISTENT COLLECTION OF DATA  
ON SCHOOL STUDENTS WITH DISABILITY



## Fact sheet for Parents and Guardians.

### WHAT IS THE NCCD?

The ***Nationally Consistent Collection of Data*** on School Students with Disability (NCCD) is a compulsory annual process participated in by all Australian schools across the country. The aim of this process is to provide the Australian Government with consistent information about the number of students with disability (or inferred disability) in Australian schools and the type of adjustments they require in order to access and participate in education on the same basis as other students. The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability or inferred disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the Disability Discrimination Act 1992. Schools provide this information to education authorities.

### WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability (or inferred disability).

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability or inferred disability

- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability

### **WHO COLLECTS INFORMATION FOR THE NCCD?**

Schools identify which students will be counted in the NCCD. At St Dominic's College the Diverse Learning Team leads this process. Decisions regarding levels of adjustments for students are based on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information such as testing results.

School principals must ensure that information for the NCCD is accurate.

### **WHAT INFORMATION IS COLLECTED?**

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability or inferred disability. Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

### **WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?**

All students have the right to a quality learning experience at school. Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education. The

Disability Discrimination Act 1992 and the Disability Standards for Education 2005 describe schools' responsibilities.

### **WHAT IS A REASONABLE ADJUSTMENT?**

An adjustment is an action to help a student with disability take part in education on the same basis as other students. Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support). The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers. Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

### **HOW DOES THIS EFFECT MY SON AT ST DOMINIC'S COLLEGE?**

If you are a parent, guardian or carer of a child with a diagnosed disability at St Dominic's College who requires ongoing adjustments at school, a member of the College Diverse Learning Team, the Year Coordinator, the College psychologist, the College counsellor or classroom teachers will consult with you to understand your child's needs. This collaborative approach ensures the most appropriate adjustments are chosen to support your child's learning and participation within the College. In some cases, an Individual Plan (IP) may be developed to document specific educational goals and to review your child's progress during your son's time at St Dominic's. These adjustments are then shared with the identified student's teachers.

If a student has an inferred disability and requires minimal support at the Quality Differentiated Level of adjustment, an invitation to consult with members of the Diverse Learning Team is offered but is not compulsory.

### **HOW DOES STATE AND FEDERAL FUNDING WORK FOR STUDENTS WITH DISABILITY?**

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading. Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support. Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements. The Government expects schools and school systems

to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability. This can include payment of professional learning for staff and building inclusive cultures in schools.

It is important to remember that schools receive funding as a lump sum and this goes towards providing staffing and support structures for students with disability. As St Dominic's College has very few students on the higher levels of adjustment, funding per individual student is minimal.

### **WHEN DOES THE NCCD TAKE PLACE?**

The NCCD takes place in August each year. In 2019 the final NCCD count was submitted on the 2<sup>nd</sup> August.

### **IS THE NCCD COMPULSORY?**

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the Australian Education Regulation 2013.

### **HOW IS STUDENTS' PRIVACY PROTECTED?**

Protecting the privacy and confidentiality of all students is an essential part of the NCCD. Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities.

### **FURTHER INFORMATION**

You can also visit the NCCD Portal at <https://www.nccd.edu.au/tools/fact-sheet-parents-guardians-and-carers>. There is also a free e-learning resource about the Disability Discrimination Act 1992 and Disability Standards for Education 2005. If you require further information or have any questions or considerations specific to your son please do not hesitate to contact the College Director of Diverse Learning, Monica Day on (02) 4731 1933 or via email at [mday@stdominics.nsw.edu.au](mailto:mday@stdominics.nsw.edu.au)