

Project on school training materials for the 2016 NCCD

*Department of
Education and
Training*

August 2016

Script for video

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Explanatory notes

This is a transcript of the dialogue in the video that has been prepared as part of a suite of professional learning materials developed to support the Nationally Consistent Collection of Data on School Students with Disability. The information in this video complements that contained in a QuickGuide. Both resources will be available on the website hosted by Education Services Australia (ESA) www.schooldisabilitydatapl.edu.au.

Professor Michael Arthur-Kelly delivers most of the content in this video. Case studies are presented in a conversational Question and Answer style between two teachers, Sally Lawson and Kaylene Duffin.

1. Overview and importance of NCCD (Presented by Michael Arthur-Kelly)

Hi there, my name is **Michael Arthur-Kelly** and I would like to help you to understand the importance of the Nationally Consistent Collection of Data on School Students with Disability, or NCCD for short. In this short video you will hear about the purpose of the NCCD, the steps that a school should follow, some case studies and a few other key messages to help you along your way. Please refer to the accompanying Quick Guide on this website for more detailed information.

Essentially, the purpose of the NCCD is to have better information about Australian school students with disability. The NCCD is an annual count of the number of students with disability receiving educational adjustments to support their participation in education on the same basis as students without disability.

The NCCD is a joint initiative of all Australian, state and territory governments and non-government education authorities. It applies to all educational settings, including mainstream schools and classes as well as special schools and special classes.

Every year all schools participate in a national data collection so that information about students with disabilities is up-to-date. The data is collected in a reliable and consistent way and identifies:

1. The number of students with disability who are receiving adjustments to access education
2. What area of the country they go to school; and
3. The level of adjustment they receive.

The NCCD reinforces the existing obligations that schools have towards students under the Commonwealth Disability Discrimination Act of 1992 and the Disability Standards for Education 2005. It acknowledges the work already undertaken in your school to support students with disability. It assists schools to identify and to support students with disability so they can access and participate in education on the same basis as their peers.

The NCCD relies on the professional judgements of teachers about their students which, in turn, rely on evidences of personalised adjustments, including consultation with parents and carers. A student is counted in the NCCD if they meet two criteria:

1. They meet the definition of a person with disability as defined in the Disability Discrimination Act; and
2. The impact of their disability requires the school to actively address their needs.

Students can be counted in the NCCD without a formal diagnosis. Students can be counted where they have an 'imputed' disability, where someone believes that they have a disability and that the school has reasonable grounds to make such a judgement.

2. Data collection steps (Presented by Michael Arthur-Kelly)

Under the NCCD there are four steps for collecting data on students with disability. These steps will be touched on briefly in this video, but please remember to refer to the accompanying Quick Guide on this website for detailed information on each step.

The **first step** involves determining which students are receiving reasonable adjustments to access education because of disability. This judgement should be consistent with the *DDA* and Disability Standards for Education 2005. This step is incredibly important because it is not the intention of the NCCD to count every single student who meets the definition under the *DDA* - where a student's disability has no impact on their ability to participate in schooling on the same basis as other students, then they should not be counted. We will go through some case studies in a few moments to help you understand this a little better.

The **second step** requires teachers and their school teams to use their professional judgement based on evidence to determine the level of adjustment that each student is currently being provided with. There are four categories to choose from:

- support provided within Quality Differentiated Teaching Practice, or QDTP
- supplementary adjustment
- substantial adjustment; and
- extensive adjustment.

If a student has multiple disabilities, school teams should select whichever disability category has the greatest impact on the student's education and is the main driver of adjustments to support their participation.

The **third step** requires teachers and their school teams to identify the broad category of disability for each student. The categories include:

- physical
- cognitive
- sensory; and
- social/emotional.

1. The **fourth and final step** involves recording and finally submitting the data.

The school principal is responsible for verifying the data to ensure that there is enough evidence to support the inclusion of these students in the NCCD.

A key thing to remember is that for a student to be included in the NCCD, the school should have evidence that adjustments have been provided for a minimum of one school term (or at least 10 weeks) in the 12 months preceding the census date.

3. Case studies (Presented by Sally Lawson and Kaylene Duffin)

Now that we've heard about the importance of the NCCD and how to collect data on students with disability in your school, let's hear some examples from a few teachers on how they used their professional judgement to record data.

Q&A style conversation between two teachers, Sally Lawson and Kaylene Duffin

SALLY: Hi, I'm Sally Lawson.

KAYLENE: And I'm Kaylene Duffin. As teachers we often help to collect data on students with disability. However in many cases it can be difficult to determine the level of adjustment or the category of disability that a student falls into.

SALLY: And this is when I seek support from my broader team. It might be other teachers, it might be the principal, it might be the learning support team.

KAYLENE: Today we are going to give you some examples to help you make your own professional judgements. However, none of the students we discuss today are students at either of our schools.

SALLY: I have an example Kaylene – of a little boy whose name is Jake. Jake is in year 1 and Jake has a language delay. The teacher adjusts Jake's program in a way that the instructions for Jake are short and concise, he has a visual timetable that he follows, the responses to his work are short and sharp – he gets positive praise really quickly. It's really nothing that would fall outside a good quality teaching program.

KAYLENE: So the level of adjustment then, would be considered?

SALLY: The level of adjustment is the QDTP category and his category of disability is cognitive.

Another student that I can talk about is a little girl called Zara. Zara is in year 4 and Zara has an intellectual disability. She also has some mild physical needs. Zara's program involves working with an occupational therapist, who has guided the school in developing a program where she can be supported. So for example, Zara would have a scribe if she is doing a test. Or she would, because she tires easily, the teacher needs to be aware of that process. Because she has a mild cognitive delay, the teacher needs to be conscious of setting goals for Zara that are achievable and move her along the learning continuum, but at the same time, support her.

KAYLENE: So those adjustments, what level did the school decide to put Zara into?

SALLY: Zara went into the supplementary level and her disability category was cognitive. Kaylene, have you got any examples?

KAYLENE: I do, I'm aware of a little girl in year 3 and we will call her Nat. Nat has down syndrome and she's been at her school since kindergarten. And over the time her medical and her academic needs have become more complex. So, to respond to that the school developed an educational plan for Nat that really required an adjustment of the curriculum and the instructions that Nat was given. In terms of the curriculum, the teacher broke down the content into manageable units and taught those at a much slower pace for Nat. And the additional needs teacher at the school regularly supported Nat in the classroom with that learning.

SALLY: And what category of disability was Nat placed in?

KAYLENE: So Nat was placed in the cognitive category as well.

SALLY: And at what level was Nat?

KAYLENE: Yeah, the level of adjustment for Nat was considered in the substantial category because she really required significant adult support to access, you know, learning programs and school activities.

SALLY: And what about somebody that might fall into the extensive level?

KAYLENE: I'm aware of a 14 year old young man, we will call him Neil. Neil has a diagnosis of autism spectrum disorder, along with intellectual disability. Neil requires significant support at all times across all context of school life. So the types of adjustments that the school has put into place is a very modified educational program. So the school has worked closely with his parents to develop a highly specialised individual learning program with a main focus on functional skills including personal care and safety. Another adjustment that the school has made for Neil has been to support him during unstructured times of school life, for example recess and lunch time. At lunch time for example, the time in which Neil spends outdoors has been minimised, he's a lot more, feels a lot safer within the boundaries of his classroom and so his times have been adjusted. And he has intensive adult supervision at all times during those periods.

SALLY: What category of disability does Neil fall into?

KAYLENE: Neil would fall into the social/emotional category.

SALLY: Kaylene, do you have any tips you might like to offer to schools that are grappling with this process?

KAYLENE: Yes, I would suggest for example, that the school builds a really engaged team and probably by that I am directing it towards the leadership team. I think they have a big responsibility in ensuring the provisions for learning and support are adequate at the school. So I think that's one thing the leadership team really needs to take on board. Another thing I would probably suggest is for teachers to engage in professional learning around the types of adjustments and the levels of adjustments and categories.

SALLY: I think it's really important also that you have a whole school approach. So that information is gathered from teachers, from the principal, from the learning support team, from the school counsellor if that services is available. Additionally, I think it's really important that all of the information is used. So if there are reports available to teachers from outside paraprofessionals, accessing information from parents is really important so that you get a picture of the whole child in this process.

4. The Reflection Tool (Presented by Michael Arthur-Kelly)

The Reflection Tool was developed for school teams to think about their practices for supporting the four elements of personalised learning and support and how improvements in these key areas will help completion of the NCCD.

A link to the Reflection Tool is available in the accompanying Quick Guide. The tool itself includes a helpful self-assessment form for your school team to explore and complete.

5. Concluding remarks (Presented by Michael Arthur-Kelly)

Final points

Thank you for making the time to watch this video. Schools are at the centre of the educational experience for all Australian students and every student, regardless of their needs, is entitled to a quality learning experience. You can help to ensure that the NCCD provides us with comprehensive and nationally comparable data about school students with disability.

Don't forget to refer to the accompanying Quick Guide for more information on everything that you have heard today.

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