

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

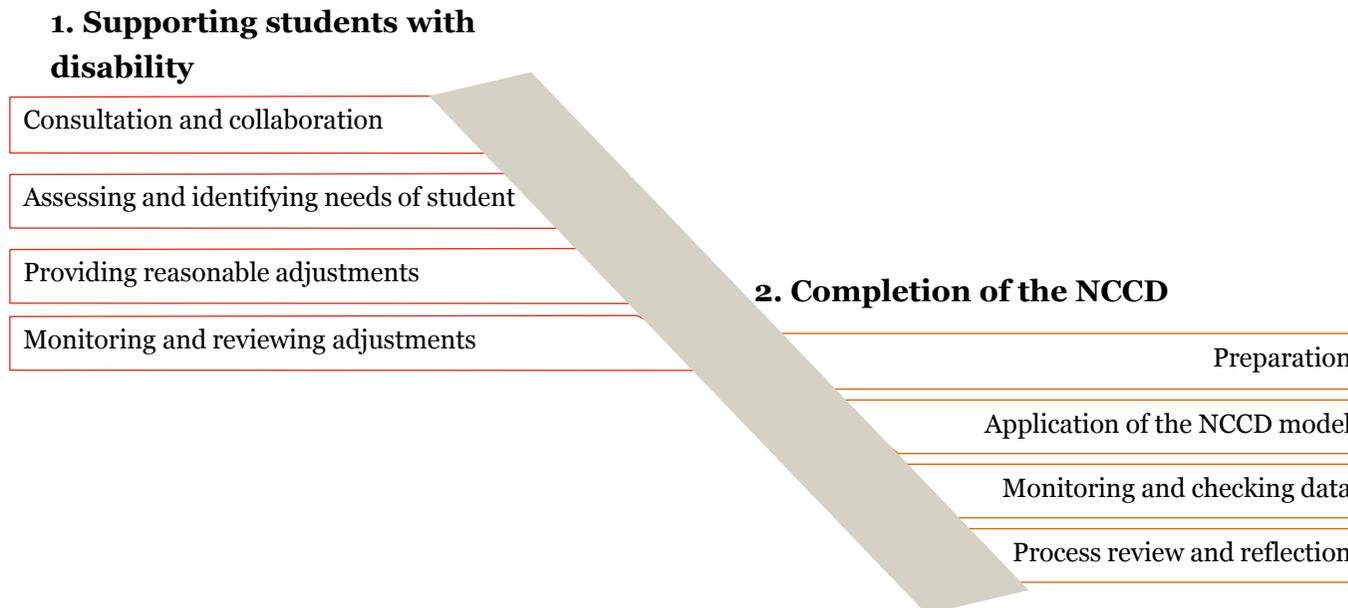
Reflection Tool

This tool has been developed for *school teams* to reflect on their practices and processes for supporting students with disability and how improvements in these practices will facilitate the completion of the NCCD. It outlines key areas of consideration for school teams both in regards to:

1. how students with disability are currently being supported, and then
2. how school teams have completed the NCCD and their understanding of the model

While engaging in the necessary practices to support students with disability is the core focus, these two areas of reflection are closely linked and together can help school teams to identify how school practices and processes can be improved.

Figure 1: Areas of reflection



Key activities and timeframes

1. Supporting students with disability

Consultation and collaboration with the student and/or their parent or carer

- School team engages with the student, their family/carer to identify the student's aspirations, goals, strengths and needs
- School team seeks expert advice where relevant
- Ongoing consultation as student's needs change

Assessing and identifying the needs of the student

- School team identifies areas in which the student requires further support
- School team identifies options, interventions and other adjustments to address the identified learning or other needs, building on the student's strengths

Providing reasonable adjustments to the student to address their identified needs

- School team implements adjustments to help the student participate on the same basis as other students
- School team embeds differentiated classroom practice within teaching programmes

Monitoring and reviewing the impact of the adjustments provided

- School team regularly reviews adjustments being provided to ensure they are still relevant and required for the student and whether further support needs to be incorporated

Term 3



2. Completion of the NCCD

Preparation

- School team maintains or builds an understanding of the NCCD through professional learning and available resources.
- School team consolidates understanding of the Disability Discrimination Act and requirements under the Disability Standards for Education

Application of the NCCD model

- School team refers to available evidence to support the application of NCCD model around determining level of adjustment and category of disability. School teams can refer to NCCD model here: <http://www.schooldisabilitydatapl.edu.au>
- Prior to the NCCD submission date, the school team collates and confirms NCCD information for students with disability.

Monitoring and checking data

- School team conducts moderation meetings to build confidence in NCCD information and to confirm that decision making has been applied consistently e.g. meetings with teachers at the school/with other schools.
- School team confirms appropriate consent requirements are met before submission of data (where applicable).
- School principal verifies and confirms NCCD data prior to submission.
- NCCD information is submitted as per education authority requirements.

Process review and reflection

- School team reflects on the application of the NCCD and how school practices could be improved to facilitate next year's NCCD.

Term 4



Area of reflection: Supporting students with disability

Reflection questions to be considered by the school team	Self-assessment
	If the self-assessment score is 3 or below, what actions can the school team take to improve in this area?
Consultation and collaboration with the student and/or their parent or carer	
Does the school team consult with all students with disability and with their parents and carers regarding the level and nature/type of support provided?	
<i>Best practice note: This is an important aspect of a school's obligations to support students with disability under the DSE.</i>	
Has the school team conducted consultations with disability education specialists (where appropriate) regarding the support provided for students with disability?	
Has the school team sought out opportunities to discuss the school's practices for providing support for students with disability with other schools/jurisdictional representatives or other key stakeholders?	
Assessing and identifying the needs of the student	
Are there robust systems and practices in place to identify when students may have a disability and require additional support?	
<i>Best practice note: Schools should have processes in place to guide the identification and maintenance of evidence. The evidence shows the actions taken to provide support for students with disability and how the school met its obligations under the DSE.</i>	
Does the school team understand the types of evidence (e.g. medical reports, learning plans, communications with parents/teachers, assessments) that can support decision making behind adjustments?	
Providing reasonable adjustments to the student to address their identified needs	
Have the most appropriate adjustments been implemented by the school team in terms of facilitating effective learning for students?	
Are differentiated classroom practices within teaching and learning programmes in place at the school?	
Has the school team sought any required equipment, assistive technology or additional resources for students' learning needs?	
Monitoring and reviewing the impact of the adjustments provided	
Does the school team hold regular meetings with relevant staff to understand, monitor and review the support provided for students with disability?	
<i>Best practice note: It is important to consider or modify the support provided to students with disability across the whole school population, not just within a classroom.</i>	

Area of reflection: completion of the NCCD

Reflection questions to be considered by the school team	Self-assessment score 1-5 (1 low, 5 high)	If the self-assessment score is 3 or below, what actions can the school team take to improve in this area?
Preparation		
Does the school team understand disability as defined in the Disability Discrimination Act 1992 and their obligations under the Disability Standards for Education 2005 ?		
<i>Best practice note: Has the school team undertaken and facilitated training in the DDA, DSE, and engaged with the professional learning available? A whole school approach to professional learning about the DDA and the DSE will support effective and consistent decision-making.</i>		
Does the school team require additional professional learning or support materials to further develop understanding of the DDA or the requirements under the DSE?		
Does the school team know where to find additional resources and professional support to help with the application of the NCCD model?		
Refer to guidance here		
Has the school team made effective use of the resources and professional supports available to help with the application of the NCCD model?		
Application of the NCCD model		
Does the school team understand the four main steps outlined in the NCCD model? (further detail found at: www.schooldisabilitydatapl.edu.au)		
Can the school team determine the level of adjustment and the category of disability for each student, drawing on the evidence identified throughout the year?		
<i>Best practice note: Documentation should occur throughout the year, building on previous years where possible.</i>		
Where appropriate, has the school team included students that are not currently eligible for targeted support funding or do not have formal diagnoses?		
<i>N.B: Students that do not have a formal diagnosis can still be included in the NCCD, provided there is sufficient documentation on the adjustments made to address disability.</i>		

Monitoring and checking data

Has the school's NCCD data been discussed broadly amongst the school team to ensure that a consistent understanding of the level of adjustment and category of disability has been assigned to students?

Best practice note: Moderation meetings can help determine if the NCCD model has been applied consistently (for example discussion of case studies).

Has the school team sought opportunities to discuss the school's application of the NCCD model in terms of identifying students to be included, the level of adjustment or the category of disability?

Best practice note: This could be with other schools or with the jurisdiction's representative to check that there is a common understanding of the model and how to identify students, and select the appropriate level of adjustment and category of disability.

Does the evidence collated for each student support their inclusion in the data collection and the level of adjustment and category of disability selected for them?

N.B: Maintaining an evidence base is a requirement of the NCCD. Students for whom there is not sufficient documentation at the school cannot be included in the data collection.

Is the school team confident that all students with disability that should be included under the NCCD model and their level of adjustment and category of disability have been identified correctly?

Has the school principal reviewed the NCCD data, including verifying that there is evidence to support the inclusion of each student in the NCCD and their level of adjustment and category of disability?

Process review and reflection

Does the school team need to access additional professional learning or support materials to further develop understanding of the NCCD?

What 'good practices' have the school team been made aware of for undertaking the NCCD, from other staff or other schools that could be adopted?

Are there specific documents or records that the school team should encourage all staff to keep and maintain in the future to assist in information collection for the NCCD?

How can the school team build on experience with the NCCD this year to make next year's NCCD a more effective process?

