

The Nationally Consistent Collection of Data on School Students with Disability – Model Diagram

The diagram of the Model is presented as a flow chart where most steps lead to 'yes' or 'no' answers that help determine the outcome of the action.

Introductory Statement: Throughout the school year school teams use evidence, including discussions with parents/carers, to inform decisions about the [educational adjustments](#) that they make for students with disability.

Introductory Statement: For this data collection, you should have evidence that shows you have made adjustments or incorporated support within quality differentiated teaching practice for each student. This should cover a minimum period of [10 weeks](#) of school education (excluding school holiday periods), in the 12 months preceding the national data collection.

Step 1

Question: Is the student provided with an educational adjustment?

If yes, go to [Step 2](#).

If no, go to [Step 5](#).

Step 2

Question: Is the student provided with an adjustment to address a disability under the *Disability Discrimination Act 1992*?

If yes, go to [Step 3](#).

If no, go to [Step 6](#).

Additional information: Students should be included in the Nationally Consistent Collection of Data on School Students with Disability where:

1. the student's impairment meets the Disability Discrimination Act's broad definition of disability; and
2. the functional impact of the student's disability results in the school actively addressing or supporting the student's specific individual education needs arising from their disability within quality differentiated teaching practice and monitoring the student, or providing a 'supplementary' or higher level of adjustment or support.

Additional Information: Schools and teachers make adjustments and provide support for a range of students. Not all adjustments and supports are provided to address disability. For example:

- A student who is experiencing difficulty with learning as a result of external factors such as limited school attendance or acquisition of English as a second language whilst learning in English, would not be included in the Nationally Consistent Collection of Data on School Students with Disability.

A student who is experiencing difficulty with learning as a result of a disorder or malfunction that results in them learning differently from other students without the disorder or malfunction would be included in the data collection.

Step 3

Question: Does the school team have evidence to show that it has followed Disability Standards for Education 2005 processes, including consultation with the student and/or their parent or carer to identify the reasonable adjustment to be provided to the student, including where *Support is provided within quality differentiated teaching practice*?

If yes, go to [Step 4](#).

If no, go to [Step 6](#).

Step 4

Result: Student data is included in the collection. . The following are steps to be completed once you have determined a student is to be included in the collection.

Step 4a

Statement: The school team determines the [level of reasonable adjustment](#) being provided, including, where appropriate, [Support is provided within quality differentiated teaching practice](#).

Step 4b

Statement: The school team determines the broad category of disability to be reported in the data collection for the student.

Step 4c

Statement: The processes and evidence identified by the school team and the level of reasonable adjustment and disability category chosen is approved in accordance with school policy, for example, by the principal.

This is the end of the flow chart.

Step 5

Question: Does the student meet the definition of disability under the *Disability Discrimination Act 1992* and is there a [functional impact](#) of the student's disability in relation to education?

If yes, go to [Step 3](#).

If no, go to [Step 6](#).

Additional Information: The data collection is not intended to count every student who is protected from discrimination under the *Disability Discrimination Act 1992*, including every student who has a health or other condition where the condition does not impact on the student's ability to participate in schooling on the same basis as their peers. Where the students' condition does not have a functional impact on their schooling or require monitoring, the student should not be included in the NCCD. For example, a student who wears glasses to correct mild vision impairment and needs no further educational assessment, monitoring or support in relation to their eyesight, should not be included in the NCCD.

Step 6

Result: Student data **is not** included in the collection. This is an end point of the flow chart.

Concluding information

For information about educational adjustments use the link to the document called [Strategies to Support Decision Making](#).

For information about the 10 week evidence period and what evidence to use to support inclusion of the student in the national data collection, use the link to the section in the website called [Do you have evidence to support the student's inclusion in the data collection](#).

For information about the four levels of adjustment use the link to the document called [level of adjustment provided to the student descriptors](#).