



# Our Lady Help of Christians Primary School

## Nationally Consistent Collection of Data (NCCD) Policy

### **Rationale:**

Under the *Disability Discrimination Act 1992 (DDA)* and the *Disability Standards for Education 2005* (the Standards), Australian students with a disability must be able to access and participate in education on the same basis as their peers. To ensure this, students with disability may receive adjustments to access education, based on the professional judgement of teachers, in consultation with the student and/or their parents, guardians or carers.

The data collection is an annual count of the number of students with disability receiving adjustments to allow them to participate in education. From 1 January 2018, the Nationally Consistent Collection of Data on School Students with Disability (NCCD) will be used by the Australian Government to calculate the students with disability loading in recurrent funding for schools provided by the Commonwealth to states and territories. Therefore, the quality and reliability of information gathered under the NCCD is critical. At Our Lady Help of Christians School we believe that the needs of all children should be catered for and whilst meeting the legislative requirements of the Disability Discrimination Act (1992) and the 2018 Nationally Consistent Collection of Data Guidelines, our community is committed to the safety, well-being and protection of all children in our care.

### **Aims:**

The aim of the national data collection is to collect quality information about Australian school students receiving adjustments due to disability. This information will help teachers, principals, education authorities and governments to better support students with disability to take part in school on the same basis as other students. The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for students with disability and all students. All Australian schools are required to participate annually in the NCCD. The NCCD reflects and supports the ongoing work of schools. The NCCD draws on teachers' professional judgement and practices throughout the year supporting students with disability to access and participate in education on the same basis as other students. Under the NCCD model, teachers and school staff use their professional, informed judgement, based on evidence, to determine the level of adjustment students with disability receive, in both the classroom and whole of school context, as well as the broad category of disability that relates to the adjustments.

This policy also aims to support our school commitment to:

- The Disability Discrimination Act 1992 (DDA), which provides protection against discrimination based on disability. The DDA seeks to eliminate, as far as possible, discrimination against people with disability in a range of areas, including education. It makes it illegal to discriminate against a person on the grounds of disability.
- The Disability Standards for Education 2005. The standards are subordinate legislation under the DDA. The Standards clarify and elaborate the legal obligations of education providers towards students with disability under the DDA. The Standards set out how education is to be made accessible to students with disability through the provision of reasonable adjustments so that they can access and participate in education on the same basis as their peers. The Standards cover the following areas: enrolment, participation, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation.

*Our school aims to ensure we follow all suggested guidelines from the NCCD portal. [www.nccd.edu.au](http://www.nccd.edu.au)*

### **Implementation:**

- Sound knowledge and understanding of the DDA and Disability Standards for Education will assist schools in meeting mandatory obligations to students and their parents and carers and implementing the national data collection. All staff at our Lady Help of Christian's Primary school undertake the online learning module every two years.
- Under the (DDA) and the Disability Standards, Australian students with disability must be able to access and participate in education on the same basis as their peers. To ensure this, students with disability may receive adjustments to access education, based on the professional judgement of teachers, in consultation with the student and/or their parents, guardians or carers.
- Documentation may be in the form of observational notes, the school developed excel spread sheet, PLPs, LSO planners, weekly classroom planners, first aid records etc.
- Intervention and specialist staff will also keep records of adjustments made.
- Teachers, under the guidance of the school NCCD team, ensure evidence of adjustments are retained as well as evidence of parental acknowledgement these adjustments are taking place in line with our school Privacy Policy.
- These processes are welcomed to facilitate a more collaborative and coordinated approach to supporting students who are receiving adjustments because of disability, including through encouraging improvements in documentation at the school level
- Every year schools collect and provide to the Australian Government the following information for each student receiving an adjustment due to disability. The information includes: the student's year of schooling, the student's level of adjustment, the student's broad category of disability.
- School principals are responsible for verifying the accuracy of their school's NCCD data and validating that there is evidence at the school to support the inclusion of a student in the NCCD. This is a key responsibility given that the NCCD data will be used to inform funding provided by the Australian Government to Victoria and may be the subject of audits or compliance activities.
- Schools do not need to obtain consent from parents, guardians or caregivers before students can be included in the NCCD. The NCCD is a requirement of the Australian Education Regulation 2013. If the school has the information on a student's adjustments/category of disability on its records, it must provide that information to the Australian Government Department of Education and Training;
- NCCD Parent fact sheets are available via the NCCD Website and have been translated into a range of languages. <https://www.nccd.edu.au/tools/fact-sheet-parents-guardians-and-carers>
- From 2018, the student with disability loading provided by the Australian Government is based on the national data collection. Funding is being provided via a loading at different rates based on students' received level of adjustment (supplementary, substantial or extensive). This will enable funding to be better targeted to student need as identified through the collection. Schools will continue to manage their total resources to meet the learning needs of their students based on the educational expertise of their staff.
- The students with disability loading may be used for broader supports at the classroom, school and sector level, as well as for supports for individual students. Our school, may, for example, opt to use funding for professional learning and to build capacity and inclusive cultures in schools.

### **Evaluation:**

This policy will be reviewed as part of the school's review cycle or as National guidelines are amended.

This policy was last reviewed by School Staff - Term 1 2019