



What is the NCCCD?

St Patrick's Technical College | 2019

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What is the NCCD?

- The **Nationally Consistent Collection of Data** on School Students with Disability (the national data collection)

Counts:

- the number of school students receiving an adjustment due to disability
- the level of adjustment they are receiving to **access education on the same basis as other students.**
- included students has been identified by a school team as receiving a reasonable adjustment to address a disability under the [*Disability Discrimination Act 1992*](#) = students have a **need**

Why is this data being collected?

A nationally consistent approach to collecting data provides evidence on:

- the number of school students receiving an adjustment due to disability
- the level of adjustment they receive
- the broad type of disability.

Funding is being provided via a loading at different rates based on students' received level of adjustment

What information will be collected?

Every year, teachers will collect the following information for each student receiving an adjustment

- the student's year of schooling
- the student's broad type of disability.
- the **student's level of adjustment**

Lowering the threshold

- The threshold to adjust the learning for a student has been lowered.
- With NCCD students with learning difficulties such as dyslexia or auditory processing disorder can have a level of adjustment provided for them.
- Chronic health conditions like epilepsy or diabetes that require monitoring and the provision of adjustments can also be included.

Logistics

- The national data collection is conducted in August each year – census.
- **The national data collection is compulsory and a responsibility of teachers, support staff and the principal.**



NCCCD process @ St Patrick's Technical College

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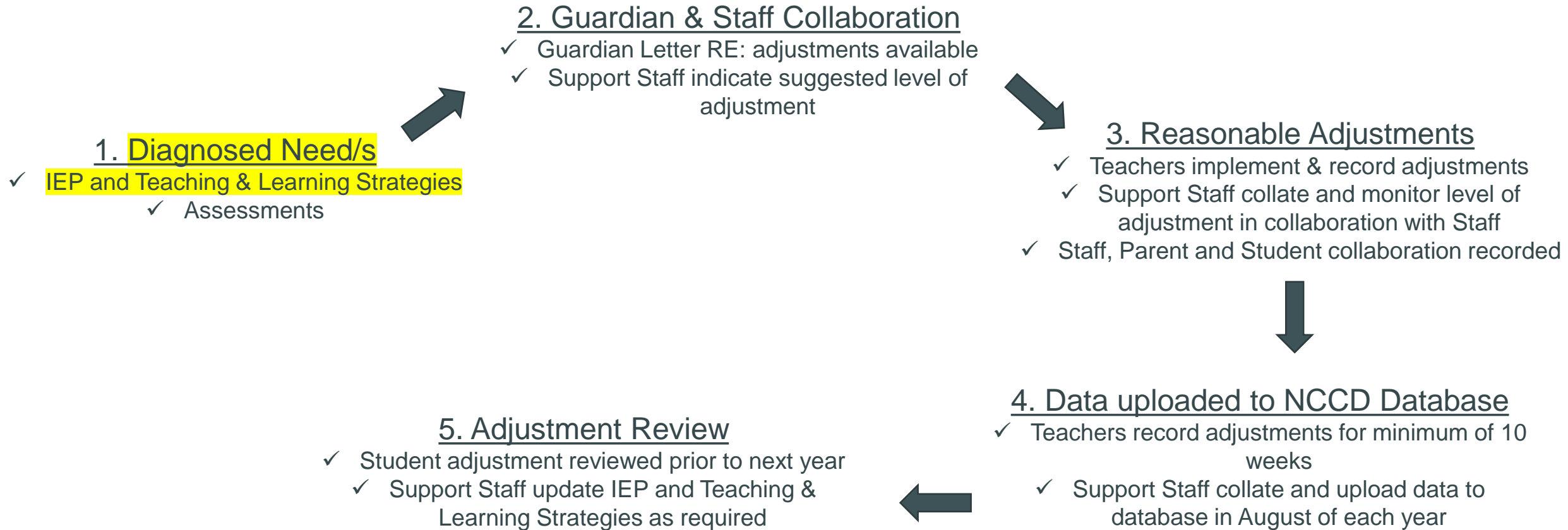


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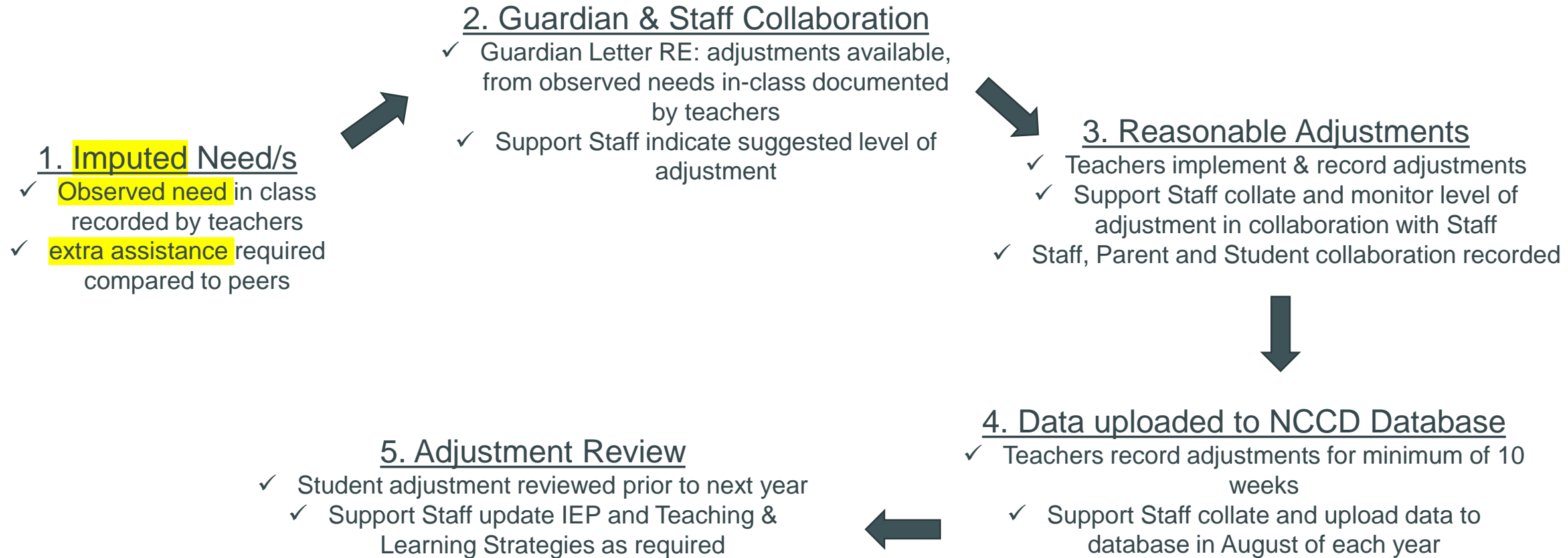


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NCCD process – Diagnosed Disability / Need



NCCD process – Imputed (Observed) Disability / Need





NCCCD categories of disability

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NCCD categories of disability

- Physical
- Cognitive
- Sensory
- Social/Emotional

BROAD CATEGORIES OF DISABILITY

Definitions from the <i>Disability Discrimination Act 1992</i> and the <i>Disability Standards for Education 2005</i>	Australian Human Rights Commission interpretation of the DDA definition	Primary disability categories used in the Nationally Consistent Collection of Data on School Students with Disability
b) total or partial loss of a part of the body	Neurological Physical Physical disfigurement The presence in the body of disease causing organisms	Physical
e) the malfunction, malformation or disfigurement of a part of the person's body		
c) the presence in the body of organisms causing disease or illness		
d) the presence in the body of organisms capable of causing disease or illness		
a) total or partial loss of the person's bodily or mental functions	Intellectual Learning disabilities	Cognitive
f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction		
a) total or partial loss of the person's bodily or mental functions	Sensory	Sensory
e) the malfunction, malformation or disfigurement of a part of the person's body		
g) a disorder, illness or disease that affects the person's thought processes, perception of reality, emotions or judgement, or that results in disturbed behaviour	Psychiatric	Social/Emotional



NCCCD levels of adjustment

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Adjustments

The Disability Standards for Education 2005 (the Standards) clarify the obligations of schools under the *Disability Discrimination Act 1992* (DDA) to provide reasonable adjustments for students with disability where required **so that they can access and participate in education on an equitable basis to their peers.**

The Standards require that where a student with disability needs reasonable adjustments **the school must consult the student, or their parent, guardian or carer, when determining the type of reasonable adjustments that may be needed.**

Adjustments and inclusion in the NCCD

Students with disability

Students with a disability that has no functional impact on the student's education are not included in the NCCD.

For example, wearing corrective lenses due to mild vision impairment would not warrant a student's inclusion in the NCCD.

NCCD

All students with disability, who require the provision of adjustment(s) to address their disability under the DDA for 10 weeks or more over a 12-month period are included in the NCCD.

Students receiving adjustments

Students who are receiving educational adjustments made solely for reasons other than disability are not included in the NCCD.

For example, adjustments made by schools for a student due to frequent absenteeism would not warrant the student's inclusion the NCCD.

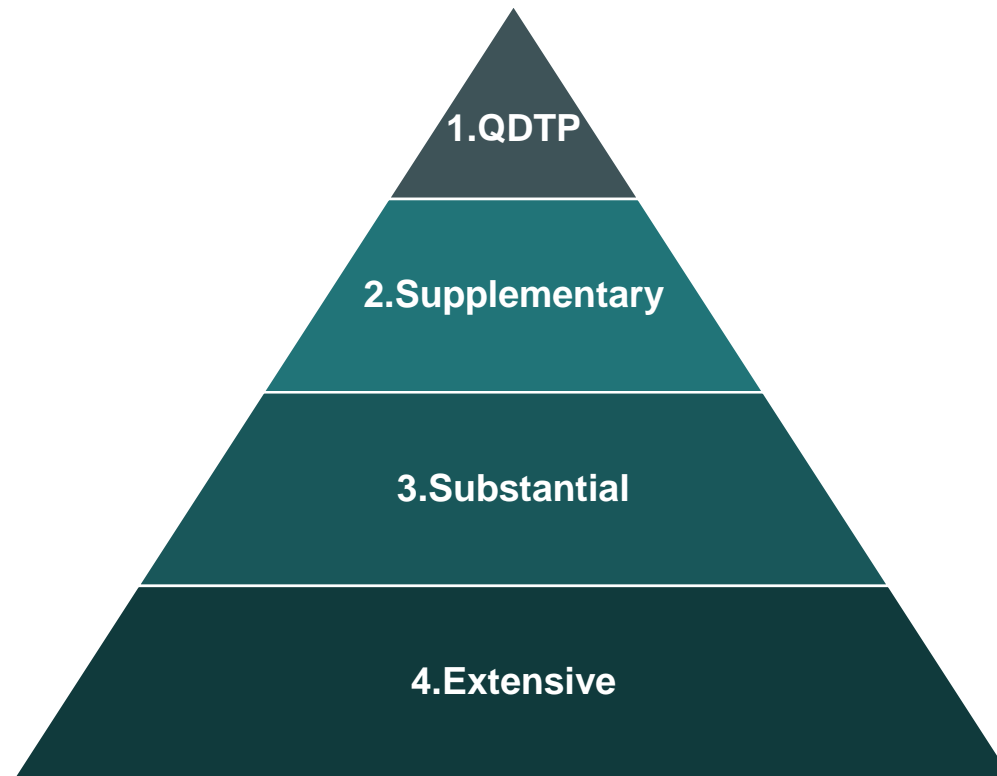
What is a reasonable adjustment?

- a measure or action taken to help a student with needs access and participate in education on the same basis as other students.

Adjustments can be made across:

- the whole school setting (e.g. ramps into school buildings),
- in the classroom (such as adapting teaching methods)
- **at an individual student level**

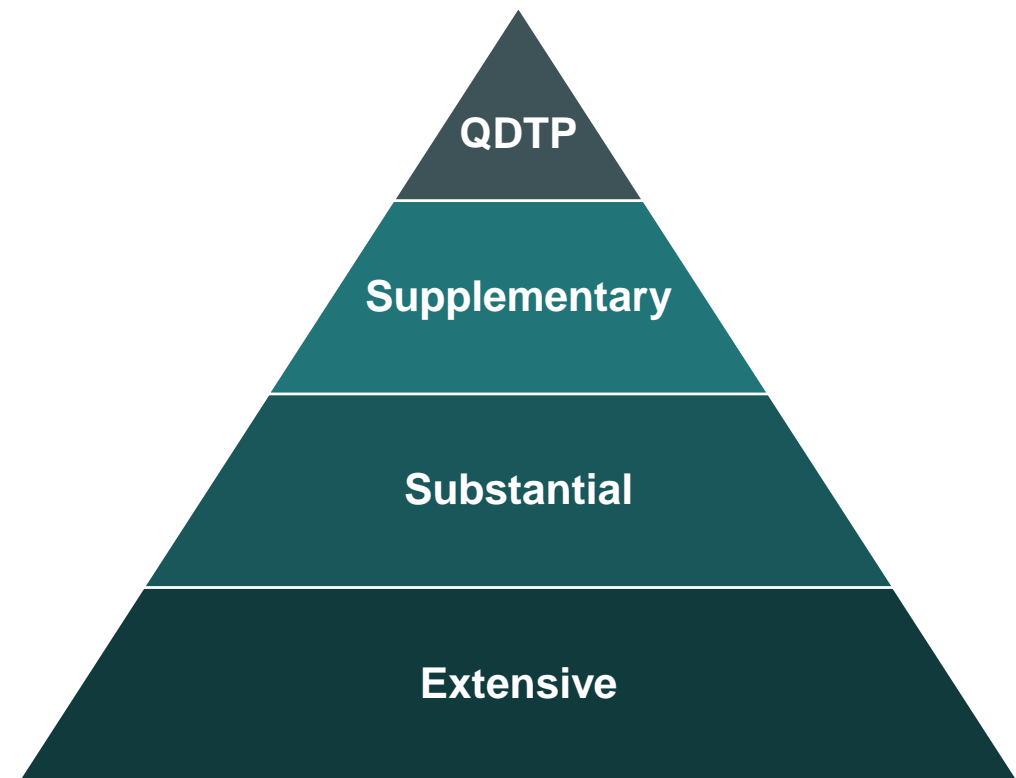
The Levels of Adjustment



Areas we can provide adjustment

Potential adjustments:

- curriculum planning
- teaching and learning
- assessment
- extra-curricular activities
- environment and infrastructure
- resources
- communication and instruction.



Determining the Levels of adjustment

Duration

- Is the adjustment or support made only during parts of the day or continuously over the whole day?

Frequency

- Is the adjustment or support provided occasionally, periodically or every day?

Intensity


- Is the adjustment or support provided during some activities and key learning areas or across all activities and key learning areas for the student?
- Who is involved in providing the adjustment? (1:1 assistance or technology, or verbal instruction just at the beginning of the lesson)

Working with Adjustments

Refer to PDF – NCCD Levels of Adjustments

“What the adjustments look like in the learning environment”

Available on SIMON > Forms > Student Support

 LEVEL 1 Quality Differentiated Teaching Practice (QDTP)	LEVEL 2 Supplementary adjustments	LEVEL 3 Substantial adjustments	LEVEL 4 Extensive adjustments
<p>Typical adjustment</p> <p>Quality differentiated teaching practice caters to the needs of a diverse student population. Students at this level do not require the adjustments that are captured in the other three levels.</p> <p>Adjustments at this level generally:</p> <ul style="list-style-type: none"> are explicit, albeit minor, adjustments to teaching and school practice that enable students with disability to access learning on the same basis as their peers have been made in a school as part of developing or maintaining a culture of inclusion. <p>Specific examples of adjustments at this level could include:</p> <ul style="list-style-type: none"> adjustments to teaching and learning, such as: <ul style="list-style-type: none"> a differentiated approach to curriculum delivery and assessment that anticipates and responds to students' learning differences personalised learning that is implemented without drawing on additional resources adjustments to enable access to learning, such as: <ul style="list-style-type: none"> whole-school professional learning for the management of medical conditions such as asthma, diabetes or anaphylaxis that require active monitoring. This forms part of a school's general, ongoing practice to equip teachers and education staff with the skills and knowledge to support students' health need building modifications that already exist in the school and cater for a student's physical disability where no additional action is required to support the student's learning. 	<p>Specific examples of adjustments at this level could include:</p> <ul style="list-style-type: none"> adjustments to teaching and learning, such as: <ul style="list-style-type: none"> modified or tailored programs in some or many learning areas modified instruction using a structured task-analysis approach separate supervision or extra time to complete assessment tasks the provision of course materials in accessible forms programs or interventions to address the student's social/emotional needs adjustments to enable access to learning, such as: <ul style="list-style-type: none"> the provision of intermittent specialist teacher support specialised technology modifications to ensure full access to buildings and facilities support or close supervision to participate in out-of-school activities or the playground provision of a support service that is provided by the education authority or sector, or that the school has sourced from an external agency. 	<p>Adjustments at this level generally:</p> <ul style="list-style-type: none"> are considerable in extent occur within highly structured situations. <p>Specific examples of adjustments at this level could include:</p> <ul style="list-style-type: none"> adjustments to teaching and learning, such as: <ul style="list-style-type: none"> frequent (teacher directed) individual instruction access to bridging programs adapted assessment procedures (e.g. assessment tasks that significantly adjust content and/or the outcomes being assessed) regular direct support adjustments to support communication, such as: <ul style="list-style-type: none"> adjustments to delivery modes significantly modified study materials adapted assessment procedures (e.g. assessment tasks that significantly adjust mode of presentation and format) adjustments to support health, personal care or safety, such as: <ul style="list-style-type: none"> frequent assistance with mobility and personal hygiene close supervision in highly structured situations the provision of additional supervision on a regular basis adjustments to enable access to learning, such as: <ul style="list-style-type: none"> close playground supervision may be required at all times regular visiting teacher or external agency support access to a specialised support setting essential specialised support services for use of technical aids. 	<p>Specific examples of adjustments at this level could include:</p> <ul style="list-style-type: none"> adjustments to teaching and learning, such as: <ul style="list-style-type: none"> personalised modifications to all courses and programs, school activities and assessment procedures intensive individual instruction highly individualised learning programs and courses using selected curriculum content tailored to their needs learning activities specifically designed for the student the provision of highly structured approaches adjustments to support communication, such as: <ul style="list-style-type: none"> provision of much more accessible and relevant curriculum options the use of alternative communication modes adjustments to enable access to learning, such as: <ul style="list-style-type: none"> constant and vigilant supervision extensive support from specialist staff; the use of highly specialised assistive technology the use of technical aids. <p>Some students may receive their education in highly specialised facilities.</p>
<p>Student characteristics</p> <p>Through support provided within quality differentiated teaching practice, a student is able to participate in courses and programs at the school and use the facilities and services available to all students, on the same basis as students without a disability.</p> <p>Examples might include:</p> <ul style="list-style-type: none"> students with medical conditions, such as asthma, diabetes and anaphylaxis, that have a functional impact on their schooling, but whose disability-related needs are being addressed through quality differentiated teaching practice and active monitoring a student with a mental health condition who has strategies in place to manage the condition in consultation with medical professionals, that can be provided within quality differentiated teaching practice a student with a medical condition or a mental health condition that has a functional impact on their schooling and requires ongoing monitoring but who does not require a higher level of support or adjustment during the period they are being considered for the data collection a student who has been provided with a higher level of adjustment in the past or may require a higher level of adjustment in their future schooling. 	<p>Students at this level often require support in accessing the curriculum at the appropriate year level (i.e. the outcomes and content of usual learning programs or courses).</p> <p>Examples might include:</p> <ul style="list-style-type: none"> students who have particular difficulty acquiring new concepts and skills outside a highly structured environment. <p>The needs of some students at this level may be related to their personal care, communication, safety, social interaction or mobility, or to physical access issues, any of which may limit their capacity to participate effectively in the full life of their school.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> students who require curriculum content at a different year level to their same-age peers students who will only acquire new concepts and skills, or access some of the outcomes and content of the usual learning program, courses or subjects, when significant curriculum adjustments are made to address their learning needs students who have limited capacity to communicate effectively students who need regular support with personal hygiene and movement around the school. <p>These students may also have considerable, often associated support needs, relating to their personal care, safety, self-regulation or social interaction, which also impact significantly on their participation and learning.</p>	<p>Students at this level may be dependent on adult support to participate effectively in most aspects of their school program.</p> <p>Without highly intensive intervention, these students may otherwise not access or participate effectively in schooling</p> <p>Many students at this level will have been identified at a very young age and may also:</p> <ul style="list-style-type: none"> have complex, associated support needs with regard to their personal care and hygiene, medical conditions and mobility use an augmentative communication system have particular support needs when presented with new concepts and skills.

LEVEL 1 - Quality Differentiated Teaching Practice (QDTP) Adjustments

Students with disability are actively monitored and provided with adjustments that are not greater than those used to meet the needs of diverse learners. Adjustments are made infrequently as occasional action, or frequently as low level action such as monitoring.

Planning	Teaching & Learning	Assessment & Reporting	Environment	Resources
I group students according to educational need.	I build background by linking concepts to students' background, past learning and key vocabulary.	I provide immediate, specific and constructive feedback.	I use specific seating arrangements to support students.	I integrate technologies, such as notetakers/iPads to support curriculum.
I link new information to background knowledge.	I consider different physical and sensory functional needs in you course/teaching delivery.	I provide multiple opportunities for students to demonstrate what they know to do.	I provide opportunities for your students to move around the room.	I use a task schedule and daily calendar.
I negotiate with students, whenever possible, regarding their requirements.	I modify the complexity of the task to meet different student needs.	I use a range of assessment methods.	I provide individual and group seating where appropriate.	The resources that are implemented occur without drawing on additional resources.
I use whole class programs already available for all students within the school to address specific student needs eg: School Wide Positive Behaviour Support	I remind students to use any necessary medical equipment eg: asthma puffer after lunch.	I use the standard reporting format.	I provide a quiet area within your classroom where appropriate.	
I use strategies to support the student's organisational skills.	I use questioning strategies to encourage students' development of critical thinking.	I use checklists.		
I cater for students' learning strengths when planning adjustments.	I use a class-based behaviour management plan.	I use a portfolio where appropriate.		
I provide extra time to complete work tasks.	I use a cool down strategy.			
I met with parents, guardians or carers to discuss the student's program.	I use basic curriculum visual supports eg: timetables, phonic charts, graphs.			
I met with previous teachers to discuss transition.	I use multi-level instructions.			
	I use a variety of teaching strategies eg: modelling, rephrasing, visual mapping, repetition, chunking.			
	I use pair/group discussion.			
	I create the opportunity for student-teacher or student-student discussions.			
	I link your teaching method to curriculum goals.			
	I adjust the pace of presentation to support student diversity.			
	I use cooperative learning groups.			
	I use transition cues eg: topic changes.			
	I use preferred activities to motivate students.			
	I highlight keywords/concepts.			
	I break down instructions into small steps.			
	I use pre-teaching of vocabulary and concepts.			
	I link to real world connections.			
	I model then prompt students to use equipment properly eg: science equipment, hearing aids.			
	I allow think time (take-up time) before expecting an answer.			
	I provide written and/or visual instructions.			
	I reward students individually.			

EXAMPLE:

Student Adjustment Feedback Form							Student Name:					Term:			
Subject Area	Date of Adjustment	Staff Member/s Involved	Level	Planning	Level	Teaching	Level	Assessment and reporting	Level	Environment	Level	Resources	Frequency	Intensity	
Maths	6/2/19	IMBROGNO & SWIDERSKI	2	I negotiate with students, whenever possible, regarding their requirements.		I use a variety of teaching strategies eg: modelling, rephrasing, visual mapping, repetition, chunking.							6/2/19 - How is St Pat's so far - What support do you require?	With student 1:1	
	6/2/19	IMBROGNO RUSSO SWIDERSKI	3	I regularly meet the school team and/or support services to discuss a student's individual learning needs.									6/2/19 – following email from parent	Collaboration with parents and staff	
Research Project	18/2/19	IMBROGNO			2	I use multi-level instructions. I break down instructions into small steps. I provide written and/or visual instructions.							Lesson 3/4 - Example of mind map - what is a mind map	1:1	
Cross Dis	18/2/19	IMBROGNO	2	I provide extra time to complete work tasks.	3	I access intensive individualised social skills instruction eg: one-on-one task analysed mastery of individual skills.	2	I use a task schedule and daily calendar.			2	I support the student by photocopying other notes.	Every lesson - Write list of step-by-step instructions and highlight what step Nick is up to	1:1	
Student Support	22/2/19	IMBROGNO	2	I met with parents, guardians or carers to discuss the student's program.									22/2/19 – Email from TMC 22/2/19 – Phone call to Father (follow up meeting in 4 wks)	Parent Collaboration	
			2	I met with previous teachers to discuss transition.											
Cross Dis & Research Project	25/2/19	IMBROGNO					2	I integrate technologies, such as notetakers/iPads to support curriculum.					Every lesson / literacy task Installation of Read&Write App	1:1	
Cross Dis	4/3/19	IMBROGNO									2	I support the student by photocopying other notes.	Literacy rich tasks	Instead of amounts of writing on website – text is chunked and dot pointed with key works highlighted and definitions provided	
											2	I use adaptive computer software eg: personalised audio books.		Read&Write App 1:1	

What happens to the recorded adjustments?

- Staff record and collate **per student, per term**
- Key information to be recorded:
 - ✓ **Student Specific Information** (Student Name, Subject Area, Date of Adjustment, Staff Involved)
 - ✓ **Level of Adjustment** (adjustments can be from more than one level for one student at any given time)
 - ✓ **Focus Area of Adjustment**
 - ✓ **Frequency** (How often is this adjustment provided to a student)
 - ✓ **Intensity** (Who is involved in providing the adjustment/support)
- Upload to SIMON at the **end of each term** to student profile

What happens to the recorded adjustments?

- Data used to provide further support to students, parents, employers
- Funding is granted on adjustments entered
- If student moves on to another school or employment agency we can provide them information on their learning needs

Reminder this is a legal requirement as a teacher as part of working in a Catholic, Government or Independent School since 2018.