## Process for National Consistent Collection of Data (NCCD)

The National Consistent Collection of Data occurs in early August (beginning of Term 3) annually.

It focuses on collecting information on the level of adjustments that are made for students to address barriers associated with a disability. This data collection identifies students to whom we have a legal obligation to provide reasonable adjustments.

The Disability Standards for Education 2005 (the Standards) require that all Australian schools:

* ensure that students with disability are able to access and participate in education on the same basis as students without disability
* make or provide 'reasonable adjustments' for students where necessary to enable their access and participation
* provide reasonable adjustments in consultation with the student and/or their associates; for most students, this means their parents, guardians or carers.

### Term 1 - Planning

* Identify students who require adjustments for diagnosed or imputed disabilities (SFD - Weeks 1-3)
* Consult with parents or carers as to required adjustments
* Communicate with other relevant staff about these adjustments (e.g., in a music lesson, transitions, etc)
* Provide the adjustments
* Record the adjustments in each student’s *Personalised Learning Record*, *Support Provisions (specific focused/intensive teaching details) and Class Dashboard* during data week
* Complete *Individual Curriculum Plans* in consultation with HODs and Inclusion teachers (Week 3)
* Review and update *Individual Behaviour Support Plans*, communicate with parents/caregivers and upload the *Support Provisions* on One School (Week 5)
* Provide and discuss documented *Personalised Learning Record* at parent/teacher interviews, ensuring extra time is allocated for these meetings (Week 8)

### Term 2 - Implementation

* Check-in with parents/carers about current adjustments/documented plans and consult about significant changes to adjustments (record all communication with parents on One School in *contacts)*
* Continue to provide adjustments to address the functional impact of the disability
* Update any *Personalised Learning Records, Support Provisions and Class Dashboard* as required, including adding progress notes and uploading evidence (4 categories of evidence guide)
* Identify the category of disability and level of support for identified students, using the *Selecting Levels of Adjustment* table on the NCCD website. (To be completed by the HOSES)

### Term 3 - Validation

* Collaboratively moderate each student identified in the NCCD, ensuring evidence of adjustments is accessible on One School or on request (Weeks 1-3)
* Meet and moderate data to reach consensus on identified students’ disability category & level of support (Weeks 1 -3 and during whole college data week meetings)
* Complete *Individual Curriculum Plans* in consultation with HODs and Inclusion teachers (Week 3)
* Review and update *Individual Behaviour Support Plans*, communicate with parents/caregivers and upload the *Support Provisions* on One School (Week 5)
* Consult with parents/carers as to any significant changes to adjustments
* Continue to provide adjustments to address the functional impact of the disability
* Update any *Personalised Learning Records* and/or *Support Provisions* as required, including adding progress notes and uploading evidence

### Term 4 - Reflection

* Check-in with parents/carers about current adjustments/documented plans and consult about significant changes to adjustments (record all communication with parents on One School in *contacts)*
* Continue to provide adjustments to address the functional impact of the disability
* Update any *Personalised Learning Records* and/or *Support Provisions* as required, including adding progress notes and uploading evidence
* In Week 10, after all evidence has been uploaded, end the current year *Personalised Learning Records* for identified students.

### Levels of Adjustment

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| **NCCD Level** | **NCCD Level Summary** | **RAR Model of Support - ESC** |
| **Level 1:**Quality Differentiated Teaching Practice | Students are supported within the classroom, without drawing on additional resources. | Student support needs are managed by the classroom teacher and Heads of Department – Curriculum & Inclusion.  |
| **Level 2:** Supplementary | Students receive adjustments in addition to the strategies and resources already available in the classroom for particular activities at specific times throughout the week, ie: chunking of information; visual prompts; personalised and explicit instruction; specialised technology. | Student's support needs are managed by the classroom teacher and Heads of Department Curriculum & Inclusion.Advice can be sought from our Support Teacher Literacy and Numeracy (Primary) and Inclusion Teachers.Under RAR, student will have a Personalised Learning Plan (PLP) to assist with implementing personalised strategies. |
| **Level 3:** Substantial | Students have substantial support needs, receive essential adjustments and require considerable adult assistance to the usual educational program at most times, on most days, ie: individualised instruction in a highly structured manner; specialised equipment; significantly modified lesson material; regular visiting teacher or external agency support. | Alongside support from their classroom teachers as well as Heads of Department, students may require additional support from the Inclusive Learning team, the Wellbeing & Engagement team or external EQ staff.Under RAR, students will have an identified Case Manager. Case Managers work with classroom teachers to provide expert advice to support students to access and participate in the curriculum.  Students will have a Personalised Learning Plan (PLP). |
| **Level 4:** Extensive | Students have extensive needs and are provided with targeted programs and strategies and require sustained levels of intensive support at all times. | Alongside support from their classroom teachers as well as Heads of Department, students require additional support from the ILT staff, the wellbeing and engagement team or external EQ staff.Case Managers work with classroom teachers to provide expert advice to support students to access and participate in the curriculum.  Students will have a Personalised Learning Plan (PLP). |