



Nationally Consistent Collection of Data Policy

Rationale

MacKillop Education will ensure that all students with disability are fully supported to access education and achieve their academic, social and emotional potential, as a learner. The school will make all the necessary adjustments determined by the broad category of disability and the required level of adjustment.

The Nationally Consistent Collection of Data 2018 Guidelines will inform the School's processes as we ensure our compliance with the legislative requirements outlined in the Commonwealth Disability and Discrimination Act 1992 and Disability Standards for Education 2005.

Responsibilities

MacKillop's NCCD School Team is responsible for completing and contributing to the collection of data and the implementation of the school's processes and procedures.

The NCCD School Team is comprised of the following staff from MacKillop Education's Geelong, Maidstone and Caulfield Campuses:

- Principals
- Deputy Principals
- Education and Wellbeing Coordinators
- Psychologists

The Principal at each Campus is responsible for:

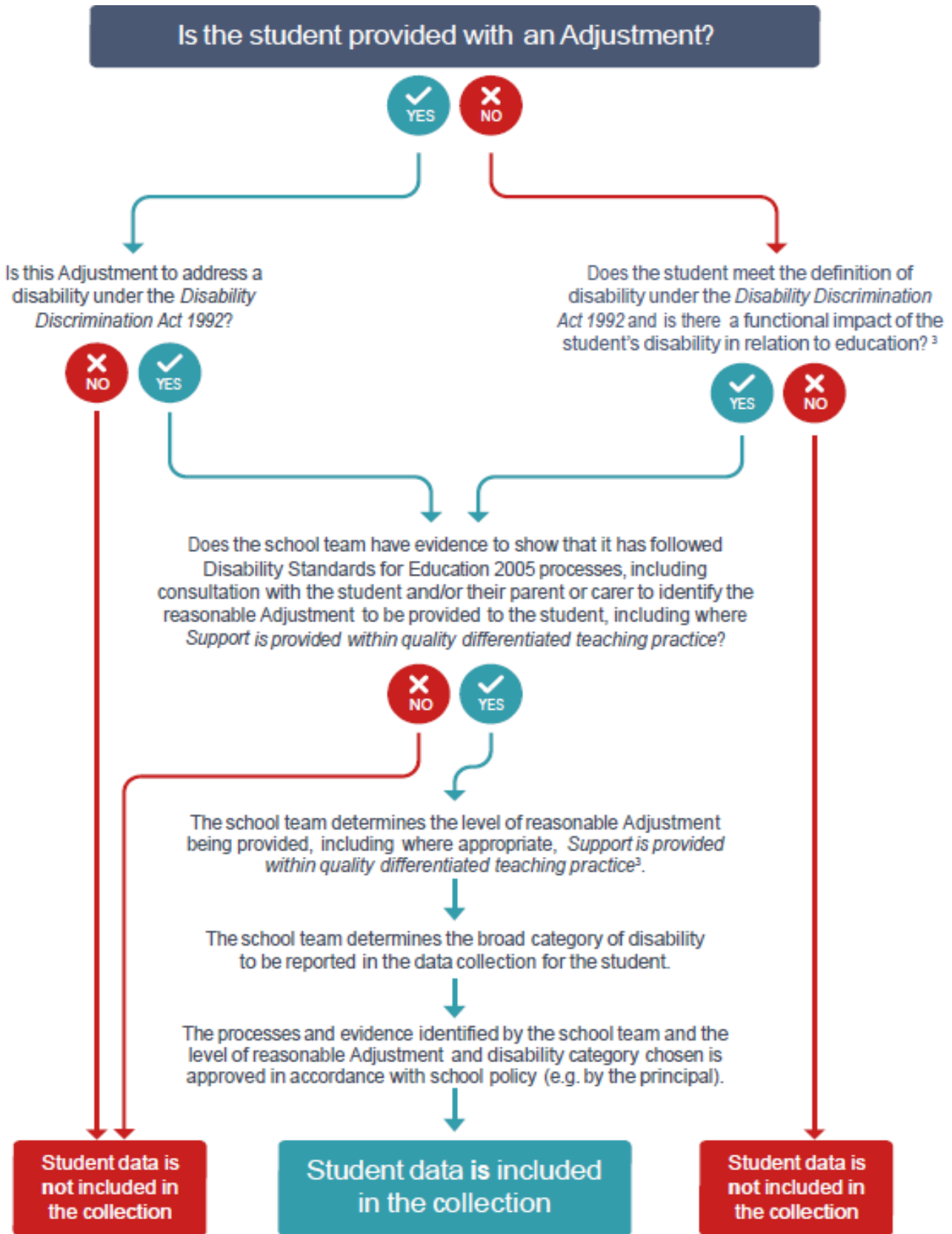
- Ensuring the School follows the processes outlined in the NCCD 2018 Guidelines
- Verifying there is evidence to support the inclusion of students in the NCCD count
- Informing the School community regarding the NCCD
- Ensuring moderation processes are employed to achieve consistency in decisions about students included in the NCCD
- Any other requirements of, or reviews by, the approved authority for the school

Identification and Adjustments for Students with Disability

MacKillop Education will follow the decision-making model, as outlined in the NCCD 2018 Guidelines and represented in the diagram below (refer to page 3), to:

1. Determine if adjustments need to be made
2. Identify if a disability exists and the broad category of disability
3. Determine the functional impact of the student's disability in relation to education, and the level of adjustment required

How this model is enacted, in the processes and procedures implemented at MacKillop Specialist School, is outlined below.





The following processes and forms of evidence support the identification of the broad category of disability, the functional impact and the level of adjustment required for each student, at MacKillop. While some of the processes are standard procedures for all students referred to the school, others are implemented, as required:

Consultation Processes to identify, implement and monitor level of adjustment

- Referral Interview
- Individual Sessions
 - Testing
 - IEP
 - Safety Plan
- Student Support Group Meetings
- Care Team Meetings
- Professionals Meetings
- Secondary Consultations
- Internal Referral
- External Referral
- Wellbeing Meetings
- Case Notes
- Incident Reports

Identification of disability and functional impact

Intake Process:

- Referral documents
- Referral Interview (Parent/Guardian, Student Host School, Principal, Deputy Principal/Head of Campus, Education and Wellbeing Coordinator,
- Individual Sessions (parent/guardian and student)
- Consultation with professionals
- Further assessments requested/undertaken

NCCD Team, following consultative processes and evidence, identify and/or support broad category of disability and level of adjustment for each student. The team will monitor the school's processes and procedures to ensure effective implementation of the adjustments for each student. A final review meeting will be held in Term 3 to determine inclusion of data for Census.

Resources to Support Effective Implementation of the NCCD

- Disability Standards for Education 2005
- Nationally Consistent Collection of Data on School Students with Disability Guidelines 2018
- Professional Learning Sessions available for NCCD School Team
- Professional Learning for all staff: University of Canberra - Disability Standards for Education (DSE) e-learning online modules
- Nationally Consistent Collection of data on School Students with Disability website: www.schooldisabilitydatapl.edu.au