

Frequently Asked Questions for Parents/Carers

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1. What is the Nationally Consistent Collection of Data on School Students with Disability?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of educational adjustment they are provided with.

The national data collection will count students who have been identified by a school team as receiving an adjustment to address a disability under the *Disability Discrimination Act 1992* (the DDA). The DDA can be viewed or downloaded from the ComLaw website at www.comlaw.gov.au.

2. Why has the Nationally Consistent Collection of Data on School Students with Disability been introduced?

Until now there has been a lack of nationally comparable data about school students with disability. The national data collection will ensure that, for the first time, this information is transparent, consistent and reliable at a national level.

More information about school students with disability will help parents, carers, teachers, principals and education authorities to support students with disability to take part in school on the same basis as other students. The national data collection will better enable all levels of government to effectively target resources for students with disability wherever they live and whatever school they attend.

The processes underpinning the national data collection will help to reinforce the obligations and responsibilities required of schools under the *Disability Discrimination Act 1992* (the DDA) and the Disability Standards for Education 2005 (the Standards). The DDA and the Standards can be viewed or downloaded from the ComLaw website at www.comlaw.gov.au.

3. Isn't data on school students with disability collected now?

Although some data is currently collected, the method by which this is done varies across the states and territories.

A nationally consistent approach to collecting data will provide evidence on:

- the number of school students with disability
- where they are located
- the level of reasonable adjustment provided for them
- the diversity of the Australian population of school students with disability.



The Nationally Consistent Collection of Data on School Students with Disability draws on the good work already occurring in schools across Australia to support students with disability.

4. What information will be collected through the Nationally Consistent Collection of Data on School Students with Disability?

Every year, schools will collect the following information for each student with disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.

If a student has multiple disabilities, the school team, using their professional judgment, will select the broad category of disability that has the greatest impact on his/her access to education and for which adjustments are being provided.

Some students who meet the definition of disability under the *Disability Discrimination Act 1992* and who may need very minimal assistance may also be counted in the national data collection.

Data will be combined within each school and any identifying characteristics (such as student names) will not be transmitted as part of the reporting process.

The information collected by schools will be provided to governments to inform policy and programme improvement for students with disability.

5. How will this data be used?

The information provided through the national data collection will give governments greater insight into the number of students with disability in Australian schools, where they are located and what reasonable adjustments are provided for them.

In addition, the information provided by the national data collection will help all Australian governments, education authorities and schools better target programmes and resources and contribute to enhanced outcomes for students with disability.

The national data collection is also an opportunity for schools to review their learning and support systems and processes and continually improve education outcomes for students with disability.

6. Is the Nationally Consistent Collection of Data on School Students with Disability compulsory?

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect information annually on the



number of students in their care with disability and the level of adjustment provided for them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority or independent association of schools.

Even if your child's information is not included in the national data collection, the school is still required to provide support to your child and any educational adjustments that may be needed to help them participate at school.

7. When does the Nationally Consistent Collection of Data on School Students with Disability take place each year?

The national data collection will be in August each year.

8. What is a reasonable adjustment?

A reasonable adjustment is a measure or action taken to help a student with disability participate in education on the same basis as other students. Adjustments can be made across the whole school setting (e.g. ramps into buildings), in the classroom (such as adapting class lessons) and at an individual student level (such as extra tuition for a student with learning difficulties).

Schools are required to make reasonable adjustments for students with disability under the Disability Standards for Education 2005 (the Standards). You can view or download the Standards via the ComLaw website at www.comlaw.gov.au.

9. What are the benefits of the national data collection for my child?

The aim of the national data collection is to have better and robust information about Australian school students with disability.

The information provided through the national data collection will enable all Australian governments to better target support and resources to benefit students with disability. It will help enable the right supports to be provided for students with disability so they have the same opportunities for a high quality education as students without disability.

The national data collection is also an opportunity for schools to review their learning and support systems and processes and continually improve education outcomes for students with disability.



10. Will my child's privacy be protected?

Protecting the privacy and confidentiality of all children and their families is essential.

As part of the national data collection:

- personal or confidential information will not be provided to anyone not authorised to see it
- personal details, student names or any identifying information will not be included in data sent to the local education authority or to the Australian Government.

Further information about privacy is available from www.education.gov.au/notices.

11. Where can I get further information about the Disability Standards for Education 2005 and what it means for me and my child?

An e-learning resource has been developed to help individuals, families and communities understand the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005. This resource is publicly available for free and can be found at <http://resource.dse.theeducationinstitute.edu.au/>.

12. Where can I get more information on the Nationally Consistent Collection of Data on School Students with Disability?

In the first instance, you should contact your child's school to discuss any questions or concerns you may have.

Additional information about the national data collection including resources for parents and carers is available on the Australian Government Department of Education and Training's website at: www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

