

Nationally Consistent Collection of Data on School Students with a Disability at Marlene Moore Flexible Learning Network

Who will be included in the National Data Collection?

The definition of disability for the National Data Collection is based on the broad definition under the Disability Discrimination Act 1992 (DDA). For the purposes of the National Data Collection, young people with conditions that impact learning such as dyslexia, auditory processing disorder, attention deficit hyperactivity disorder or autism spectrum disorder as well as chronic health conditions like epilepsy, diabetes or asthma, or mental health concerns such as anxiety or depression, that require active monitoring by the school, may be included.

What is the National Collection of Data on School Students with Disability?

The Nationally Consistent Collection of Data on School Students with Disability is an annual collection that counts the number of young people enrolled in school with a disability and the level of reasonable educational adjustments they are provided with. The National Data Collection will count young persons who have been identified as receiving adjustments to address a disability under the DDA.

Why is this data being collected?

All schools across Australia collect information about young persons with disability. This information then helps to determine the amount of funding each school receives from the federal government.

What information will be collected?

Every year your young person's school will collect the following information for each young person with a disability:

- the young person's level of education
- the young person's level of adjustment
- the young person's broad type of disability.

No identifying information such as name and date of birth is collected.

Who will collect information for the National Data Collection?

The whole school team including leadership, youth workers and teachers will identify the young people with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis or other relevant information

What do we need from you?

The principal of each Flexi School is responsible for ensuring the information identified about each young person is accurate. If we are audited to determine whether our data submission was accurate, we need to provide evidence that what we put in our submission is true. **Any evidence that you have in document form such as a report or letter from a medical or allied health professional would be very useful.** We understand that sometimes it can be difficult to obtain a formal diagnosis or letter so any information that you have in this area is important to us. In addition to this, we also require you to sign an EAP consent form and a release of confidential information form. This allows us to contact other services your young person may be accessing as well as previous schools to obtain information that may help us better support the young people with learning in our school.

A focus on universal design as the most inclusive way to work with young people with disabilities means that there are a number of adjustments that are typical for young people attending a Flexi School. These are:

- Focus on experiential learning in real life contexts across all areas of the curriculum
- Explicit instruction in a trauma informed psycho-social educational program
- Personal Learning Plan created in collaboration with young person and care giver and reviewed on a regular basis
- Modified curriculum with a focus on individual need and capacity
- Provision of food at school – breakfast, snacks and lunch
- Development and maintenance of ongoing collaborative relationships with a range of external support services to promote physical and emotional health and provide specialist advice
- Modified reporting outcomes focused on progression within core skills of learning, reading, writing, oral communication and numeracy
- Provision of highly supported transitions into, within and out of the school
- Adherence to a relationally restorative, principles focused framework of managing and transforming behaviours
- Regular, open communication with care givers on a basis of welcome and invitation into the school community
- Small learning groups
- Opportunity for additional access to support staff including youth workers and reading support specialists
- Closely monitored supervision during break times
- Working agreement and/or safety plan in place to provide explicit and personalised expectations
- Provision of safe withdrawal space on an as needs basis (e.g. chill out room)
- Active monitoring of and intervention in well-being (specifically mental/emotional health) in collaboration with young people and care givers

Further individual adjustments that ensure that your young person can access the curriculum will be made in consultation with you through the creation of a personal learning plan that details these adjustments.