The National Data Collection Model Diagram

Throughout the school year school teams use evidence, including discussions with parents/carers, to inform decisions about the Adjustments that they make for students with disability.

For this data collection, you should have evidence that shows you have made Adjustments or incorporated support within quality differentiated teaching practice for each student. This should cover a minimum period of 10 weeks of school education (excluding school holiday periods), in the 12 months preceding the national data collection.

Is the student provided with an Adjustment?

- **YES**
  - Is this Adjustment to address a disability under the Disability Discrimination Act 1992?
    - **NO**
    - **YES**
      - Does the student meet the definition of disability under the Disability Discrimination Act 1992 and is there a functional impact of the student's disability in relation to education?  
        - **NO**
        - **YES**
          - The school team determines the level of reasonable Adjustment being provided, including where appropriate, Support is provided within quality differentiated teaching practice.
            - The school team determines the broad category of disability to be reported in the data collection for the student.
              - The processes and evidence identified by the school team and the level of reasonable Adjustment and disability category chosen is approved in accordance with school policy (e.g. by the principal).

  - **NO**
    - The school team determines the level of reasonable Adjustment being provided, including where appropriate, Support is provided within quality differentiated teaching practice.
      - The school team determines the broad category of disability to be reported in the data collection for the student.
        - The processes and evidence identified by the school team and the level of reasonable Adjustment and disability category chosen is approved in accordance with school policy (e.g. by the principal).

- **NO**
  - Does the student meet the definition of disability under the Disability Discrimination Act 1992 and is there a functional impact of the student's disability in relation to education?  
    - **NO**
    - **YES**
      - The school team determines the level of reasonable Adjustment being provided, including where appropriate, Support is provided within quality differentiated teaching practice.
        - The school team determines the broad category of disability to be reported in the data collection for the student.
          - The processes and evidence identified by the school team and the level of reasonable Adjustment and disability category chosen is approved in accordance with school policy (e.g. by the principal).

Student data is not included in the collection

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1 For information about Adjustments see the resource ‘Strategies to Support Decision Making’
2 The section on ‘Do you have evidence to support the student’s inclusion in the data collection’ has information on the 10 week period
3 The ‘level of Adjustment provided to the student’ descriptors document has information on the four levels of Adjustment