

# **2021 Profile of Students with Disability in South Australian Catholic Schools**

*September 2021*

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# OVERVIEW

## Context of Report

The *2021 Profile of Students with Disability Report* presents the profile of students with disability who in 2021 are enrolled in South Australian Catholic schools.

The *2021 Profile Report* is similar to the Student Profile Report that was prepared as one of the key papers of the CESA Students with Disability Review in 2020. The original report was posted on the CESA website and continues to be available.

The *2021 Profile Report* has been developed under the direction of the Students with Disability Review Implementation Steering Committee. The Committee has operated from the start of 2021 to oversee the implementation of the Students with Disability Review Final Report that was approved by the South Australian Commission for Catholic Schools in November 2020. The membership of the Steering Committee is included as an appendix.

The *2021 Profile Report* has also been shaped through the input of the NCCD Implementation Taskforce that has overseen the implementation of the Nationally Consistent Collection of Data on School Students with Disability in Catholic schools since 2019. The membership of the Taskforce is also included as an appendix.

## Purpose

The purpose of the *2021 Profile of Students with Disability Report* is to present data and information about students with disability in Catholic schools that deepens understanding of their attributes and their learning and wellbeing needs.

The intended audience for the *2021 Profile Report* is those who work directly with students in schools and those who work on behalf of students across the system of Catholic education. A copy of the Report is also posted on the CESA website for interested members of the public.

The *2021 Profile Report* complements the other sources of evidence that assist leaders, teachers and other staff in Catholic schools to make adjustments and to then apply the most effective approaches to improve their learning and wellbeing

The ultimate goal of the *2021 Profile of Students with Disability Report* is to enhance the learning, wellbeing and inclusion of students with disability.

## Data sources

The *2021 Profile of Students with Disability Report* draws together data from the following sources:

- 2021 Annual Census data as of 20 August 2021 for all Catholic schools in South Australia
- Extracts from the Nationally Consistent Collection of Data (NCCD) database for all Catholic schools in South Australia through either SEQTA or the NCCD Portal, with one exception, as of 20 August 2021.

The following should be noted:

- All the students in the two CESA Special Schools require Extensive adjustments for their disability. In some of the Report's tables and graphs, students from the two special schools are separated or removed from the analysis, to provide a clearer understanding of the topic that is being presented. When this distinction is made, it is noted in the title of the table or graph.

- There are also two CESA Special Assistance Schools that have a high number of students with adjustments at the Substantial level. In some instances the two Special Assistance Schools are also separated or removed from the analysis so it is reflective of the majority of CESA schools. This is also noted in the title of the graph or table.

The *2021 Profile Report* uses information and data at the system level. Intentionally it does not present data at the individual school level. It provides a whole-of-system reference point that assists further reflection and analysis to occur at the school, cluster, and region levels.

## Report structure

**Part 1:** presents NCCD trend-over-time data for 2019, 2020 and 2021 for Catholic education as a system for each Level of Adjustment.

**Part 2:** provides a more detailed presentation of 2021 NCCD data. It presents data related to:

- Levels of Adjustment
- Location and type of school
- Identification and nature of disability
- Student gender
- Student year levels

**Part 3:** provides a more detailed presentation of the changes in NCCD data from 2020 to 2021.

## NCCD DATA TREND-OVER-TIME: 2019 - 2021

### Context

The introduction of the Nationally Consistent Collection of Data (NCCD) in South Australian Catholic schools has occurred over a period of time. For the purpose of the *2021 Profile of Students with Disability Report*, the year 2019 is used as the baseline for the trend-over-time analysis.

In 2021 Catholic education took the significant step of introducing the learner management system, SEQTA, as the means of collecting NCCD data. In 2020, schools usually submitted NCCD data through the CESA NCCD Portal at the time of the Annual Census in August.

The difference between the two forms of data entry is that SEQTA enables schools to enter NCCD data and collect evidence as a continuous cycle, whereas the CESA NCCD Portal collects data at a single point time.

The use of SEQTA creates a shift in school practices in addition to producing quality-assured NCCD data for the annual census:

- it expands the range of data and information each school can record and apply for each student, rather than the minimal level of NCCD data the Australian Government requires for the Annual Census
- it creates closer alignment of school practices with the four phases of the NCCD cycle: planning, implementation, validation and reflection
- it provides ready access to relevant data to support quality assurance processes at the school, region and sector levels, both during the NCCD process and at the end in the form of possible post-enumeration audits
- it moves the focus of NCCD away from compliance to a focus on students and their needs
- it expands the NCCD process from the main responsibility of Inclusion Education Coordinators to involve teachers more
- it focuses on evidence that is needed when addressing the functional impact of a disability
- it invites consideration of when it is appropriate to impute a disability and when a diagnostic assessment may be necessary
- it fosters a case management approach to addressing the needs of students.

One of the effects of using SEQTA to enter NCCD records is reflected in the proportion of students who receive the Supplementary Level of Adjustment relative to Quality Differentiated Teaching Practice (QDTP).

The *2021 Profile Report* indicates a relative increase in the Supplementary level and decrease in the QDTP level in the proportion of the students with these levels of adjustments as a percentage of total student enrolments.

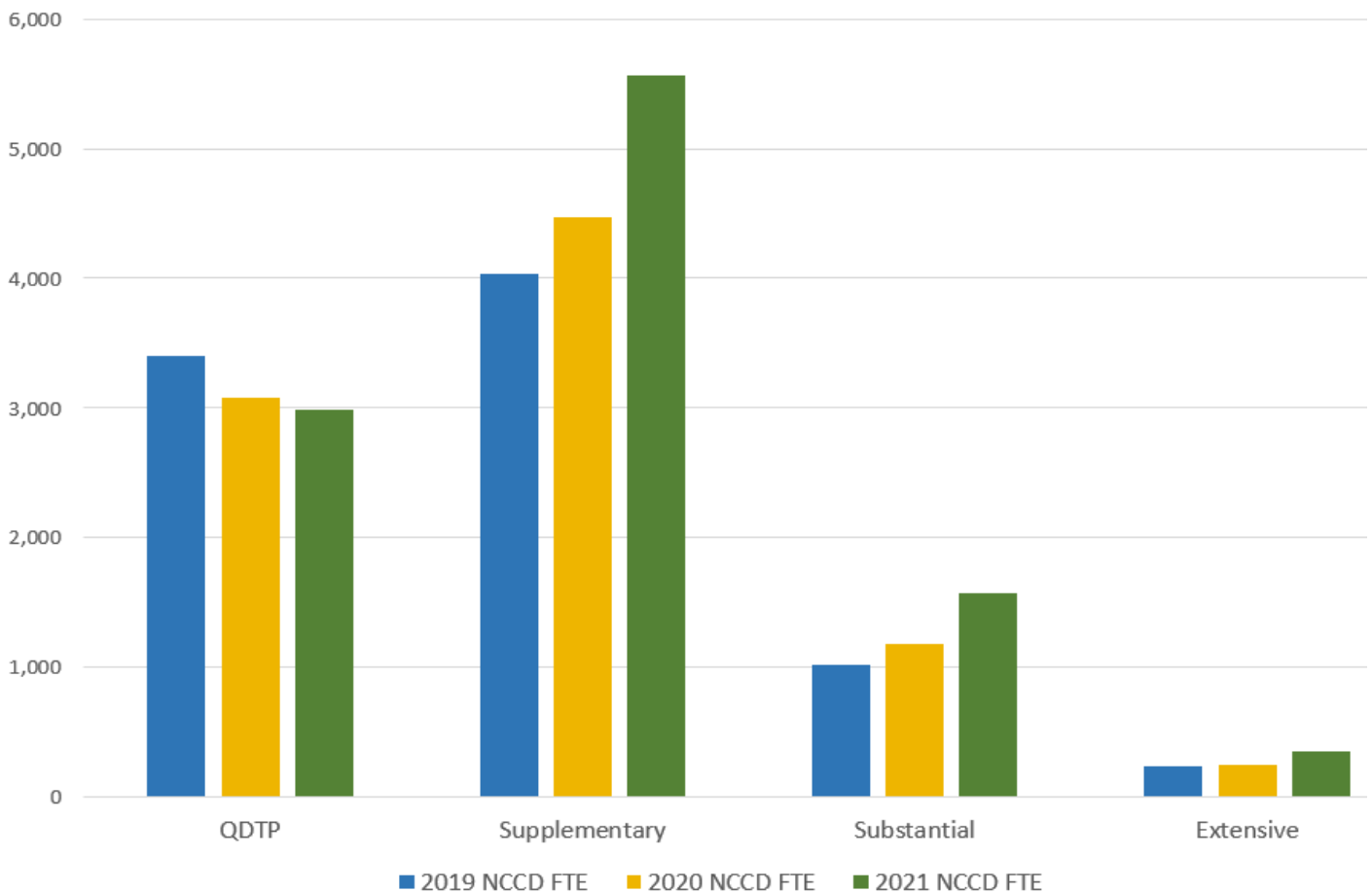
An additional benefit of incorporating NCCD data in SEQTA is that it enables more information to be recorded and analysed. As a consequence the *2021 Profile Report* provides a richer presentation of students, and their learning and wellbeing needs, than the reports of preceding years.

## Data analysis

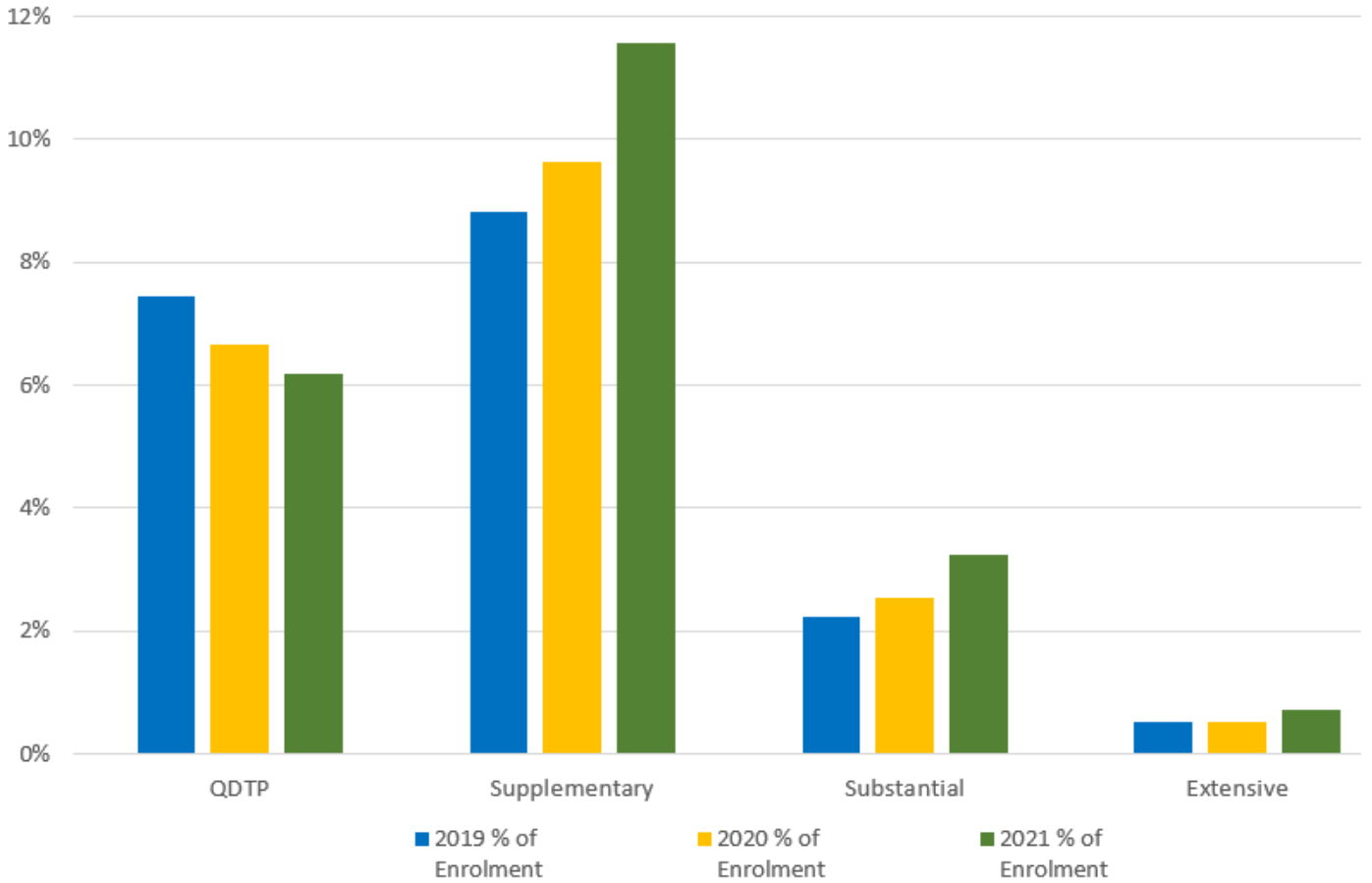
### 1. All CESA schools Levels of Adjustment 2019, 2020, 2021, and change 2019 to 2020, 2020 to 2021 (Data table 1 is represented in graphs 2, 3 and 4.)

	2019			2020			2019 to 2020 growth		2021			2020 to 2021 growth	
	LoA FTE	LoA % of Enrolment	LoA % of NCCD	LoA FTE	LoA % of Enrolment	LoA % of NCCD	LoA FTE	% growth in LoA	LoA FTE	LoA % of Enrolment	LoA % of NCCD	LoA FTE	% growth in LoA
<b>Level of Adjustment (LoA)</b>													
<b>QDTP</b>	3396.2	7.4%	39.1%	3082.1	6.6%	34.3%	-314.1	-9.2%	2983.7	6.2%	28.5%	-98.4	-3.2%
<b>Supplementary</b>	4031.1	8.8%	46.5%	4471.2	9.6%	49.8%	440.1	10.9%	5570.5	11.5%	53.2%	1099.3	24.6%
<b>Substantial</b>	1018.0	2.2%	11.7%	1180.0	2.5%	13.1%	162.0	15.9%	1567.1	3.2%	15.0%	387.1	32.8%
<b>Extensive</b>	230.4	0.5%	2.7%	245.6	0.5%	2.7%	15.2	6.6%	343.2	0.71%	3.3%	97.6	39.7%
<b>Total NCCD Students</b>	8,675.7	18.99%		8,978.9	19.36%		303.2	3.5%	10,464.5	21.69%		1,485.6	16.5%
<b>Total Enrolments</b>	45,687.2			46,385.4					48,241.9				

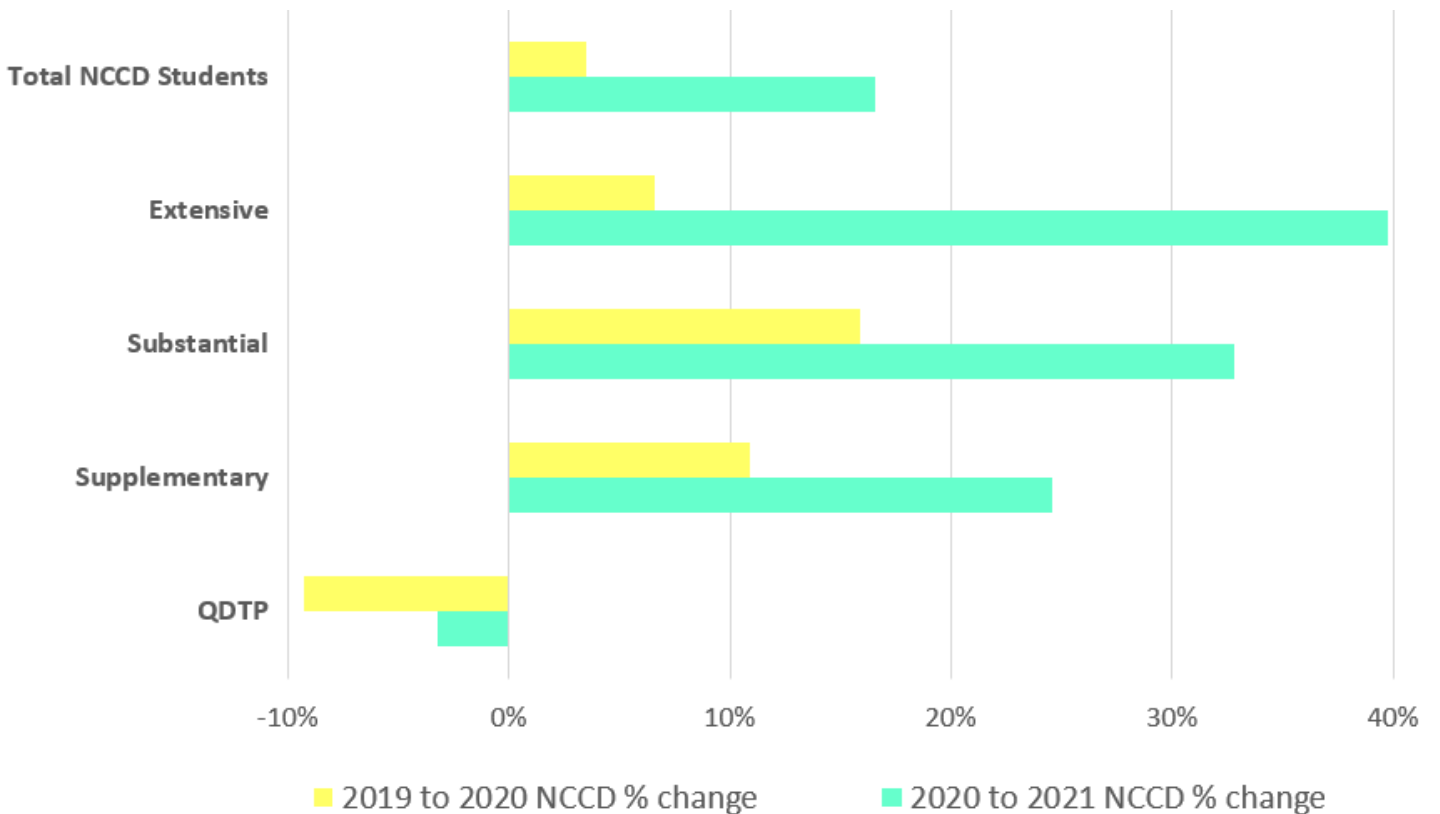
### 2. All CESA schools FTE Levels of Adjustment 2019, 2020, 2021



**3. All CESA schools Levels of Adjustment as percentage of total enrolments 2019, 2020, 2021**



**4. All CESA schools Levels of Adjustment as percentage of total enrolment: change 2019 to 2020, 2020 to 2021**



# ANALYSIS OF 2021 DATA FOR STUDENTS WITH DISABILITY

## Context

The following section presents a more detailed analysis of NCCD data for students with disability in the following areas:

- Levels of Adjustment by CESA Regions, and primary and secondary/R-12 schools in metro/country
- Imputed or diagnosed disability breakdown
- Categories of imputed and diagnosed disability breakdown
- Student gender: by Level of Adjustment, Broad Category of Disability, Categories of imputed and diagnosed disability breakdown
- Student year levels: by Level of Adjustment, Categories of imputed and diagnosed disability breakdown

In a number of instances, the data used in tables/graphs for the above areas are presented as percentages of total student enrolments in 2021.

It is pointed out that care needs to be taken when a comparison is made between the respective percentages in similar tables as presented in the *2021 Profile of Students with Disability Report* relative to the earlier 2020 report.

The reason for this care relates to the increase in student enrolments in Catholic schools from 2020 to 2021. Between the Annual Census of 2020 and 2021, student enrolments grew by 1,857.

As a consequence, the percentage of the number of students with a NCCD Level of Adjustment as a proportion of the total student enrolments reflects both the number of students with the adjustment and also the total number of students for each of these calendar years.

Another difference between the NCCD data presented in the *2021 Profile Report* compared to the 2020 report comes through the use of SEQTA in 2021 to record the NCCD data.

The following section highlights the advantages of the consistent use of SEQTA across Catholic schools to record NCCD data.

One area of analysis that now becomes possible relates to the identification and nature of student disability to a far greater degree than previously.

By using SEQTA schools are now able to record whether a disability is imputed, or diagnosed through an assessment. Under the *Disability Discrimination Act*, it is appropriate for schools to identify and record a disability through either method.

The section includes a breakdown of records for an imputed or diagnosed disability. Additional information can also be recorded with regards to the nature of the imputed disability or the diagnosed disability.

An imputed disability is recorded in SEQTA in one of three categories:

- Communication
- Learning Disability
- Social-emotional/Mental health.

For a diagnosed disability more detailed records of specific disabilities are possible, for instance Autism Spectrum Disorder, Language Disability, Anxiety Disorder, and so on. This level of detail is also now possible through the linking of NCCD with SEQTA and is presented in this section.



## Levels of Adjustment

### 5. All CESA schools 2021 Levels of Adjustment

	Level of Adjustment FTE	Level of Adjustment as % of Total Enrolments	Level of Adjustment as % of total NCCD
<b>QDTP</b>	2983.7	6.2%	28.5%
<b>Supplementary</b>	5570.5	11.5%	53.2%
<b>Substantial</b>	1567.1	3.2%	15.0%
<b>Extensive</b>	343.2	0.71%	3.3%
<b>Total NCCD Students</b>	<b>10464.5</b>	<b>21.69%</b>	

Total Enrolments: 48,241.9

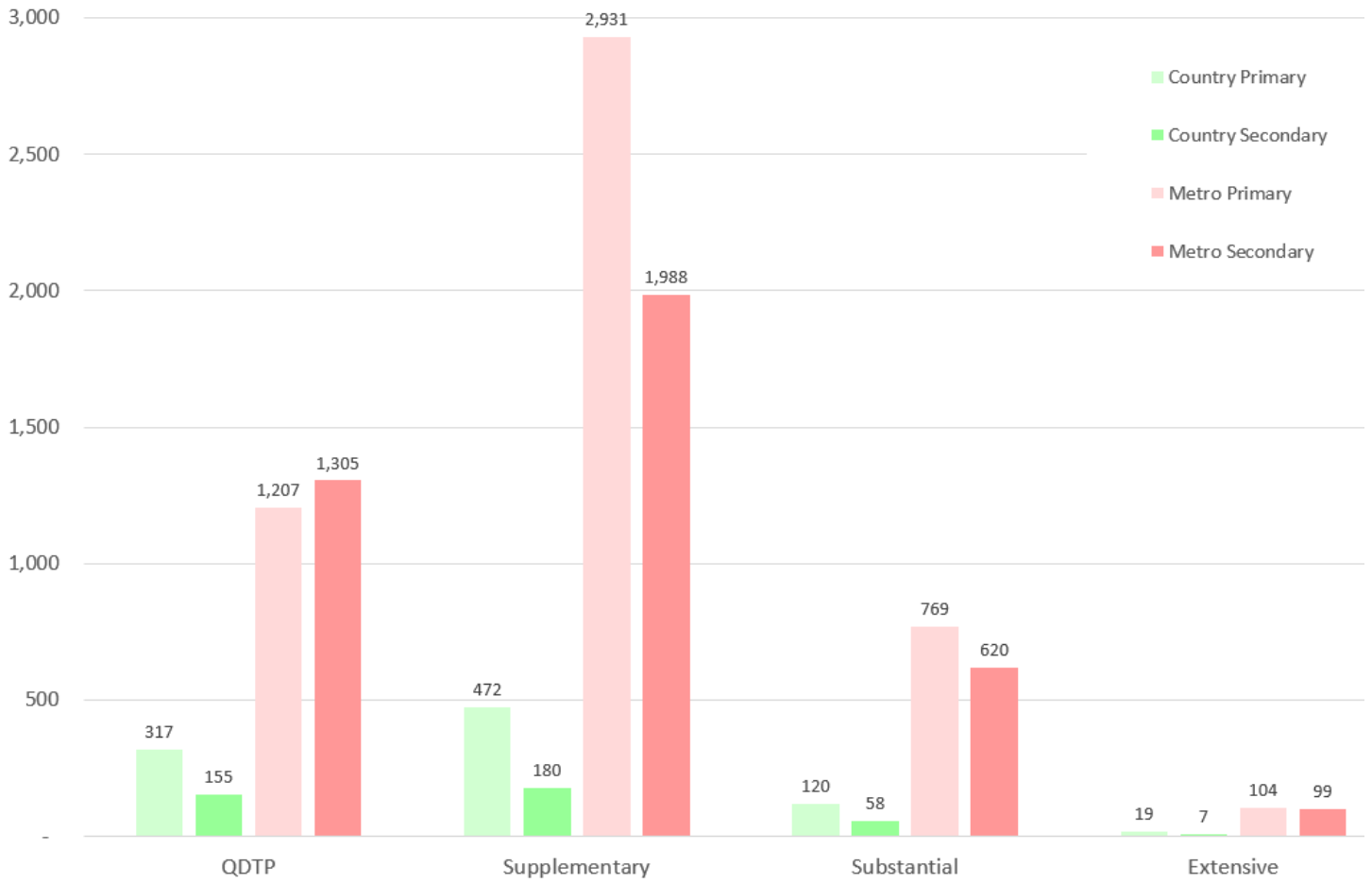
## Location and type of school

### 6. All CESA schools 2021 Levels of Adjustment per school type

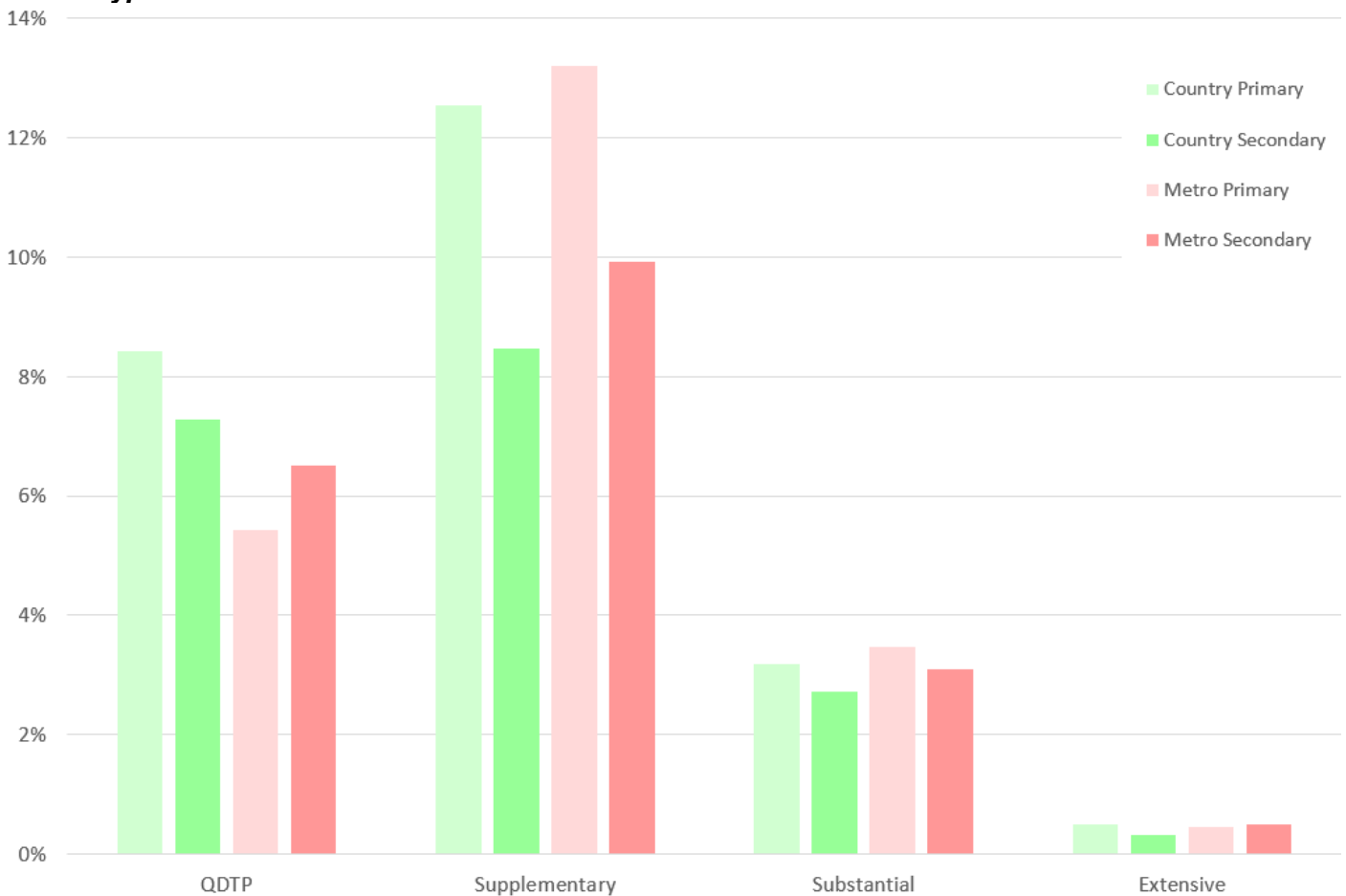
(Data table 6 is represented in graphs 7 and 8.)

Enrolments			QDTP		Supplementary		Substantial		Extensive	
<b>COUNTRY</b>	<b>Total</b>	5894.4	<b>472</b>	<b>8.0%</b>	<b>652</b>	<b>11.1%</b>	<b>177.8</b>	<b>3.0%</b>	<b>26</b>	<b>0.4%</b>
	Primary	3766.8	317	8.4%	472	12.5%	119.8	3.2%	19	0.5%
	Secondary	2127.6	155	7.3%	180	8.5%	58	2.7%	7	0.3%
<b>METRO</b>	<b>Total</b>	42233.3	<b>2,511.7</b>	<b>5.9%</b>	<b>4,918.5</b>	<b>11.6%</b>	<b>1,389.3</b>	<b>3.3%</b>	<b>203</b>	<b>0.5%</b>
	Primary	22201.8	1,206.7	5.4%	2,931	13.2%	768.9	3.5%	104	0.5%
	Secondary	20031.5	1,305	6.5%	1,987.5	9.9%	620.4	3.1%	99	0.5%
<b>SP SCHOOLS</b>	<b>Total</b>	114.2							<b>114.2</b>	<b>100%</b>
	Primary	49.6							49.6	100%
	Secondary	64.6							64.6	100%

**7. All CESA Schools (excluding special schools) 2021 FTE Levels of Adjustment per school type**



**8. All CESA Schools (excluding special schools) 2021 Levels of Adjustment as percentage of school type total enrolments**



9. **All CESA Schools (excluding special and special assistance schools) 2021 Range\* of school NCCD as percentage of enrolments**  
 (Range\*: A school's NCCD FTE as a percentage of the school's total enrolments)

PRIMARY

Metro 11 - 38%

Country 14 - 45%

SEC/R-12

Metro 10 - 44%

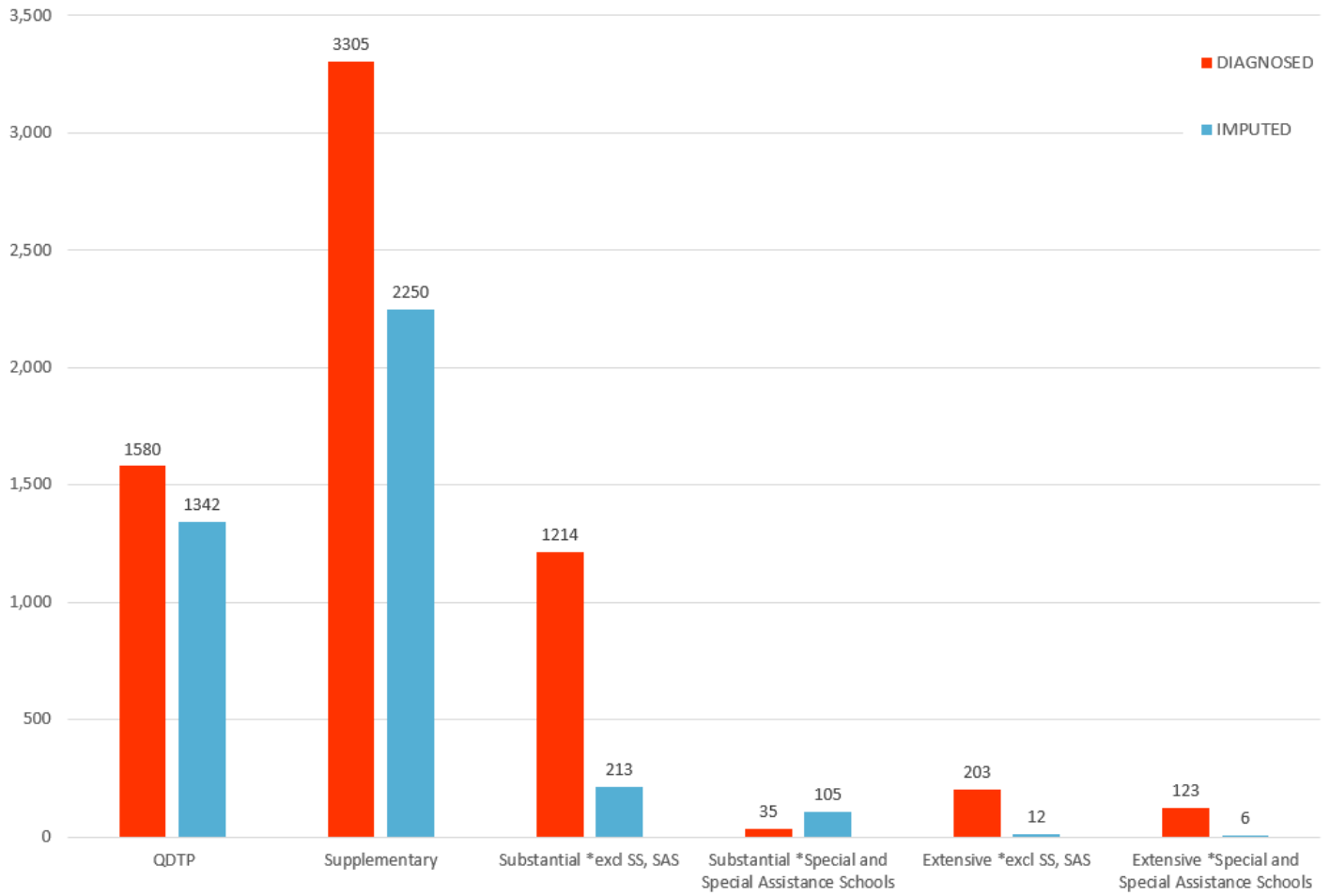
Country 19 - 24%

Identification and nature of disability

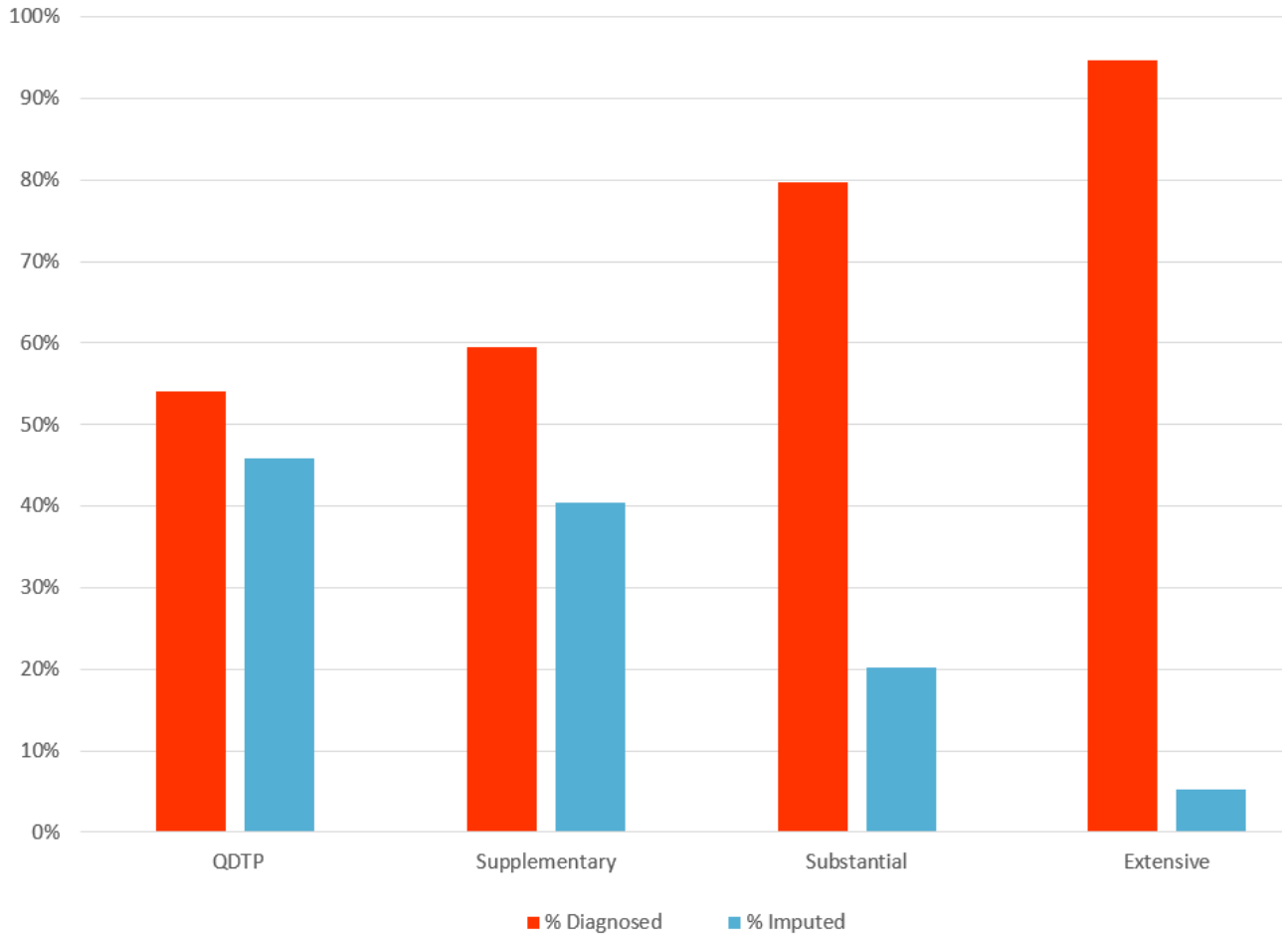
10. **All CESA Schools 2021 Diagnosed and Imputed per Level of Adjustment**  
 (Data table 10 is represented in graphs 11 and 12.)

	DIAGNOSED	IMPUTED	TOTAL NCCD	% Diagnosed	% Imputed
QDTP	1580	1342	2,922	54%	46%
Supplementary	3305	2250	5,555	59%	41%
Substantial *excl SS, SAS	1214	213	1,427	85%	15%
Substantial *Special and Special Assistance Schools	35	105	140	25%	75%
Extensive *excl SS, SAS	203	12	215	94%	6%
Extensive *Special and Special Assistance Schools	123	6	129	95%	5%

**11. All CESA Schools 2021 Diagnosed and Imputed FTE per Level of Adjustment**



**12. All CESA Schools 2021 percentage of Diagnosed and Imputed per Level of Adjustment**

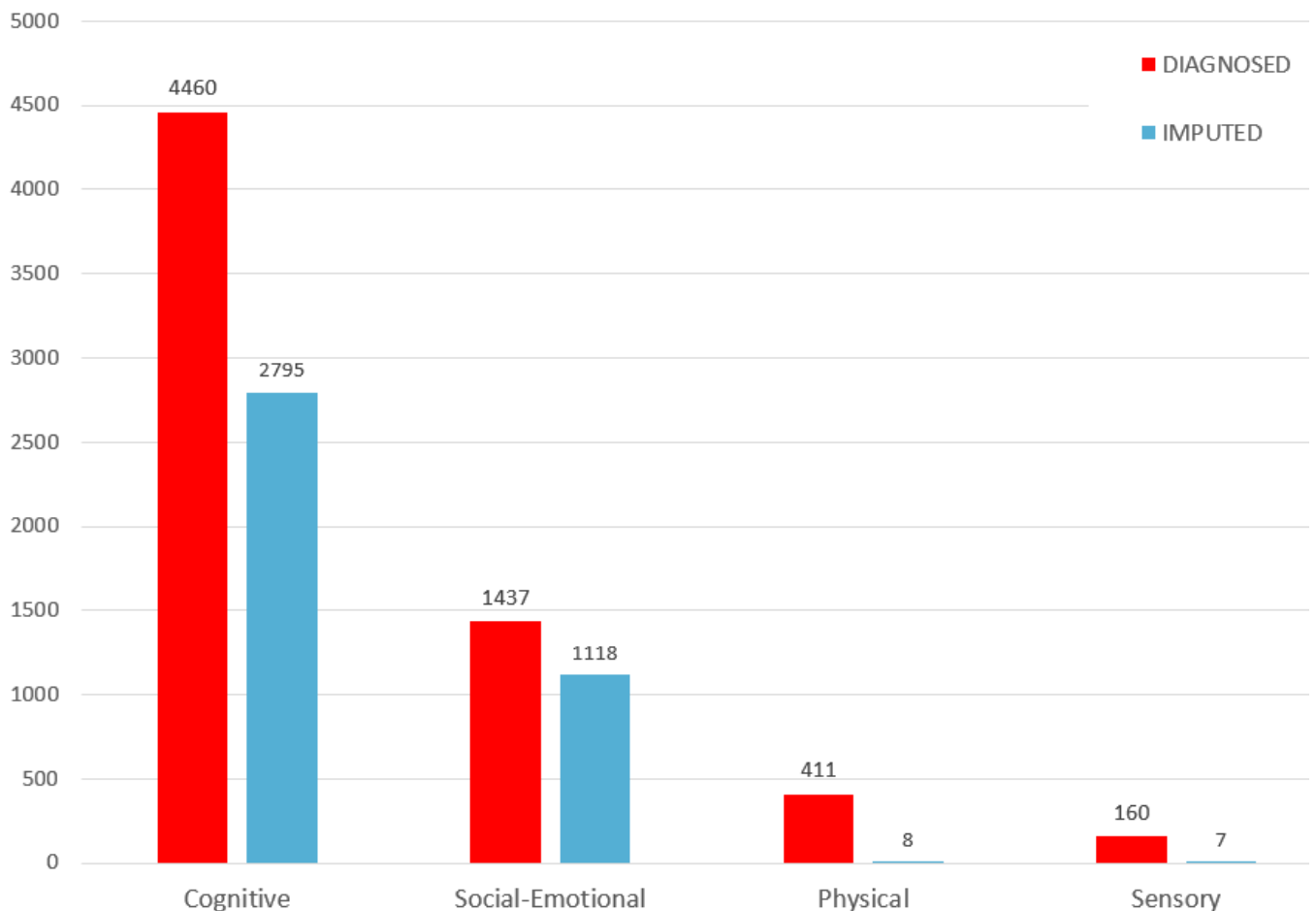


**13. All CESA Schools 2021 Diagnosed and Imputed per Broad Category of Disability**

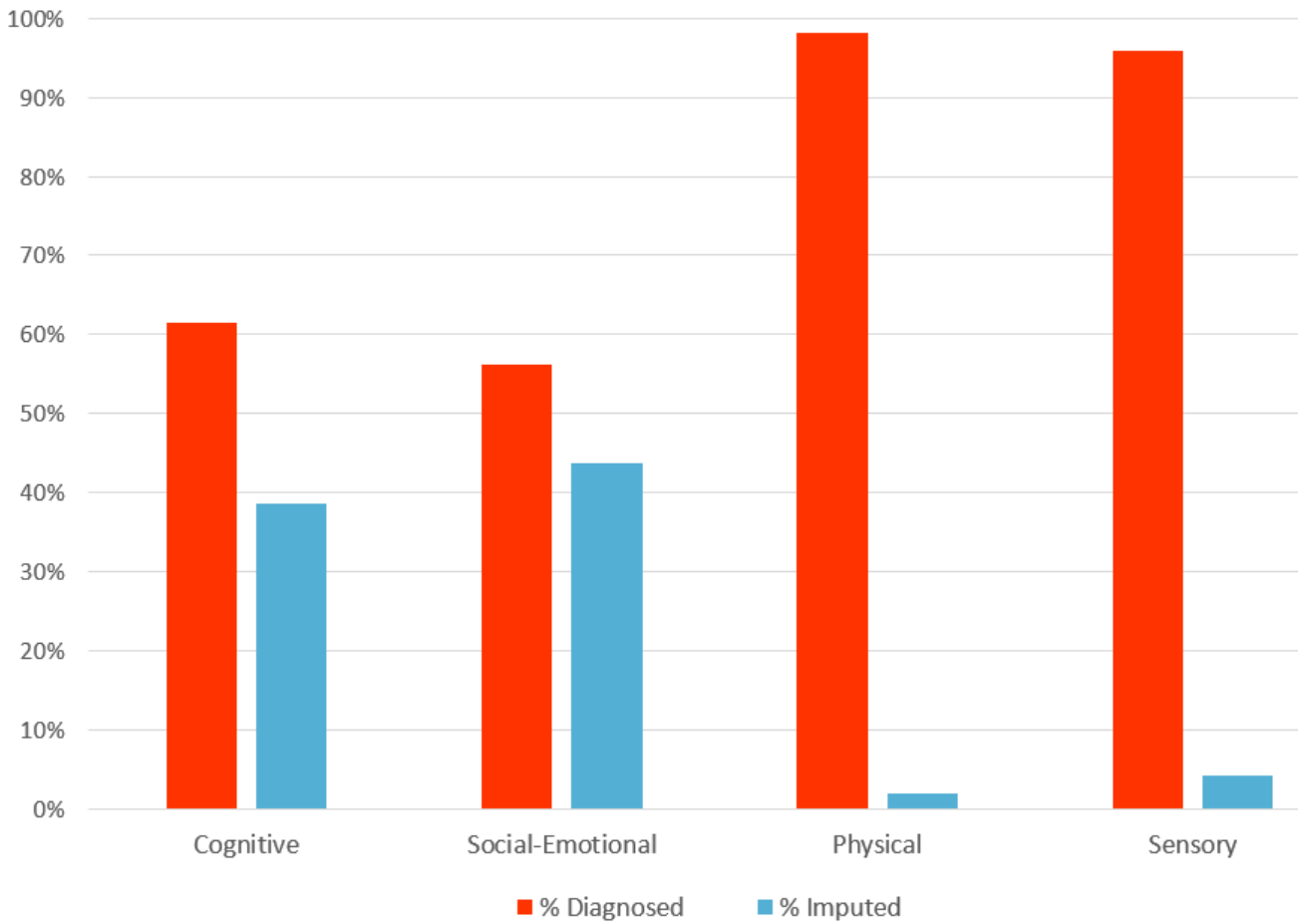
(Data table 13 is represented in graphs 14 and 15.)

Broad Category of Disability	DIAGNOSED	IMPUTED	TOTAL NCCD	% Diagnosed	% Imputed
Cognitive	4460	2795	7,255	61.5%	38.5%
Social-Emotional	1437	1118	2,555	56.2%	43.8%
Physical	411	8	419	98.1%	1.9%
Sensory	160	7	167	95.8%	4.2%

**14. All CESA Schools 2021 Diagnosed and Imputed FTE per Broad Category of Disability**



**15. All CESA Schools 2021 percentage of Diagnosed and Imputed per Broad Category of Disability**



**16. All CESA Schools 2021 Imputed Disability by Level of Adjustment**

	Total	Total as % of total imputed	Total as % of total NCCD
<b>Communication total</b>	<b>183</b>	<b>4.7%</b>	<b>1.7%</b>
QDTP	70	1.8%	0.7%
Supplementary	100	2.5%	1.0%
Substantial	13	0.3%	0.1%
<b>Learning disability total</b>	<b>2629</b>	<b>66.9%</b>	<b>25.1%</b>
QDTP	864	22.0%	8.3%
Supplementary	1644	41.8%	15.7%
Substantial	118	3.0%	1.1%
Extensive	3	0.1%	0.0%
<b>Social emotional/Mental health</b>	<b>1117</b>	<b>28.4%</b>	<b>10.7%</b>
QDTP	408	10.4%	3.9%
Supplementary	508	12.9%	4.9%
Substantial	186.4	4.7%	1.8%
Extensive	15	0.4%	0.1%
<b>Total</b>	<b>3929</b>	<b>100.0%</b>	<b>37.6%</b>

**17. All CESA Schools 2021 Diagnosed Disability FTE per Level of Adjustment (high to low)**

	QDTP	Supplementary	Substantial	Extensive	Total	Total as % of total NCCD
Autism Spectrum Disorder	234	701	429	104	1469	14.0%
Dyslexia	299	583	77	2	961	9.2%
Language disability	178	497	109	3	787	7.5%
Auditory Processing Disorder	152	203	13		368	3.5%
Attention-deficit/hyperactivity disorder (ADHD)	82	195	58	3	338	3.2%
Intellectual Disability	8	52	184	47	291	2.8%
Non-specific learning disability	64	148	28	2	242	2.3%
Anxiety disorder	47	128	22	1	198	1.9%
Specific learning disability (SLD)	35	133	29		197	1.9%
Autism spectrum disorder with a language disorder	9	73	55	19	156	1.5%
Developmental Language Disorder	22	79	20		121	1.2%
Hearing Impairment	61	52	7		120	1.1%
Autism spectrum disorder with intellectual disability	1	5	42	69	117	1.1%
Anaphylaxis	91	1	1		93	0.9%
Sensory Processing Disorder	30	47	8		85	0.8%
Chronic medical condition	40	25	7		72	0.7%
Dysgraphia	34	34	4		72	0.7%
Global Developmental delay	6	24	31	9	70	0.7%
Attention-deficit disorder (ADD)	26	27	11		64	0.6%
Phonological Disorder	18	42	3		63	0.6%
Vision Impairment	21	26	9	3	59	0.6%
Diabetes Type 1	26	19	5	2	52	0.5%
Mental health condition	7	26	13	2	48	0.5%
Physical impairment	14	25	8		47	0.4%
Dyscalculia	9	25			34	0.3%
Cerebral Palsy	4	12	14	3	33	0.3%
Down's syndrome		1	3	27	31	0.3%
Depression	8	16	6		30	0.3%
Neurological condition	8	14	2	5	29	0.3%
Communication disorder	7	14	6		27	0.3%
Syndrome	5	9	5	5	24	0.2%
Post-traumatic stress disorder	3	14	5	1	23	0.2%
Learning Disability	2	7	9		18	0.2%
Genetic disorder	5	3	4	3	15	0.1%
Acquired Brain Injury	4	6	5		15	0.1%
Oppositional Defiant Disorder	1	8	3		12	0.1%
Chromosomal deletion		3	7	1	11	0.1%
Muscular Dystrophy	1	3	3	2	9	0.1%
Selective mutism disorder	4	3	1		8	0.1%
Hypermobility	3	4			7	0.1%
Cystic fibrosis	4	3			7	0.1%
Cancer	2	2	2		6	0.1%
Degenerative bone condition	2	3			5	0.0%
Obsessive Compulsive Disorder		3	2		5	0.0%
Prader-Willi syndrome				3	3	0.0%
hip dysplasia	2	1			3	0.0%
Reactive Attachment Disorder			3		3	0.0%
Rett Syndrome	1			2	3	0.0%
Foetal alcohol spectrum disorder		2		1	3	0.0%
Williams Syndrome				3	3	0.0%
Cri-du-Chat syndrome			1	1	2	0.0%
Diabetes Type 2		1	1		2	0.0%
Conduct Disorder		1			1	0.0%
Fragile X				1	1	0.0%
Ehlers Danlos Syndrome - MEDICAL		1			1	0.0%

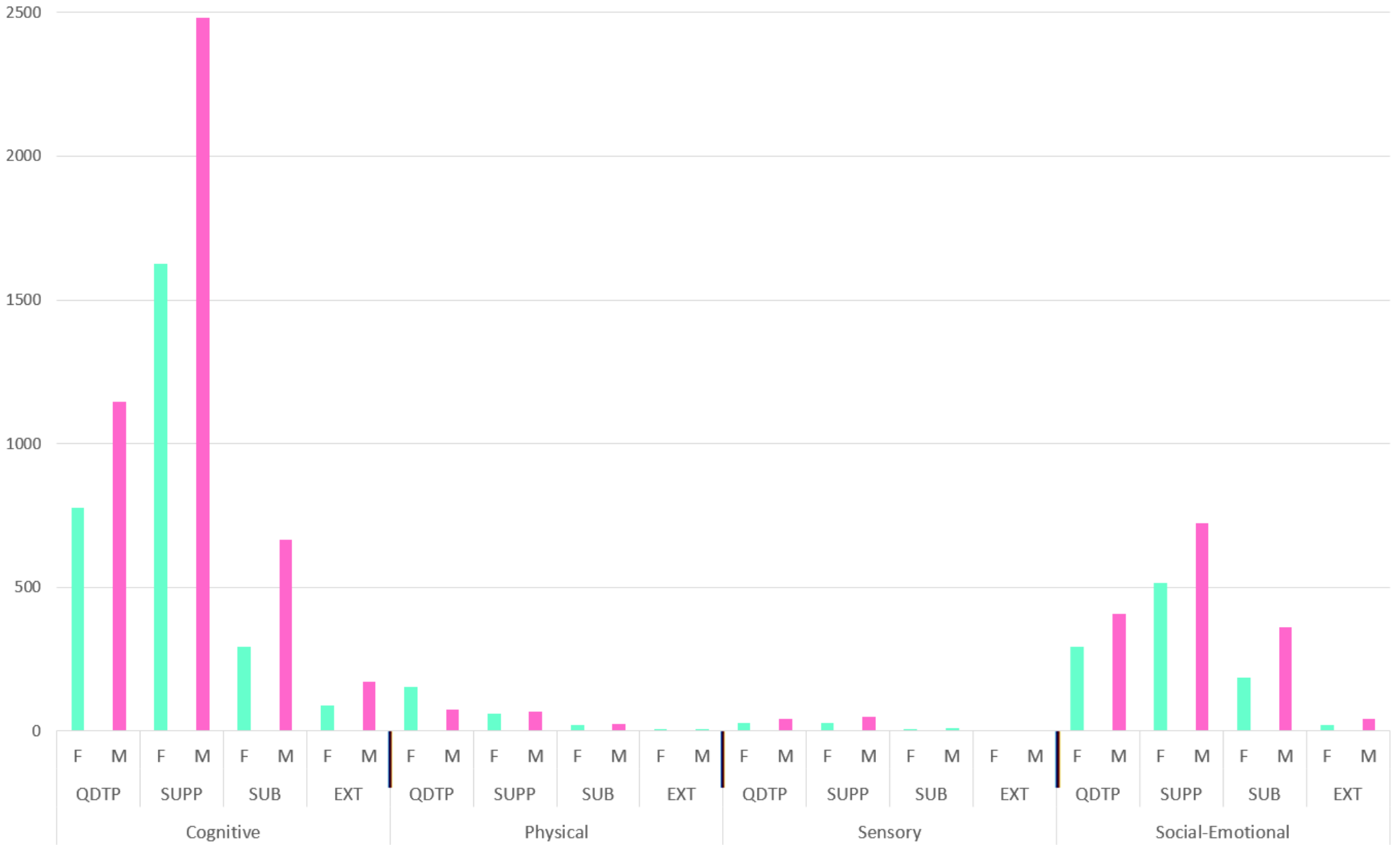
## Student gender

### 18. All CESA Schools 2021 Levels of Adjustment and Broad Categories of Disability FTE per gender (Data in table 18 is represented in graph 19, 20, and 21.)

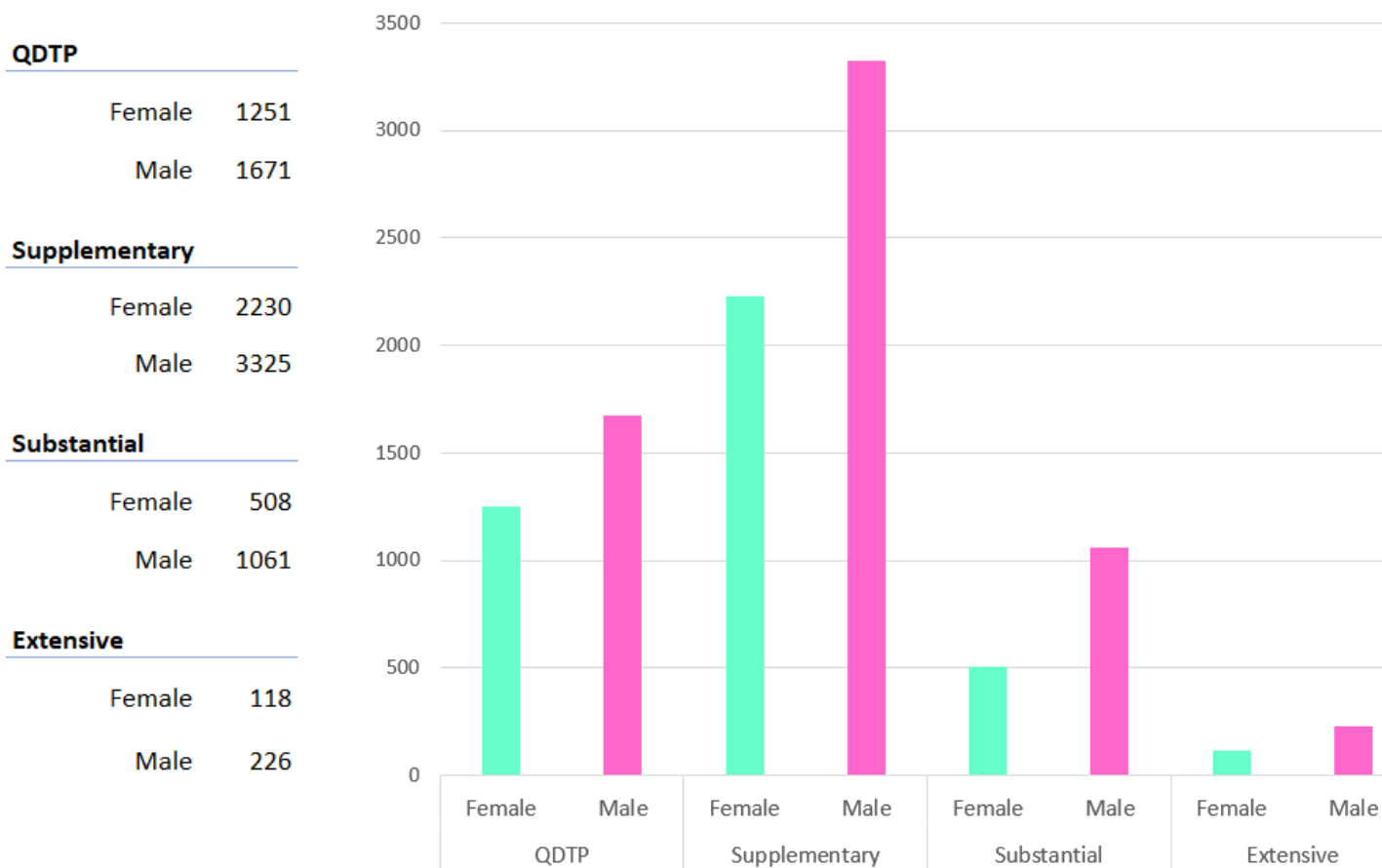
	Cognitive	Physical	Sensory	Social-Emotional
<b>QDTP</b>	<b>1922</b>	<b>230</b>	<b>70</b>	<b>700</b>
Female	777	155	27	292
Male	1145	75	43	408
<b>Supplementary</b>	<b>4109</b>	<b>129</b>	<b>80</b>	<b>1237</b>
Female	1626	61	29	514
Male	2483	68	51	723
<b>Substantial</b>	<b>961</b>	<b>47</b>	<b>14</b>	<b>547</b>
Female	294	22	5	187
Male	667	25	9	360
<b>Extensive</b>	<b>263</b>	<b>15</b>	<b>3</b>	<b>63</b>
Female	90	7	1	20
Male	173	8	2	43



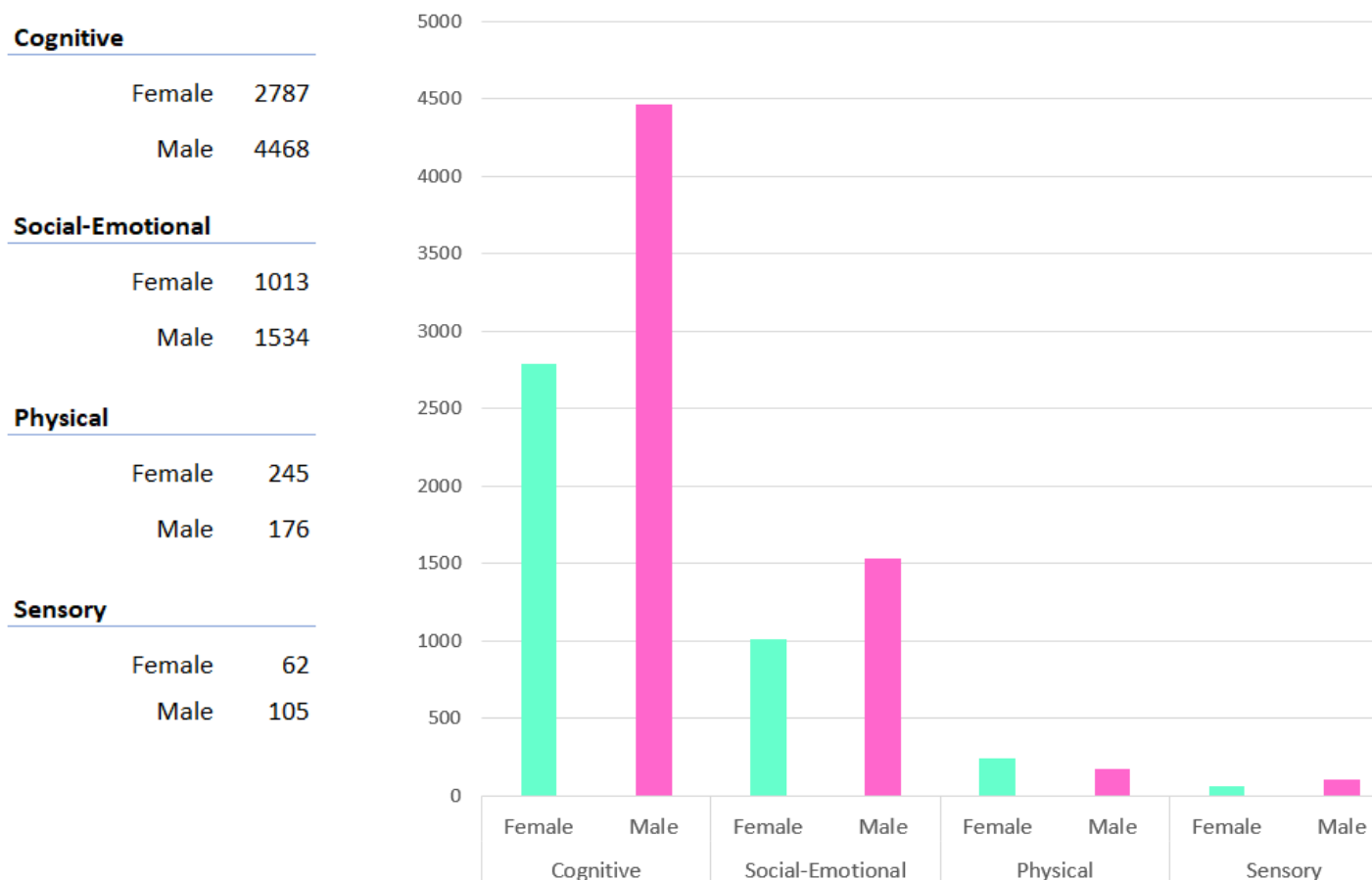
19. All CESA Schools 2021 Levels of Adjustment and Broad Categories of Disability FTE per gender



**20. All CESA Schools 2021 Levels of Adjustment FTE per gender**



**21. All CESA Schools 2021 Broad Categories of Disability FTE per gender**



**22. All CESA Schools 2021 Definitions of Diagnosed Disability per gender (high to low)**

	Female	Male	Total	Total as % of total NCCD
Autism Spectrum Disorder	377	1091.7	1468.7	14.0%
Dyslexia	412	549	961	9.2%
Language disability	246	541	787	7.5%
Auditory Processing Disorder	127	241	368	3.5%
Attention-deficit/hyperactivity disorder (ADHD)	73	265	338	3.2%
Intellectual Disability	114	177	291	2.8%
Non-specific learning disability	117	125	242	2.3%
Anxiety disorder	129	69	198	1.9%
Specific learning disability (SLD)	75	122	197	1.9%
Autism spectrum disorder with a language disorder	30	126	156	1.5%
Developmental Language Disorder	34	87	121	1.2%
Hearing Impairment	55	65	120	1.1%
Autism spectrum disorder with intellectual disability	40	77	117	1.1%
Anaphylaxis	74	19	93	0.9%
Sensory Processing Disorder	11	74	85	0.8%
Chronic medical condition	48	24	72	0.7%
Dysgraphia	9	63	72	0.7%
Global Developmental delay	23	47	70	0.7%
Attention-deficit disorder (ADD)	18	46	64	0.6%
Phonological Disorder	29	34	63	0.6%
Vision Impairment	20	38.6	58.6	0.6%
Diabetes Type 1	33	19	52	0.5%
Mental health condition	34	14	48	0.5%
Physical impairment	21	26	47	0.4%
Dyscalculia	23	11	34	0.3%
Cerebral Palsy	14	19	33	0.3%
Down's syndrome	20	11	31	0.3%
Depression	23	7	30	0.3%
Neurological condition	12	17	29	0.3%
Communication disorder	11	16	27	0.3%
Syndrome	15	9	24	0.2%
Post-traumatic stress disorder	12	11	23	0.2%
Learning Disability		18	18	0.2%
Acquired Brain Injury	11	4	15	0.1%
Genetic disorder	7	8	15	0.1%
Oppositional Defiant Disorder	1	11	12	0.1%
Chromosomal deletion	5.8	5	10.8	0.1%
Muscular Dystrophy	2	7	9	0.1%
Selective mutism disorder	5	3	8	0.1%
Cystic fibrosis	4	3	7	0.1%
Hypermobility	1	6	7	0.1%
Cancer	3	3	6	0.1%
Degenerative bone condition	2	3	5	0.0%
Obsessive Compulsive Disorder	3	2	5	0.0%
Foetal alcohol spectrum disorder	1	2	3	0.0%
hip dysplasia	2	1	3	0.0%
Prader-Willi syndrome	2	1	3	0.0%
Reactive Attachment Disorder	2	1	3	0.0%
Rett Syndrome	2	1	3	0.0%
Williams Syndrome	1	2	3	0.0%
Cri-du-Chat syndrome	1	1	2	0.0%
Diabetes Type 2	1	1	2	0.0%
Conduct Disorder		1	1	0.0%
Ehlers Danlos Syndrome - MEDICAL	1		1	0.0%
Fragile X		1	1	0.0%

23. All CESA Schools 2021 Imputed Disabilities per gender

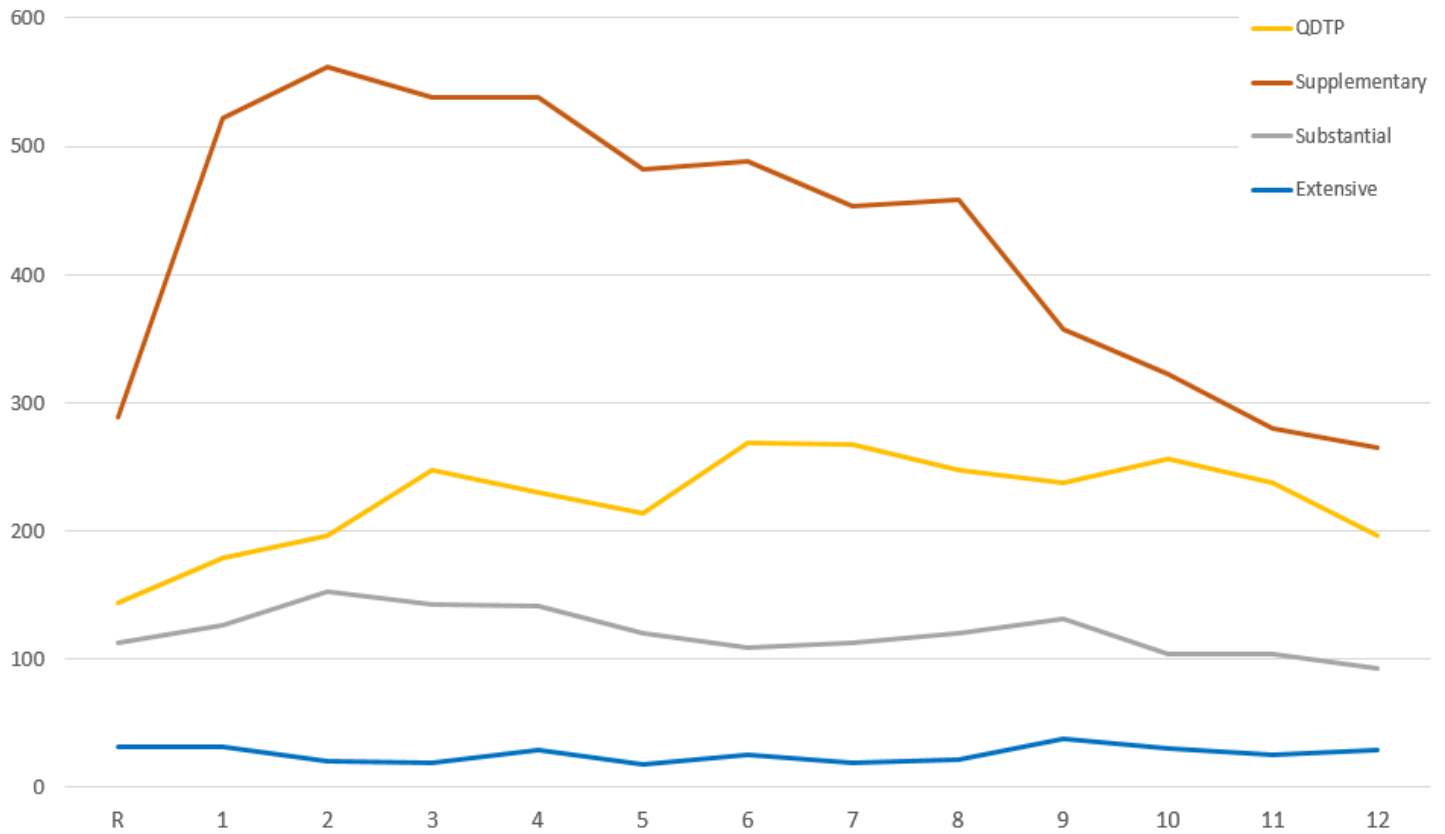
	Total	% of Total NCCD
<b>Communication total</b>	<b>183</b>	<b>1.7%</b>
Female	71	0.7%
Male	112	1.1%
<b>Learning disability total</b>	<b>2629</b>	<b>25.1%</b>
Female	1193	11.4%
Male	1436	13.7%
<b>Social emotional/Mental health</b>	<b>1117</b>	<b>10.7%</b>
Female	510	4.9%
Male	607	5.8%
<b>Total</b>	<b>3929</b>	<b>37.5%</b>

Student year levels

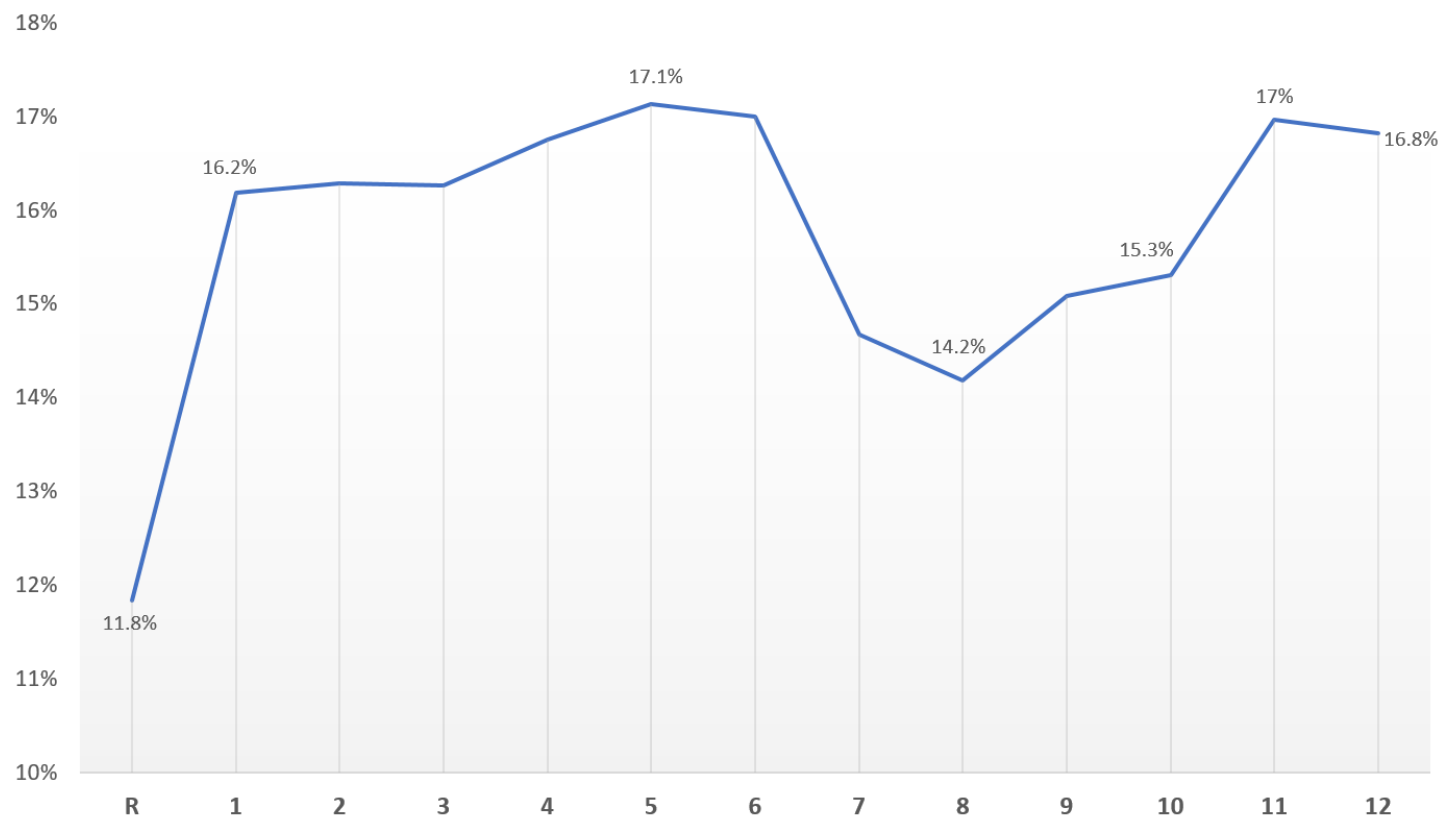
24. All CESA Schools 2021 Levels of Adjustment FTE per student year level  
(Data table 24 is represented in graphs 25 and 26.)

	R	1	2	3	4	5	6	7	8	9	10	11	12
<b>QDTP</b>	144	179	196	248	230	214	269	268	248	237	256	237	196
<b>Supplementary</b>	289	522	562	538	538	482	488	453	459	357	323	280	265
<b>Substantial (*excl SAS) *Special Assistance Schools</b>	113	127	153	143	142	120	109	109	114	102	71	72	57
								5	6	29	33	32	36
<b>Extensive (*excl SS, SAS) *Special, Special Assist Schools</b>	27	20	16	13	21	10	15	11	19	18	19	16	9
	5	12	5	6	9	8	10	8	3	20	12	10	21
<b>NCCD Total</b>	578	860	932	948	940	834	891	854	849	763	714	647	584
<b>Total enrolments</b>	4860	3548	3527	3527	3421	3345	3369	3867	3985	3750	3698	3329	3355
<b>NCCD % of enrolments</b>	<b>11.9%</b>	<b>16.3%</b>	<b>16.4%</b>	<b>16.4%</b>	<b>16.9%</b>	<b>17.3%</b>	<b>17.2%</b>	<b>14.9%</b>	<b>14.5%</b>	<b>15.4%</b>	<b>15.6%</b>	<b>17.4%</b>	<b>17.2%</b>

**25. All CESA Schools 2021 Levels of Adjustment FTE per student year level**



**26. All CESA Schools 2021 total NCCD as percentage of total enrolments per student year level**



**27. All CESA Schools 2021 Imputed Disabilities by Level of Adjustment FTE per student year level**

	R	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>Communication total</b>	<b>31</b>	<b>32</b>	<b>21</b>	<b>17</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>12</b>	<b>13</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>183</b>
QDTP	9	7	9	12	4	4	4	2	5	5	5	3	1	70
Supplementary	19	21	12	3	7	5	5	6	6	7	4	4	1	100
Substantial	3	4		2		1			1	1	1			13
<b>Learning disability total</b>	<b>143</b>	<b>362</b>	<b>372</b>	<b>338</b>	<b>272</b>	<b>252</b>	<b>296</b>	<b>154</b>	<b>115</b>	<b>88</b>	<b>95</b>	<b>90</b>	<b>52</b>	<b>2629</b>
QDTP	51	76	83	123	84	92	95	66	42	40	58	39	15	864
Supplementary	77	276	266	195	180	149	187	84	68	45	34	48	35	1644
Substantial	13	9	23	20	8	11	14	4	5	3	3	3	2	118
Extensive	2	1												3
<b>Social emotional/Mental health</b>	<b>83</b>	<b>71</b>	<b>85</b>	<b>69</b>	<b>71</b>	<b>58</b>	<b>81</b>	<b>57</b>	<b>91</b>	<b>103</b>	<b>111</b>	<b>109</b>	<b>128</b>	<b>1117</b>
QDTP	28	29	24	30	33	25	39	23	33	36	34	39	35	408
Supplementary	42	26	43	25	37	28	39	27	50	40	51	42	58	508
Substantial	11	14	17	10	1	5	3	7	8	23	25	27	35	186
Extensive	2	2	1	4						4	1	1		15
<b>Total</b>	<b>257</b>	<b>465</b>	<b>478</b>	<b>424</b>	<b>354</b>	<b>320</b>	<b>386</b>	<b>219</b>	<b>218</b>	<b>204</b>	<b>216</b>	<b>206</b>	<b>182</b>	<b>3929</b>

**28. All CESA Schools 2021 Imputed Disabilities by gender FTE per student year level**

	R	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>Communication total</b>	<b>31</b>	<b>32</b>	<b>21</b>	<b>17</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>12</b>	<b>13</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>183</b>
Female	12	12	4	11	5	4	3	1	7	6	4	1	1	71
Male	19	20	17	6	6	6	6	7	5	7	6	6	1	112
<b>Learning disability total</b>	<b>143</b>	<b>362</b>	<b>372</b>	<b>338</b>	<b>272</b>	<b>252</b>	<b>296</b>	<b>154</b>	<b>115</b>	<b>88</b>	<b>95</b>	<b>90</b>	<b>52</b>	<b>2629</b>
Female	52	130	171	155	141	123	201	64	46	33	30	29	18	1193
Male	91	232	201	183	131	129	95	90	69	55	65	61	34	1436
<b>Social emotional/Mental health</b>	<b>83</b>	<b>71</b>	<b>85</b>	<b>69</b>	<b>71</b>	<b>58</b>	<b>81</b>	<b>57</b>	<b>91</b>	<b>103</b>	<b>111</b>	<b>109</b>	<b>128</b>	<b>1117</b>
Female	19	21	20	22	18	18	25	24	56	60	71	73	83	510
Male	64	50	65	47	53	40	56	33	35	43	40	36	45	607
<b>Total</b>	<b>257</b>	<b>465</b>	<b>478</b>	<b>424</b>	<b>354</b>	<b>320</b>	<b>386</b>	<b>219</b>	<b>218</b>	<b>204</b>	<b>216</b>	<b>206</b>	<b>182</b>	<b>3929</b>

**29. All CESA Schools 2021 Highest 13 Definitions of Diagnosed Disabilities per student year level**

	R	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>Autism Spectrum Disorder</b>	<b>76</b>	<b>109</b>	<b>117</b>	<b>116</b>	<b>146</b>	<b>132</b>	<b>102</b>	<b>160</b>	<b>132</b>	<b>128</b>	<b>106</b>	<b>65</b>	<b>80</b>	<b>1469</b>
QDTP	8	12	13	17	18	15	18	24	24	30	15	16	24	234
Supplementary	32	44	59	52	65	77	42	84	70	62	55	32	27	701
Substantial	30	40	37	41	53	34	35	44	34	26	22	15.3	18	429.3
Extensive	6	12.8	8	6	10	6	7	8	4	10	14	2	10.6	104.4
<b>Dyslexia</b>		<b>6</b>	<b>28</b>	<b>70</b>	<b>89</b>	<b>83</b>	<b>101</b>	<b>117</b>	<b>128</b>	<b>91</b>	<b>96</b>	<b>77</b>	<b>75</b>	<b>961</b>
QDTP			4	4	17	11	28	37	36	32	44	41	45	299
Supplementary		5	21	56	61	64	60	74	82	50	50	32	28	583
Substantial		1	3	10	10	8	13	6	9	9	2	4	2	77
Extensive					1				1					2
<b>Language disability</b>	<b>76</b>	<b>96</b>	<b>73</b>	<b>78</b>	<b>76</b>	<b>63</b>	<b>48</b>	<b>66</b>	<b>54</b>	<b>44</b>	<b>42</b>	<b>40</b>	<b>31</b>	<b>787</b>
QDTP	20	18	16	12	12	11	12	14	9	15	18	13	8	178
Supplementary	37	65	45	59	53	36	33	47	35	24	21	24	18	497
Substantial	18	12	12	6	11	16	3	5	10	5	3	3	5	109
Extensive	1	1		1										3
<b>Auditory Processing Dis</b>		<b>5</b>	<b>9</b>	<b>24</b>	<b>32</b>	<b>34</b>	<b>39</b>	<b>44</b>	<b>42</b>	<b>44</b>	<b>37</b>	<b>30</b>	<b>28</b>	<b>368</b>
QDTP		1	3	6	10	13	10	23	23	17	15	19	12	152
Supplementary		3	6	16	19	19	29	21	19	25	20	11	15	203
Substantial		1		2	3	2				2	2		1	13
<b>Attention-deficit (ADHD)</b>	<b>18</b>	<b>26</b>	<b>39</b>	<b>40</b>	<b>41</b>	<b>33</b>	<b>30</b>	<b>22</b>	<b>25</b>	<b>20</b>	<b>14</b>	<b>17</b>	<b>13</b>	<b>338</b>
QDTP	1	3	5	11	10	7	10	8	4	7	3	6	7	82
Supplementary	9	15	20	23	24	22	16	11	19	11	10	9	6	195
Substantial	5	8	14	6	7	4	4	3	2	2	1	2		58
Extensive	3													3
<b>Intellectual Disability</b>	<b>3</b>	<b>2</b>	<b>10</b>	<b>17</b>	<b>20</b>	<b>19</b>	<b>27</b>	<b>25</b>	<b>29</b>	<b>40</b>	<b>35</b>	<b>38</b>	<b>26</b>	<b>291</b>
QDTP							1			2	2	2	1	8
Supplementary		1	1	6	4	5	8	6	4	3	6	3	5	52
Substantial	3	1	8	11	15	12	13	18	21	28	21	23	10	184
Extensive			1		1	2	5	1	4	7	6	10	10	47
<b>Non-specific learning dis</b>	<b>3</b>	<b>8</b>	<b>15</b>	<b>18</b>	<b>21</b>	<b>7</b>	<b>16</b>	<b>24</b>	<b>43</b>	<b>33</b>	<b>25</b>	<b>16</b>	<b>13</b>	<b>242</b>
QDTP		2		4	6		4	9	15	6	8	5	5	64
Supplementary	3	6	13	12	12	3	10	13	23	25	12	8	8	148
Substantial			2	2	2	4	2	2	5	2	4	3		28
Extensive					1						1			2
<b>Anxiety disorder</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>8</b>	<b>14</b>	<b>25</b>	<b>28</b>	<b>21</b>	<b>40</b>	<b>41</b>	<b>198</b>
QDTP		3	1	2	1	2	5	2	7	3	4	10	7	47
Supplementary	2	1	1	1	1	4	3	11	14	23	15	24	28	128
Substantial			1			1		1	3	2	2	6	6	22
Extensive									1					1
<b>Specific learning disability</b>	<b>2</b>	<b>5</b>	<b>12</b>	<b>19</b>	<b>25</b>	<b>21</b>	<b>30</b>	<b>19</b>	<b>10</b>	<b>17</b>	<b>17</b>	<b>10</b>	<b>10</b>	<b>197</b>
QDTP	1	1	5	3	1	8	5	2	1		2	4	2	35
Supplementary	1	1	6	13	19	12	21	14	8	14	13	5	6	133
Substantial		3	1	3	5	1	4	3	1	3	2	1	2	29
<b>AutismSD w language dis</b>	<b>24</b>	<b>11</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>12</b>	<b>14</b>	<b>7</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>156</b>
QDTP	1		1				1		1		3		2	9
Supplementary	6	5	7	16	12	6	7	5	6	2			1	73
Substantial	11	5	4	7	6	4	5	2	4	3	3	1		55
Extensive	6	1	3	2	2	2	1		1	1				19
<b>Developmental Language Di</b>	<b>12</b>	<b>20</b>	<b>25</b>	<b>16</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>121</b>
QDTP		4	5	2		2	2	2	3		1		1	22
Supplementary	12	12	14	11	8	5	2	5	1	1	1	3	4	79
Substantial		4	6	3	2		1	1				3		20
<b>Hearing Impairment</b>	<b>11</b>	<b>5</b>	<b>8</b>	<b>11</b>	<b>14</b>	<b>11</b>	<b>10</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>6</b>	<b>6</b>	<b>11</b>	<b>120</b>
QDTP	2	1	2	5	6	3	9	5	5	9	3	4	7	61
Supplementary	9	3	4	5	8	8		2	5		2	2	4	52
Substantial		1	2	1			1	1			1			7
<b>AutismSD w Intellectual dis</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>11</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>15</b>	<b>15</b>	<b>8</b>	<b>13</b>	<b>9</b>	<b>117</b>
QDTP			1											1
Supplementary	1		2			1				1				5
Substantial	1	1	2	3	5	4	2	5	6	5	2	3	3	42
Extensive	3	5	1	1	6	3	6	4	9	9	6	10	6	69

## ANALYSIS OF 2020 TO 2021 NCCD TRENDS

The following section presents a more detailed analysis of the change in NCCD data for students with disability from 2020 to 2021.

Again it is pointed out that care needs be taken when comparing percentages between the two years due to the growth in the total number of student enrolments in Catholic schools.

It is also pointed out that the student cohort with a Level of Adjustment in 2020 is not exactly the same student cohort with an adjustment in 2021. It is the case that students may have left a school and new students may have enrolled. It is also possible that in some instances the student no longer needs an adjustment to be provided.

Notwithstanding these caveats, the data presented in the section provides a basis for further reflection and interpretation as to how schools, both individually and in regions, can strengthen the learning, wellbeing and inclusion of students with disability.

### Levels of Adjustment

#### 30. All CESA Schools 2020 and 2021 FTE Levels of Adjustment per Broad Category of Disability

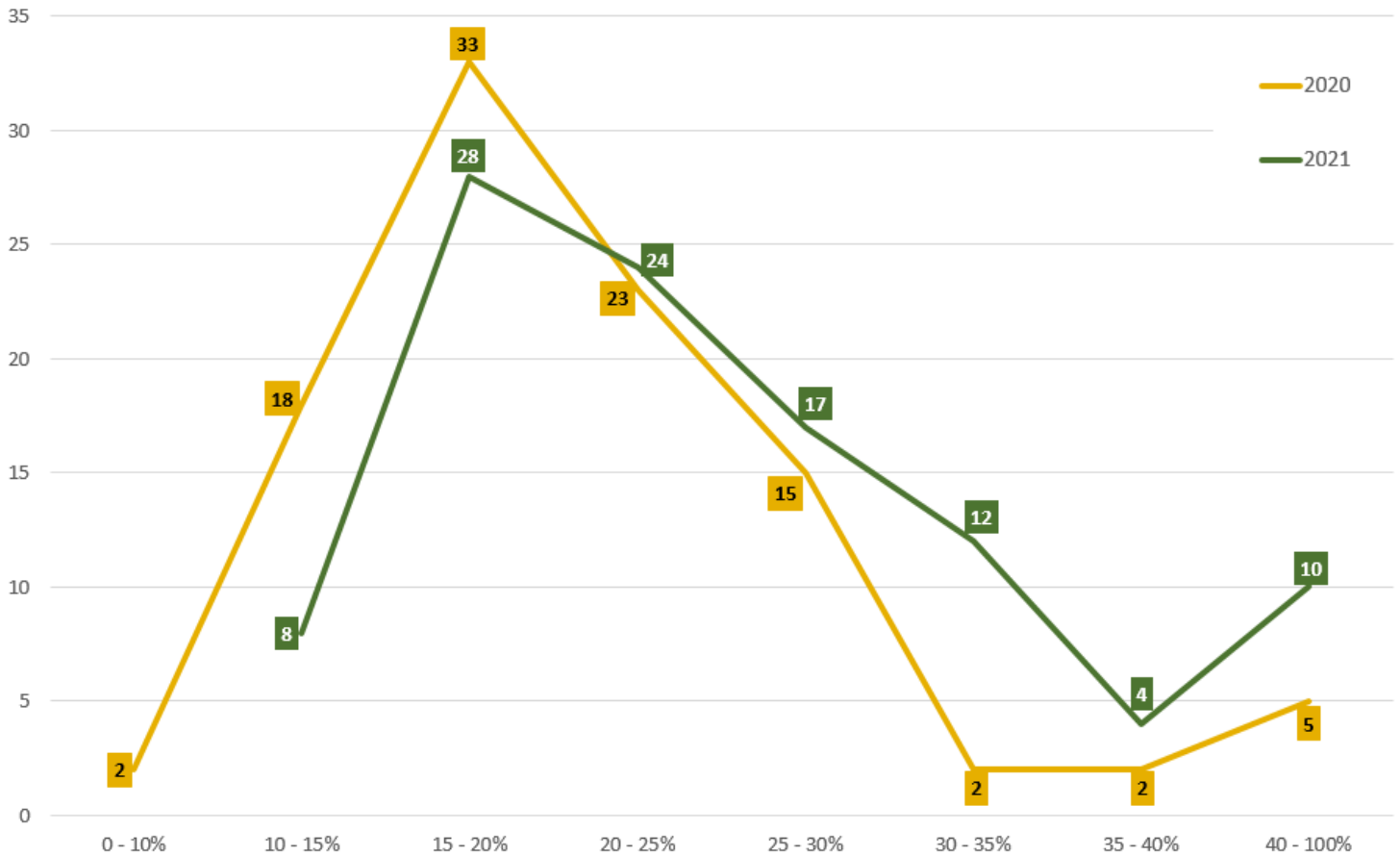
	Cognitive	Physical	Sensory	Social-Emotional
<b>QDTP</b>				
2020	2247	149	104	582
2021	1922	230	70	700
<b>Supplementary</b>				
2020	3335	104	73	959
2021	4109	129	80	1237
<b>Substantial</b>				
2020	668	42	19	451
2021	961	47	14	547
<b>Extensive</b>				
2020	183	20	0	43
2021	263	15	3	63

#### 31. Number of CESA schools 2020 and 2021 in Bands of % NCCD students (Table 31 is represented in graph 32.)

Bands of NCCD/Enrolments	2020	2021	Change
0 - 10%	2	0	-2
10 - 15%	18	8	-10
15 - 20%	33	28	-5
20 - 25%	23	24	1
25 - 30%	15	17	2
30 - 35%	2	12	10
35 - 40%	2	4	2
40 - 100%	5	10	5



**32. All CESA Schools 2020 and 2021 number of schools per Band\***  
 (Band\*: A school's NCCD FTE as a % of the school's total enrolments)

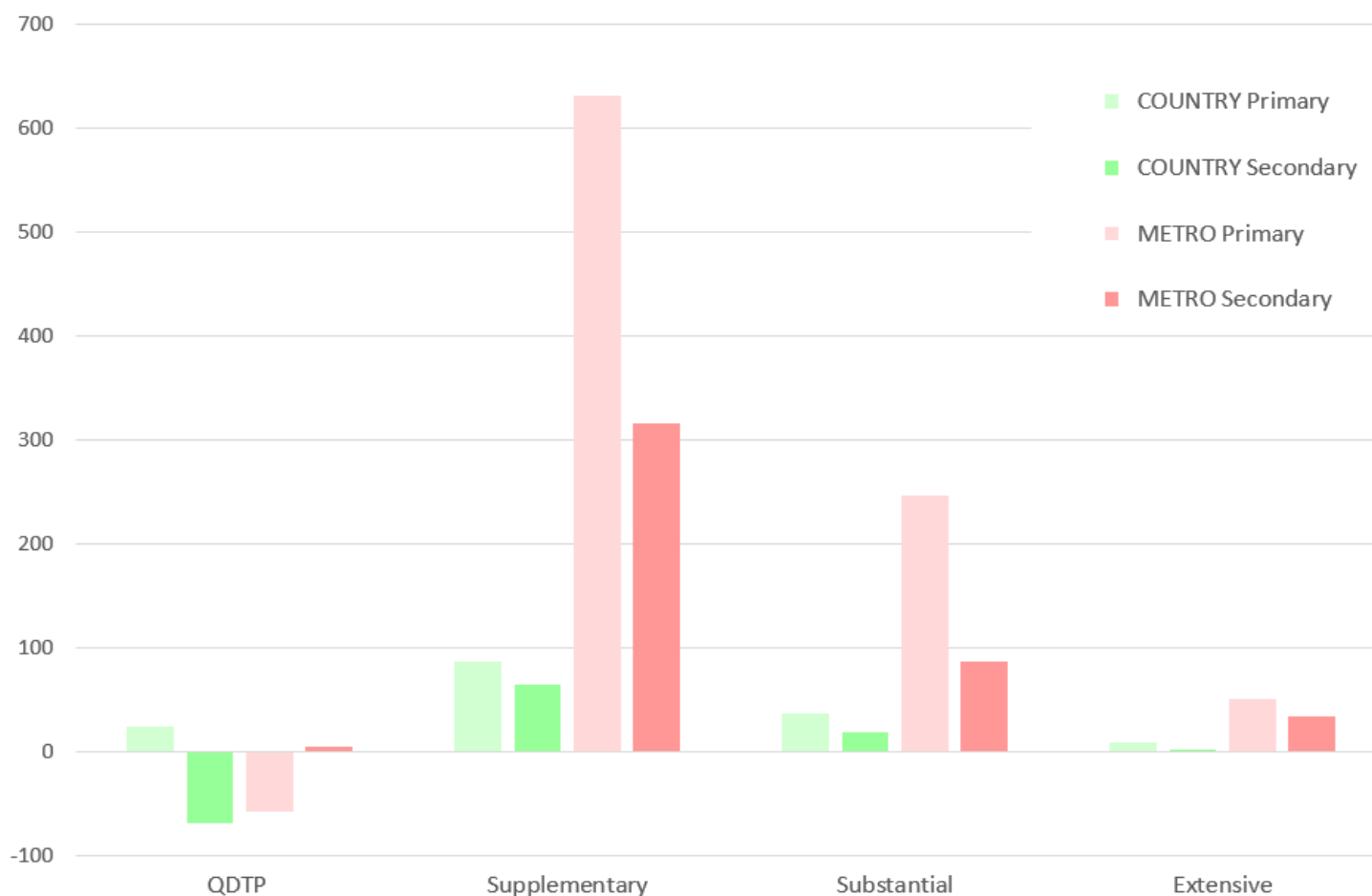


**33. All CESA Schools 2021 Levels of Adjustment per CESA Regions**

	QDTP	Supplementary	Substantial	Extensive	Total NCCD	Total enrolments	Total NCCD as % Total enrolments	NCCD growth from 2020
<b>CENTRAL</b>	576	987	247	49	1859	9015	20.6%	2.7%
<b>EAST (*excl SS)</b> *Special Schools	431	845	165	28	1469	7558	19.4%	3.1%
				114	114	114	100.0%	
<b>NORTH (*excl SAS)</b> *Special Assistance School	486	1201	346	29	2062	9422	21.9%	2.8%
			48	8	56	77	72.7%	
<b>REGIONAL</b>	338	546	120	11	1015	4352	23.3%	2.2%
<b>SOUTH (*excl SAS)</b> *Special Assistance School	586	1212	270	43	2111	9072	23.3%	0.9%
			92	7	99	119	83.2%	
<b>WEST</b>	567	780	279	54	1680	8513	19.7%	2.3%

## Location and type of school

### 34. All CESA Schools 2020 to 2021 change in FTE Levels of Adjustment per school type



## Student gender

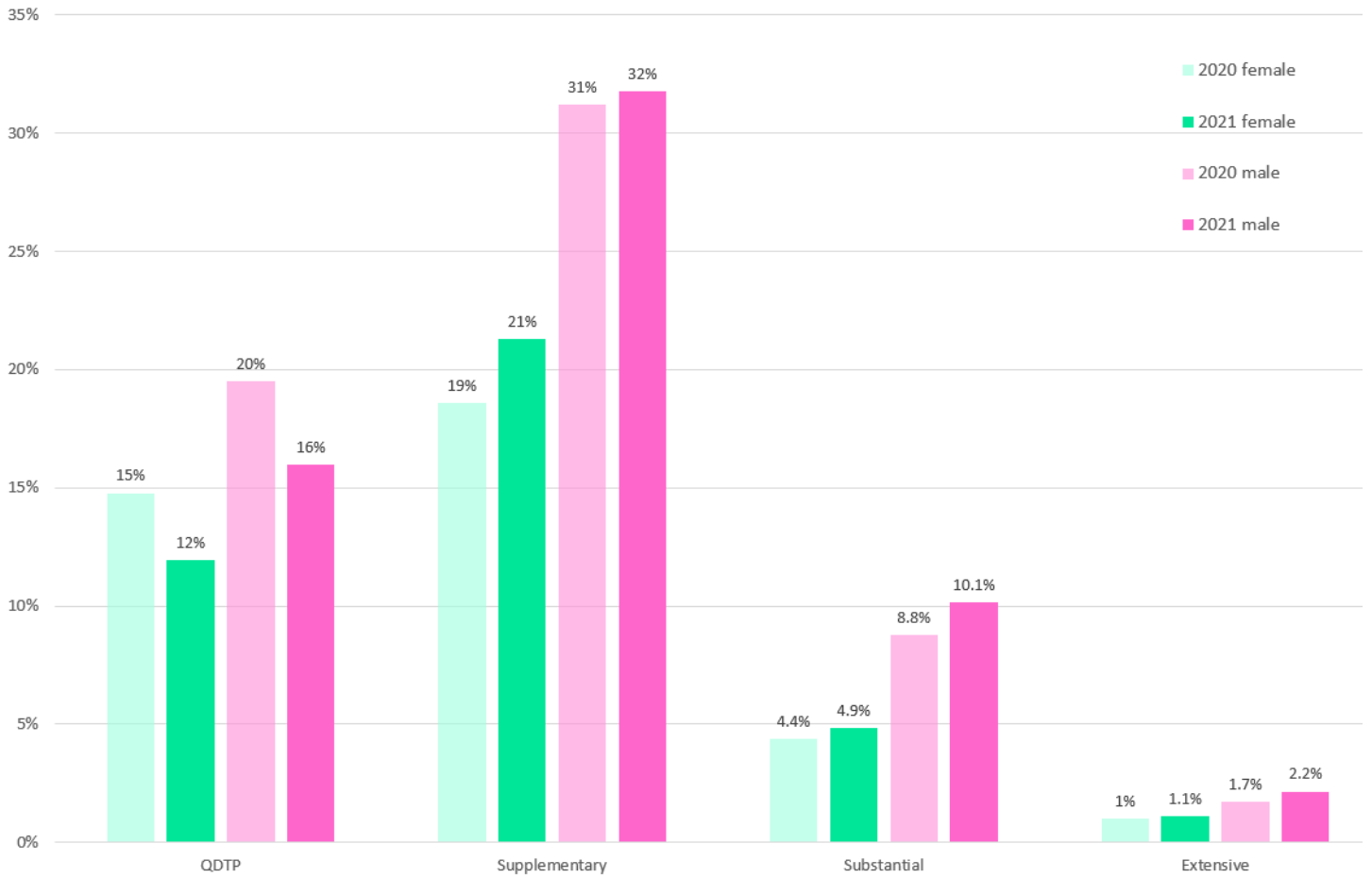
### 35. All CESA Schools 2020 and 2021 FTE Levels of Adjustment per gender (Data table 35 is represented in graphs 36, 37 and 38.)

2020	QDTP	Supplementary	Substantial	Extensive
Female	1328	1668	393	90
Male	1754	2803	787	156

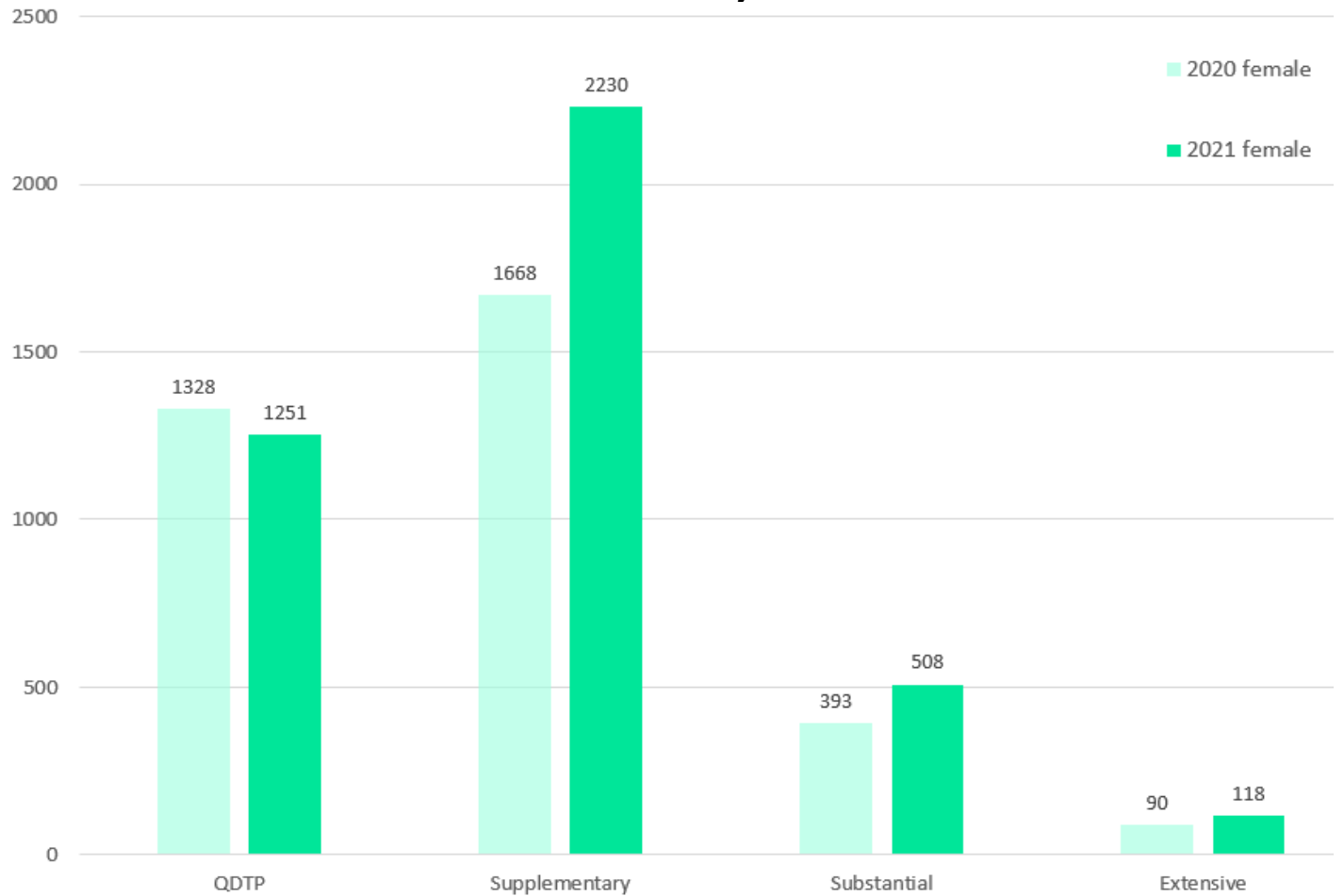
  

2021	QDTP	Supplementary	Substantial	Extensive
Female	1251	2230	508	118
Male	1671	3325	1061	226

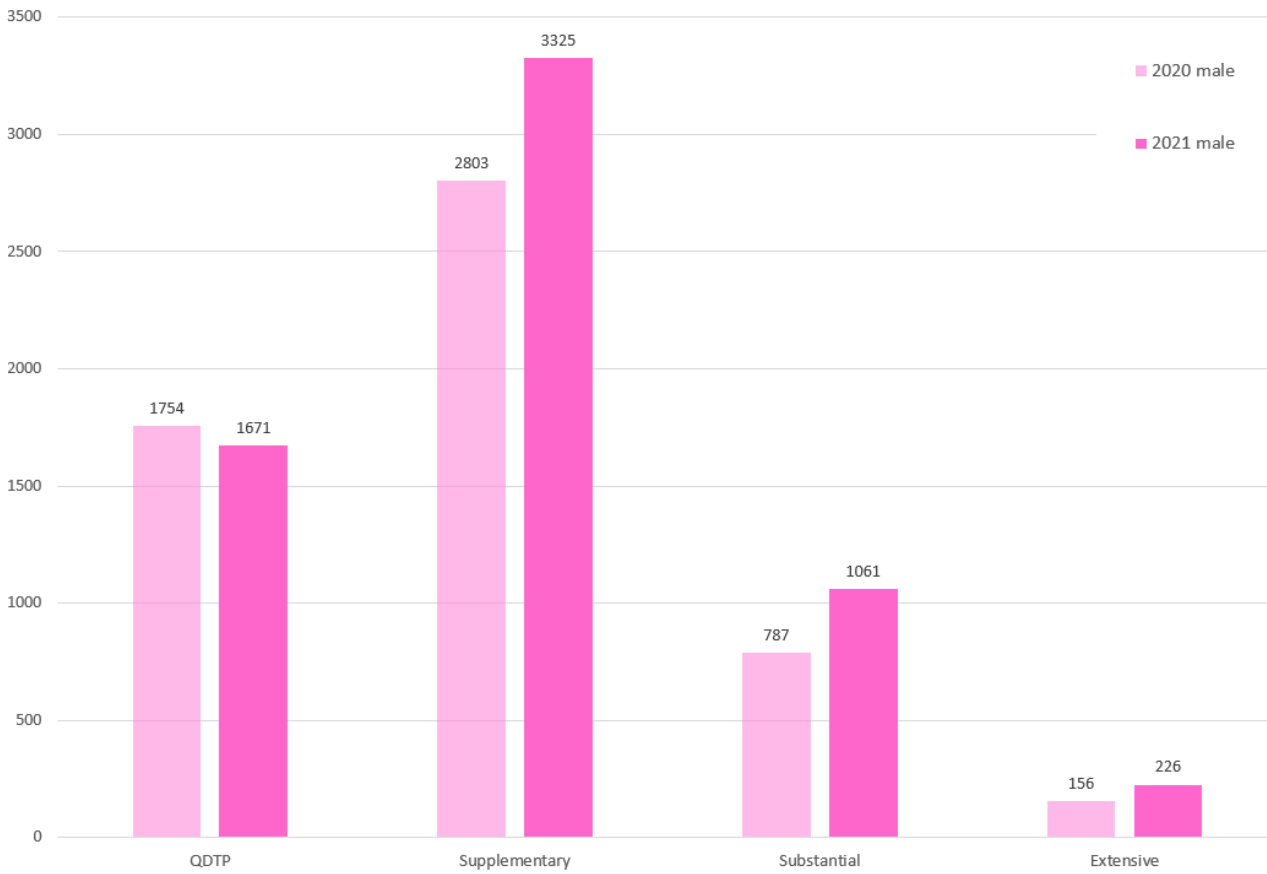
**36. All CESA Schools 2020 and 2021 Level of Adjustment as percentage of total NCCD per gender**



**37. All CESA Schools 2020 and 2021 FTE Levels of Adjustment for females**



**38. All CESA Schools 2020 and 2021 FTE Levels of Adjustment for males**

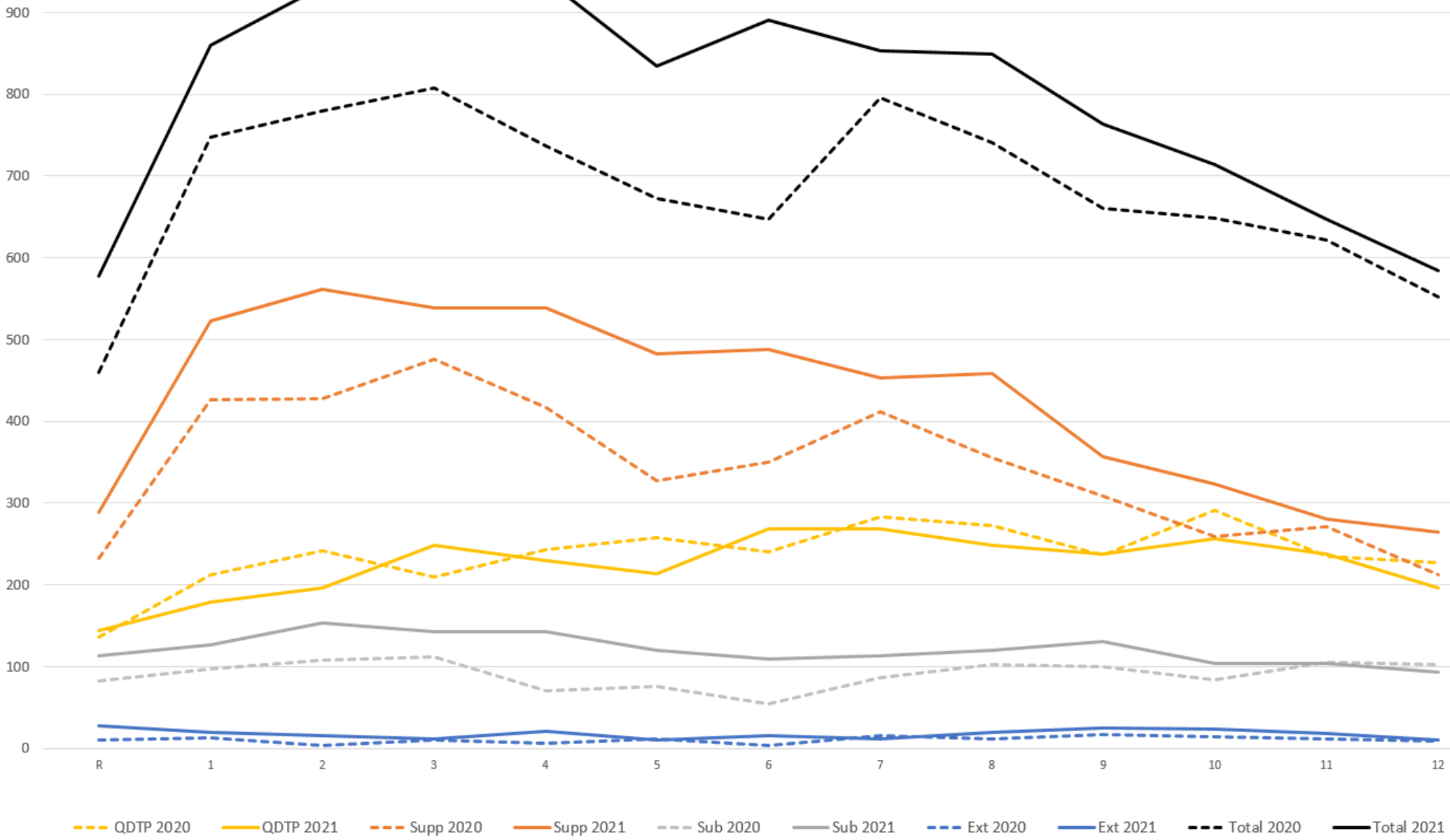


**Student year levels**

**39. All CESA Schools (excluding 2 special schools): 2020, 2021, and change in Levels of Adjustment per student year level** (Data table 39 is represented in graph 40.)

		R	1	2	3	4	5	6	7	8	9	10	11	12
QDTP	2020	136	212	241	209	243	258	240	283	273	236	291	235	227
	2021	144	179	196	248	230	214	269	268	248	237	256	237	196
	Change	8	-33	-45	39	-13	-44	29	-15	-25	1	-35	2	-31
Supplementary	2020	232	426	427	476	417	327	350	411	355	308	259	271	212
	2021	289	522	562	538	538	482	488	453	459	357	323	280	265
	Change	57	96	135	62	121	155	138	42	104	49	64	9	53
Substantial	2020	83	97	108	112	70	76	54	86	103	100	84	105	103
	2021	113	127	153	143	142	120	109	113	120	131	104	104	93
	Change	31	30	45	31	72	44	55	27	17	31	20	-1	-10
Extensive	2020	10	13	4	10	6	11	4	15	12	17	14	11	9
	2021	27	20	16	12	21	10	15	11	19	25	23	18	11
	Change	18	7	12	2	15	-1	12	-4	7	8	9	7	1
Total	2020	460	748	780	807	736	672	647	795	741	661	648	621	552
	2021	578	860	932	948	940	834	891	853	849	763	714	647	584
	Change	118	112	152	141	204	162	244	58	108	102	66	26	32

40. All CESA Schools (excluding 2 special schools): 2020 and 2021 Levels of Adjustment per student year level



## MAKING MEANING OF DATA

The value of NCCD data is more than numbers, tables and graphs presented in a report.

The value resides in what the data means.

Its meaning comes through the capacity to highlight areas where improvement is occurring and where new initiatives and strategies are being effective.

The meaning comes from the questions that are prompted and where the need for further analysis and understanding are highlighted. These processes create the impetus for further improvement.

The following affirmations and reflections have been identified by the SWD Review Implementation Steering Committee and the NCCD Implementation Taskforce following their analysis of the NCCD data presented in the *2021 Profile of Students with Disability Report*.

They are offered as a starting point for individual schools, regions and Catholic education as a system to interpret the meaning of the data and to relate it to their own specific context.

### Affirmations

- 1) As a system of Catholic schools, more students, and a greater percentage of student enrolments, are receiving support associated with their Levels of Adjustments because of their disability in 2021 than in 2019 and 2020.
- 2) Overall there is a movement in student numbers in 2021 away from the QDTP Level of Adjustment into Supplementary, Substantial, and Extensive Levels of Adjustment.
- 3) Taken together, these two affirmations point to the consistency and professional judgement of teachers, coordinators and leaders in schools, together with the assistance and moderation processes of the Learning Diversity and Equity team, in making adjustments that improve the learning and wellbeing of students with disability.
- 4) The incorporation of NCCD into SEQTA has moved the NCCD from a single point-in-time data entry event into a continuous whole-of-year process in alignment with the NCCD four phases of planning, implementation, validation, and reflection.
- 5) The use of SEQTA to house NCCD records is generating greater consistency in NCCD processes, which in turn generates whole-of-system data and information about the attributes of students with disability and the nature of their needs.
- 6) As a system, Catholic schools are expanding the use of NCCD from a data activity into a stronger focus on students.

### Reflections

- 1) In interpreting the NCCD, it is important to avoid what data analysts refer to as the "ecological fallacy", that is the false assumption that the characteristics of a group are the same as the characteristics of an individual within the group.

The data presented in the *2021 Profile Report* is at the whole-of-system level. It cannot be assumed that the data presented in the report will be the same data for an individual school, or class, or student.

The value of the data in the Report is that it provides a reference point and prompt for these individual analyses to occur.

- 2) The direct link of the NCCD cycle with SEQTA as a learner management system has increased the opportunity for teachers to enter information about students and to record evidence of adjustments.

This development points to schools going beyond a model of appointing ESOs to support students into one where schools are applying other types of supports for students with disability that better match their needs.

- 3) As the use of SEQTA is extended in schools, it will become possible to link NCCD data with other data and evidence that is recorded for additional groups of students.

It will then be further possible to link these datasets with student achievement and wellbeing data, thus enabling schools to analyse and interpret the effectiveness of their programs and adjustments to improve the learning and wellbeing outcomes of students.

These developments will in turn transform a student's Personalised Plan for Learning (PPL) into a far more dynamic and iterative process.

- 4) The integration of NCCD and SEQTA means the Annual Census is to be seen far more than a single point-in-time data event. Instead it is to be regarded as the natural conclusion to the preceding 12 months of work.

The Census in August is the starting point for the next cycle of understanding student needs and making adjustments to improve their learning and wellbeing.

## Continuing and emerging challenges

- 1) *Range of schools providing adjustments*: the data reports indicate that at the system level, Catholic schools have increased the total number and percentage of students identified for NCCD Levels of Adjustments.

Notwithstanding the value of this increase, there is still a wide divergence between schools in the proportion of students recorded as receiving adjustments. This is a challenge to address at the school and region levels.

- 2) *Gender*: the *2021 Profile Report* indicates a major difference at the system level between male and female students in the provision of adjustments. The data indicates more male students are recorded as receiving adjustments than female students.

International research substantiates that more males than females are diagnosed with disability. There are many theories that attempt to explain why this is the case.

For Catholic schools, there is a range of factors to be further investigated and addressed with regards to gender and disability. The point is to be rigorous and cognisant regarding gender presentations to ensure everyone is getting the support they need.

- 3) *Year levels*: the data reports discrepancies in the percentage of students identified in different year level bands and warrants further investigation as to the impact of various transition points in a student's education.

The transition of students into reception, from reception into primary schooling, and transition from primary to secondary schooling, are points where there are significant changes in the percentage of students identified under NCCD.

In the senior secondary years there appears to be an interplay between provision of adjustments and the range of options available to students, including those with a disability.

These are all areas that would benefit for further analysis and interpretation at the school and regional levels.

- 4) *Student destinations*: the data indicates the general trend of a reduction in the number of students with disability from the early years through to Year 12.

The reduction raises the issue as to how schools and CESA as a system track the destination of students with disability when they leave their school before the end of Year 12, especially those with supplementary, substantial and extensive levels of adjustments.

It points to the value of developing records that enable the analysis of longitudinal data and the provision of Business Intelligence reports that enable this analysis.

- 5) *Definitions of disability*: the *2021 Profile Report* presents for the first time data about the nature of student disability. The capacity to do this highlights the importance of further analysis and understanding:
- how does Autism Spectrum Disorder connect with other forms of disability?
  - how does anxiety disorder connect with other forms of disability?
  - how is trauma recorded as either an imputed or diagnosed disability?
  - when is it beneficial to undertake a diagnostic assessment?
  - and so on.

## Finally

The *2021 Profile of Students with Disability Report* demonstrates the commitment of Catholic schools and offices to work as system to improve the learning, wellbeing and inclusion of students with disability.

There is much to affirm and celebrate in their success in making these improvements.

The *2021 Profile Report* emphasises there is still more that can be done.

The data and information presented in the *2021 Profile Report* provides a reference point for individual schools, regions and Catholic education as a system to use their available data and information to determine further improvements for students with disability.

By working at the next level of detail, they are able to place each student at the centre of their planning and decision-making.

*September 2021*



## APPENDICES

# STUDENTS WITH DISABILITY REVIEW

## Implementation Steering Committee

### Membership

#### *SWD Review Implementation Office*

Dr Paul Kilvert (Chairperson, SWD Review Implementation Steering Committee)

Katie Morrison (SWD Review Implementation Executive Officer)

#### *Ex Officio*

Dr Neil McGoran, Director Catholic Education

John Mula OAM, Deputy Director Catholic Education

#### *School leadership*

Bec Fahey (Principal, St Joseph's School, Peterborough)

Gerard Keating (Principal, Oscar Romero Flexi Schools Network)

John Konopka (Principal, Mount Carmel College (including Mary MacKillop Special Unit), Rosewater)

David Meziniec (Principal, Tenison Woods College, Mount Gambier)

Dr Helen Riekie (Principal, Cabra Dominican College (including St Mary's Special Unit), Cumberland Pk)

Cathy Sires (Principal, St Patrick's Special School, Dulwich)

Damian Smith (Principal, Caritas College, Port Augusta)

#### *System leadership*

Mandy Cescato (Senior Education Adviser, Learning Diversity & Wellbeing)

Teresa Cimmino (Senior Education Adviser, Learning and Curriculum)

Mark Corrigan (Manager, Schools Performance Leaders)

Dave Edwards (Schools Performance Leader, South Region)

Dr Sandra Hewson (Schools Performance Leader, Regional)

Pam Ronan (Manager, Learning and Wellbeing)

Brian Schumacher (Regional Director, Edmund Rice Education Australia)

#### *External expertise*

Dr Kerry Bissaker (Associate Professor, Flinders University)

Nancy Penna (General Manager, Community Services, Anglicare)

**NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH DISABILITY**

**NCCD IMPLEMENTATION TASKFORCE (2021)**

<b>Name</b>	<b>Position</b>	<b>Profile</b>
Dr Paul Kilvert	SWD Review Implementation Lead and Steering Committee Chair, Chair all SWD Review Groups	Independent Consultant
Katie Morrison	Executive Officer, SWD Review Implementation	Catholic Education Office
Belinda Bennett	Principal, Catherine McAuley	Metro primary school
Dan Cowan	Principal, St Thomas, Goodwood	Metro primary school
Bec Fahey	Principal, St Joseph's, Peterborough	Country primary school
Pauline Kinsman	Principal, Immaculate Heart of Mary	Metro primary school
John Konopka	Principal, Mount Carmel College	Metro secondary school inc special unit, Convenor ICT Advisory Group
Damian Smith	Principal, Caritas College	Country R-12 College, Convenor Rural Education Advisory Group
Erika Dixon	Principal, School of the Nativity	Metro primary school
David Ruggiero	Deputy Principal, Blackfriars Priory School	R-12 Systemic Non-Diocesan College
Dominic LoBasso	Business Manager, St Michael's College	R-12 Systemic Non-Diocesan College
Amanda Cescato	Senior Education Advisor, Learning Diversity and Equity	Catholic Education Office
Mark Corrigan	Manager, School Performance Leaders	Catholic Education Office
Deb Kroeger	Project Leader NCCD/SEQTA and Education Advisor Technologies	Catholic Education Office
Richard Banks-Martin	ICT Business Analyst	Catholic Education Office
Sue Willcock	Education Advisor, Learning Diversity & Equity	Catholic Education Office

### NCCD Data and Online Records Review Task Group (2020)

Name	Position	Profile
Dr Paul Kilvert	SWD Review Implementation Lead	Independent Consultant
Katie Morrison	Executive Officer, SWD Review Implementation	Catholic Education Office
Deb Kroeger	Project Leader NCCD/SEQTA, and Learning Technologies Consultant	Catholic Education Office
Elbe Alexander	ICT Senior Business Analyst	Catholic Education Office
Mary Carmody	Manager, Learning Diversity and Equity	Catholic Education Office
Ryan Fleetwood	Director of Learning Technologies and Analytics	St Michael's College
Marta Kalinowski	Co-Team Leader – School Finance	Catholic Education Office
John Konopka	Principal	Mount Carmel College
Jo Livingstone	Junior Deputy Head	St John the Baptist School
Tina Nguyen	ICT Program and Projects Manager	Catholic Education Office
Damian Smith	Principal	Caritas College
David Ruggiero	Deputy Principal	Blackfriars Priory School
Sue Willcock	Education Advisor, Learning Diversity and Equity	Catholic Education Office

### NCCD Business Process Workshop (2020)

Dr Paul Kilvert	SWD Review Implementation Lead	Independent Consultant
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Annette Koch	ICT Business Analyst	Catholic Education Office
Matthew Jolly	Education Consultant, Learning Diversity and Equity	Catholic Education Office
Jarrold Carter	Learning and Technologies Consultant	Catholic Education Office
Daniela Piteo	Leading Learning Consultant	Catholic Education Office