



LEGISLATIVE ASSEMBLY OF THE NORTHERN TERRITORY

No. 281

WRITTEN QUESTION

J Davis to the Minister for Education and Training, Hon Jo-Anne Hersey MLA:

Students with Disability

1. Of students with disability enrolled in NT government schools, what proportion are in mainstream schools, special schools, and flexible learning settings respectively?
 - a. How has that breakdown changed over the five years to 2025–26?
 - b. Where a figure for an individual setting is too small to report, please provide the Territory-wide total for each setting type.
2. How many students are identified through the Nationally Consistent Collection of Data (NCCD) at each adjustment level — supplementary, substantial and extensive?
 - a. How does that compare with the number of students formally identified as having disability on enrolment records?
 - b. Where a figure at an individual adjustment level is too small to report, please provide the Territory-wide total.
3. How many students registered for home education listed a medical condition as their reason, and of those, how many had been enrolled in an NT government school within the previous three years?
4. Does the Department track whether students who move to home education do so following concerns about access, adjustments, safety or inclusion at their previous school?
 - a. If not, why not — and how does the Department distinguish between families choosing home education and families pushed out of the system?

5. How many students with disability were enrolled but attended less than 20 per cent of available school days, and what action does the Department take in those cases?
 - a. In how many of those cases was a documented action taken, and what record is made of it?
6. How many students with disability received more than one, more than three, and more than five suspensions in a school year, and how many accumulated more than 20 suspension days?
 - a. Where the figure in the highest band is too small to report, please provide the Territory-wide total for students with more than one suspension.
7. Of students with disability who were suspended, what proportion were identified in the NCCD as requiring substantial or extensive adjustments?
 - a. If NCCD adjustment level is not recorded against a suspension, please state which system holds each record, whether the two can be linked, and what would be required to link them.
8. Does the Department collect data on students being sent home outside formal suspension processes, students directed not to attend without being formally suspended, or students placed on reduced timetables or part-time arrangements?
 - a. If yes, how many students with disability are affected?
 - b. If no, how does the Department maintain an accurate picture of whether students with disability are genuinely participating in education?
9. Where a student with disability is consistently sent home early, placed on a reduced timetable, or moved toward home education, none of that appears in suspension data. What systems exist to detect and respond to those forms of exclusion, and what do they show?
10. Where a student is identified in the NCCD as requiring substantial or extensive adjustments, what obligation does the school have to provide those adjustments, and how does the Department verify they are being delivered?