



Evidence Requirements for the Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Australian Government guidance for schools in the non-government sector

This fact sheet seeks to provide guidance to schools and school systems to make the school wide NCCD administration as streamlined as possible, while ensuring that essential evidence is made available.

Student with Disability loading

This loading provides extra funding on top of the base funding amount for primary and secondary schools for each student with disability that is counted in the top 3 levels of the NCCD (extensive, substantial, and supplementary).

The loading is based on the NCCD, which collects information on students with disability by the level of additional support they are provided to access and participate in learning with higher funding for those who need higher levels of support. This level of support will vary from year to year depending on individual student needs. Under the NCCD, the school team uses their professional, evidence-based judgement to capture information on the level of additional support a student is provided in the classroom.

The NCCD captures a fourth level of support defined as 'support provided within quality differentiated teaching practice' (QDTP). This comprises support provided within the classroom as part of standard teaching practice which is responsive to the needs of

all students and delivered without the need for additional funding.

The NCCD Model

The collection of nationally consistent data is intended to:

- inform educational planning and policy development at national and jurisdictional levels
- assist education authorities and schools to make more effective provision for students with disability and improve their educational outcomes
- capture all students receiving adjustments to support their access and participation in learning due to a disability – not just those with a medical diagnosis.


The annual collection is more than a count of the number of students with disability; it aims to ensure better support for these students becomes routine in the day-to-day practice of schools.

Continuous improvement in the collection, with a particular focus on achieving data that


are robust, valid, and reliable, is supported through regular and formal review of the data collection process.

Evidence to support the NCCD


Evidence to support the NCCD should be drawn from classroom practice already in place to meet the existing obligations set out in the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*.

 Schools are encouraged to build the gathering of evidence to support decisions made on levels of adjustment for students with disability into their ongoing processes and structures throughout the year.


Teachers and school staff can achieve this by drawing on their existing records of assessments, teaching/learning outcomes, consultations with parents, carers or students and records of adjustments.

 Schools are not required to create new or additional evidence for the purposes of the NCCD.

NCCD evidence must cover four areas of identified need, adjustments, consultation/collaboration, and monitoring/review.

 The Department of Education requires evidentiary materials that cover four areas of identified need, adjustments, consultation/collaboration, and monitoring/review to be sighted.


It is possible that evidence for all four areas can be recorded in one concise document, such as an Individual Learning Plan or similar.

 Schools are not required to collate the evidence into one document. If a school chooses to develop such a document for the purposes of overview or planning, it should be concise and usable.

Guides and templates


The NCCD Portal has guides and templates which can be used as suggestions for appropriate evidence at


- <https://www.nccd.edu.au/tools/nccd-evidence-templates>
- <https://www.nccd.edu.au/tools/examples-evidence-support-students-inclusion-nccd>

 The templates are optional and can be used as a guide to ensure that there is evidence available in each of the four general areas, as required. They are not to be used as exhaustive checklists, nor are all the example documents required. Sufficient evidence may exist within one document (such as a concise and usable Individual Learning Plan or similar) or be held separately.

Verifying NCCD evidence

NCCD evidence is verified through the Australian Government Census post-enumeration exercise.

 For the purpose of the non-government school Census post-enumeration exercise, the evidence will be reviewed in whatever existing form(s) is held by the school.

 Duplication of evidence into other forms (for example, from paper to electronic), different formats (for example, an alternative template) or to other locations (such as a school portal or similar), is not required by the Department of Education at class, school or system level.

Gathering NCCD Evidence

The Department of Education strongly encourages school staff responsible for gathering evidence not to create unnecessary documentation.

Additional documentation to verify existing evidence is contrary to the expressed aims of the NCCD assurance process. Example comparisons of sufficient vs excessive evidence for the purposes of the NCCD may include, but are not limited to:

- Recording adjustments in the program or elsewhere is sufficient. Teacher notes or annotations at the end of lessons to describe the adjustments made or recording student goals as evidence **are in excess of what is required.**
- Recording the adjustments to be provided to a student is sufficient. Narrative or supplementary texts explaining school decisions with respect to a student's adjustments, **are in excess of what is required.**
- A timetable that specifies what activity is to occur in a particular session is sufficient. Annotations by learning support officers/teacher aides to the timetable post-lesson **are in excess of what is required.**
- Class timetables, programs or student assessments that indicate the support that is to take place are sufficient. Photographs (with the appropriate approvals in place) of teachers or aides supporting students **are in excess of what is required.** There are also cultural sensitivities to consider if photographs are of Aboriginal and/or Torres Strait Islander peoples.
- A statement on seating in the list of adjustments recorded is sufficient. Photographs or maps of the location of a student's seat in the classroom **are in excess of what is required.**
- Notes from meetings with parents/carers are sufficient. Voice recordings (with the appropriate approvals in place) of meetings **are in excess of what is required,** if written notes are already available.

Personnel engaged by the Department of Education undertaking the Census post-enumeration verification will operate within this guidance when engaging with schools.