



NCCD quick guide 2021

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Key information

About this quick guide

This document provides school teams with a step-by-step process to apply the NCCD.

This quick guide does not replace the NCCD guidelines. Where there is doubt on the applicability of this quick guide or any conflict between this quick guide and the NCCD guidelines, the [NCCD guidelines](#) take precedence.

Privacy

Information provided to the Australian Government Department of Education, Skills and Employment (the department) for the purposes of the NCCD should not identify or reasonably identify individual students.

In limited cases, a student may be reasonably identifiable from the information provided by an approved authority (for example, due to the small size of a school). The disclosure of such student information to the department and the collection of that information by the department are required by law, and satisfy the purposes of the *Privacy Act 1988* and other applicable privacy-related legislation and policies.

Which students must be counted?

A student must be counted in the NCCD when all the following conditions are met:

- the student has been counted in the school's August census for 2021
- the student has a disability as defined by the Disability Discrimination Act 1992 (DDA)
- the school has evidence that the student has been provided with an adjustment(s) for a minimum of 10 weeks of school education in the 12 months preceding the 2021 NCCD reference date to address the functional impact of a disability.

Students who do not meet these requirements **must not** be counted in the NCCD.

Need help?

In most instances, your first port of call is the [NCCD Portal](#).

Your education authority may be able to provide further information about the NCCD collection arrangements for your school. Contacts for government, Catholic and Independent (school) sectors are on the Portal at [Key contacts](#).

Schools have different levels of experience in regards to the NCCD. The following checklist can be used to establish a school's state of preparedness. The timeframe for the activities is ideally January–May (Term 1).

The checklist should be used in conjunction with the NCCD model and resources available on the NCCD Portal, including the [key activities and resources](#).

Administering the NCCD

There are eight key steps in administering the NCCD:

Step 1. Prepare your school and school community

Step 2. Provide adjustment(s)

Step 3. Determine the level of adjustment(s)

Step 4. Determine the category of disability

Step 5. Record and retain evidence of adjustment(s)

Step 6. Quality assurance

Step 7. Approve the data

Step 8. Submit the data

Step 1. Prepare your school and school community

Ensure school personnel are fully trained

- All school personnel understand their obligations to students with disability under the DDA and the Disability Standards for Education 2005 (the Standards).
- All members of the school team who will be involved in the NCCD have read and are able to apply the 2021 NCCD Guidelines.
- All personnel who will have any involvement with the NCCD have completed relevant professional learning to develop or refresh their knowledge and understanding of the NCCD model, processes and implementation.

Useful resources on the NCCD Portal

- [Professional learning](#)
- E-learning modules to help you to implement the NCCD model and on the DSE.
- [Case studies](#)

Case studies are searchable by primary/secondary, level of adjustment, category of disability, and mainstream/special school.

Establish processes for recording and storing evidence

Sound record keeping practices and an efficient system for staff to collate evidence and access records will ensure evidence is readily accessible and can be drawn on to complete the data collection process.

Useful resources on the NCCD Portal

- [Recording and storing evidence](#)

For general information

- [NCCD evidence templates](#)

User friendly tools to facilitate evidence collection.

Notify the school community

Educational authorities and their schools must notify students and parents, guardians, carers or associates to ensure all involved in the NCCD are fully aware of the data collection, its purpose, legislative basis, to whom NCCD data will be disclosed, and assurance activities that may be conducted by the department.

Note: an 'associate' includes:

- another person who is living with the person on a genuine domestic basis
- a relative of the person
- a carer of the person
- another person who is in a business, sporting or recreational relationship with the person.

Useful resources on the NCCD Portal

- [Sample letter for parents, guardians and carers](#)

A sample letter with information about the NCCD that can be amended to suit your context. Check with your education authority before using it, as your authority may have its own recommended template letter, collection notice and/or privacy policy referencing the NCCD. This notification may be part of other communications with the school community, for example, newsletters and websites.

- [Australian Government NCCD information notice](#)

Role of the principal

- The school principal should ensure all staff are aware of the process and their obligations under the DDA and the Standards. This may require making time available for staff to undertake professional learning.
- The principal should identify and nominate a team that will be responsible for driving the NCCD process and moderating evidence.
- School principals are responsible for the accuracy of the data and verifying there is evidence to support the inclusion of each student in the NCCD.

Step 2. Provide adjustment(s)

Schools must provide reasonable adjustment(s) to assist students with disability to access and participate in education on the same basis as other students.

Note: ‘On the same basis’ means that a student with a disability must have opportunities and choices that are comparable with those offered to students or prospective students (as applicable) without disability in relation to:

- admission or enrolment
- participation in courses or programs
- use of facilities and services provided.

Each student must be considered individually. Schools must assess each student’s individual learning needs and barriers to learning.

Assess the functional impact of the student’s disability

The first step is to assess the functional impact of the student’s disability on their education. ‘Functional needs’ of a student are the student’s educational and support needs. These include the following areas:

- **Key learning areas** – changes required in curriculum and teaching practices to enable the student to achieve the learning outcomes described in syllabus documents
- **Communication** – the student’s ability to receive and understand information being conveyed by others and the student’s ability to convey a message to others
- **Participation** – the student’s ability to engage in successful interactions and participate effectively in the full school program and the management strategies required to ensure the student’s safety
- **Personal care:** essential hygiene routines and eating/drinking/dietary needs that require individual management, and the procedures specified in an individual health-care plan that require specialised support
- **Movement:** the student’s level of functional independence in mobility and positioning and the student’s ability to use the hand motor skills required to participate in learning activities.

Decide what adjustment(s) need to be made

The next step is to decide what adjustment(s) need to be made to address the student's functional needs. An adjustment is considered 'reasonable' if it takes into account the needs of a student with disability and balances the interests of all parties affected.

Examples of areas in which adjustments may be made include planning, reporting, teaching and learning, extracurricular activities, curriculum, environment, infrastructure, assessment and resources.

Before making reasonable adjustments, the school **must** consult with the student and/or their associate to determine the type of adjustment(s) required. In most cases, parents, guardians or carers should also be consulted.

For some students, it may be more appropriate to consult only with the student themselves or with an associate. Under these circumstances, it is not mandatory for the school to consult with parents, guardians or carers. In each case, this will be a matter for the school to determine depending on the student's individual circumstances and their cognitive capacity to make decisions for themselves as mature minors.

Adjustments may include (but are not limited to):

- addressing physical barriers, including modifications, to ensure access to buildings, facilities and services
- modifying programs and adapting curriculum delivery and assessment strategies
- providing ongoing consultancy support or professional learning and training for staff
- specialised technology or computer software or equipment
- provision of information materials in different formats
- services such as sign language interpreters, visiting school teams or specialist support staff
- additional personnel such as tutors, or aides for personal care or mobility assistance.

Tip: examples of students to include

Students with disability may include, but are not limited to students who:

- have been formally diagnosed with a disability by a health or allied health practitioner
- do not have a formal diagnosis of a disability but have an impairment that requires an adjustment(s) or can be supported through quality differentiated teaching
- live with cognitive, physical, sensory and social/emotional disability or difficulties in learning due to disability or difficulties in behaviour due to disability
- are gifted and talented and whose learning is impacted by disability.

Note: A student who has experienced domestic violence, abuse/neglect or who is a refugee or from a situation of disadvantage that impacts their schooling is not covered under the definition of disability under the DDA. However, if it is found that the student has a disability (for example, as a result of trauma) the student can be included in the NCCD if there is appropriate evidence to support the category of disability.

Tip: examples of students not to include

For the purposes of the NCCD, students with disability do not include students who:

- have a health or other condition where there is no functional impact on the students' ability to participate in schooling on the same basis as their peers
- wear glasses to correct mild vision impairment and need no further educational adjustment, monitoring or support in relation to their eyesight
- are experiencing difficulty with learning as a result of external factors such as limited school attendance trauma or situation of disadvantage which does not amount to a disability as defined in the DDA
- receive individualised support but do not have a disability as defined by the DDA
- have a learning difficulty that has improved through educational adjustment(s) and do not require ongoing, long-term adjustment(s) (for example a student previously counted in the NCCD but not counted in the current year because their performance has improved and they no longer require adjustment(s) or monitoring)
- are receiving English as an additional language support if there is no evidence of a disability
- are on individual learning plans (ILPs) and do not have a disability under the DDA (eg a student who is socioeconomically disadvantaged and requires quality differentiated teaching)
- are on ILPs, and improved through educational adjustment(s) and do not require ongoing, long-term adjustment(s) (for example, a student previously counted in the NCCD but not counted in the current year because their performance has improved and they no longer require adjustment(s) or monitoring)
- are on behaviour management plans, and do not have a disability under the DDA (for example, a student who is on a behaviour management plan due to disrupted parenting or divorce)
- are receiving support provided by quality differentiated teaching practice but do not have a disability; all students should expect at the very minimum a classroom where quality differentiated teaching is the standard
- are accessing a specialised program where there is no evidence of a learning disability.

Useful resource on the NCCD Portal

- [Selecting the level of adjustment](#)

Detail on each levels of adjustment, and examples of typical adjustments and student characteristics. (Also at [Appendix 1](#)).

Step 3. Determine the level of adjustment(s)

The four levels of adjustment in the NCCD are:

- Support provided within Quality Differentiated Teaching Practice (QDTP)
Students that need minor adjustments reasonably expected as part of quality teaching/school practice.
- Supplementary
Students receive adjustments supplementary to the strategies and resources already available for all students within the school at **specific times throughout the week**.
- Substantial
Students have substantial support needs, and receive essential adjustments and considerable adult assistance to the usual educational program at **most times, on most days**.
- Extensive
Students have very high support needs and are provided with extensive targeted measures and sustained levels of intensive support **at all times**.

Detailed descriptions of the levels of adjustment are at [Appendix 1](#).

Where a student has been provided multiple levels of adjustments, or the level of adjustment has changed over the 12-month period, the **highest level of adjustment must be reported**.

Tip: when determining the level of adjustment, consider the frequency, intensity and range of adjustment(s) provided.

- Is the adjustment(s) provided occasionally, periodically or every day?
- Is the adjustment(s) made only during parts of the day or continuously over the whole day?
- Is the adjustment(s) provided during some activities and key learning areas or across all activities and key learning areas?
- What evidence is available to determine the level of adjustment?

Useful resources on the NCCD Portal

- [Guide to choosing level of adjustment](#)

Checklists to assist schools to differentiate between levels of adjustment

- [Levels of adjustment viewer](#)

Tool to compare between two levels of adjustment

Adjustment(s) must have been provided for a minimum of 10 weeks

To include a student in the NCCD, the school must have evidence that the student has been provided with an adjustment(s) to address the functional impact of a disability for a minimum of 10 weeks of school education in the 12 months preceding the NCCD reference date.

The adjustment(s) provided:

- may vary from infrequent or occasional (for example for a specific class or activity) through to all day every day of the school week
- need not take place every day over the 10 weeks
- may comprise weeks that are not consecutive and may be split across school terms
- may include time when a student is participating in a school-based activity during holidays (such as a camp or excursion) where the school is providing adjustments.

Note: Where a student receives adjustment(s) for any amount of time within a school week, that constitutes a 'week' for these purposes.

Find a helpful infographic at [Appendix 2](#).

Step 4. Determine the category of disability

The category of disability selected is the area of disability for which **the majority of adjustment(s)** are provided for the student (this category may change over time.) The categories of disability are at [Appendix 3](#).

In most cases, a student's disability will have been diagnosed by a medical or allied health professional. However, there may be cases when a student does not have a diagnosis of disability. In such cases, a disability may be 'imputed', or judged to exist. The school team must have reasonable grounds to make such a judgement. If an educational adjustment(s) is made for a student with an imputed disability, they **must** be included in the NCCD.

Useful resource on the NCCD Portal

- [Categories of disability presentation](#)

Presentation to help school teams understand the NCCD categories of disability

Step 5. Record and retain evidence of adjustment(s)

Recording evidence

Identifying and collating evidence should occur throughout the 12 months preceding the reference date, rather than being left to the weeks preceding the reference date.

The evidence will reflect a wide range of practices in schools for meeting the educational needs of students with disability, including in four general areas:

- assessed individual needs of the student
- adjustments provided to the student to address their assessed needs
- ongoing monitoring and review of the adjustments
- consultation with the student and/or parents, guardians or carers, or associates.

Where evidence maintained is not over consecutive weeks, schools must have cumulative evidence that supports the action taken during those periods.

Useful resources on the NCCD Portal

- [What evidence is the NCCD based upon?](#)

Guidance on types of evidence required.

- [Examples of evidence](#)

Examples of evidence that could support a student's inclusion in the NCCD.

- [NCCD evidence templates](#)

Templates that can be used to collate evidence. Note: your educational authority may provide templates for you to use.

Retaining evidence

Records to support information provided under the NCCD **must** be kept for seven years. Some forms of evidence may need to be retained for longer under jurisdictional record management requirements.

Records **must** be kept for each student included in the NCCD demonstrating:

- that the student has a disability as defined in the DDA
- that at least 10 weeks of adjustment have been provided
- justification for the adjustment level chosen to be reported in the NCCD
- suitable quality assurance measures exist to ensure the NCCD is accurate, meets the requirements of the Australian Government, and is submitted correctly.

Step 6. Quality assurance

Education authorities and schools should implement quality assurance processes to ensure accuracy and consistency in assessment of students for inclusion in the NCCD.

Schools are strongly encouraged to perform internal moderation on their NCCD data and educational authorities to facilitate moderation across schools.

Useful resources on the NCCD Portal:

- [NCCD moderation resource for schools](#)
Information and guidance on NCCD moderation
- [NCCD School Reflection Tool](#)

The department undertakes annual quality assurance for non-government schools, which includes examining school-held records and investigating data anomalies in census data. State and territory education authorities conduct assurance activity on government schools in their jurisdictions.

Step 7. Approve the data

The processes followed under the NCCD, DDA and the Standards, and the evidence identified by the school team, should be approved at the school location. This includes:

- approval by the school principal who is responsible for ensuring the data is accurate and that there is evidence to support the inclusion of each student in the NCCD

- details of any moderation processes employed by the school to achieve consistency in decisions about students included in the NCCD on the Portal
- any other requirements of, or reviews by, the approved authority for the school, which is accountable for the approval of the submission to the department of NCCD data for the school location.

Informing parents, guardians, carers or associates

In most cases, schools should inform parents, guardians, carers or associates that a student has been included in the NCCD. However, there may be circumstances when this is not possible or appropriate. In such circumstances, the reasons for not informing them must be documented.

Consent for a student's information to be included in the NCCD

Consent is not required for a student's information to be collected for the purposes of the NCCD.

Parents, guardians, carers, students or associates are not required to disclose information to their school for the purposes of the NCCD. Whether they choose to disclose such information to the school or not, an approved authority **must** still provide any relevant information it holds to the department.

If a person with responsibility for a student objects to that student being included in the NCCD, and such objection is not able to be overcome through further engagement, the approved authority **must** still include that student in the NCCD.

Step 8. Submit the data

Government schools

Please follow instructions from your state or territory government authority.

Non-government schools

The Non-Government Schools Census (including NCCD data) is collected through [SchoolsHUB](#) as part of the annual Non Government Schools Census process. The department will provide submission instructions in August 2021.

New non-government schools

New non-government schools are encouraged to contact their education authority for advice.

New schools may not have sufficient information to make a definitive assessment of which students to count and their respective levels of adjustment in their initial Statement of Enrolments. It is therefore optional for a new school to provide such a count when it begins operation.

If a school wants to have the disability loading included in its initial estimate of entitlement and in its first payments during the year, it may provide an estimate of what it believes the count of students is going to be for each of level of adjustment. This estimate, and the related payments, will be subject to change when data is confirmed.

Appendix 1: Levels of adjustment

This table provides descriptors for each level of adjustment, examples of the types of adjustments that might be made at each level, and the students who may be being provided with an adjustment at each level. An accessible version is available on the [NCCD Portal](#).

	Support provided within quality differentiated teaching practice	Supplementary adjustments	Substantial adjustments	Extensive adjustments
Level of adjustment descriptors	<p>Students with disability are supported through active monitoring and adjustments that are not greater than those used to meet the needs of diverse learners. These adjustments are provided through usual school processes, without drawing on additional resources, and by meeting proficient-level Teaching Standards (AITSL).</p> <p>Adjustments are made infrequently as occasional action, or frequently as low level action such as monitoring. These adjustments may include:</p> <ul style="list-style-type: none"> • explicit, minor adjustments, including targeted or differentiated teaching, assessments or activities • specific and relevant teaching strategies to support targeted areas of communication • active monitoring and supervision, meeting health, personal care and safety requirements through usual school processes • enabling access to learning through usual school processes (e.g. through a differentiated approach to teaching and learning) and existing facilities (e.g. existing modifications to buildings and learning environments). <p>Students with a medical condition whose learning and support needs are met through usual processes (e.g. whole-school professional learning) and active monitoring by school staff are included in this category. These students may have a plan in place to support monitoring of their condition. Their identified needs would be subject to close monitoring and review.</p>	<p>Students with disability are provided with adjustments that are supplementary to the strategies and resources already available for all students within the school.</p> <p>Adjustments occur for particular activities at specific times throughout the week and may include:</p> <ul style="list-style-type: none"> • adapted and additional instruction in some or many learning areas or specific activities • personalised and explicit instruction to support one or more areas of communication • planned health, personal care and/or safety support, in addition to active monitoring and supervision • adjustments to enable access to learning may include: <ul style="list-style-type: none"> - specialised technology - support or close supervision to enable participation in activities or the playground. - modifications or support to ensure full access to buildings and facilities. 	<p>Students with disability who have more substantial support needs are provided with essential adjustments and considerable adult assistance.</p> <p>Adjustments to the usual educational program occur at most times on most days and may include:</p> <ul style="list-style-type: none"> • additional support or individualised instruction in a highly structured manner, including adjustments to most courses, curriculum areas, activities and assessments • personalised and explicit instruction to support one or more areas of communication • planned health, personal care and/or safety support or intervention, in addition to active monitoring and supervision • adjustments to enable access to learning may include: <ul style="list-style-type: none"> - specialised equipment - specific planning for access to activities or facilities - closely monitored playground supervision - modification to school environments, such as buildings and facilities - environmental adjustments to support participation in learning - provision of specialist advice on a regular basis - support from specialist staff. 	<p>Students with disability and very high support needs are provided with extensive targeted measures and sustained levels of intensive support. These adjustments are highly individualised, comprehensive and ongoing.</p> <p>Adjustments to the regular educational program occur at all times and may include:</p> <ul style="list-style-type: none"> • intensive, individualised instruction or support in a highly structured or specialised manner for all courses and curricula, activities and assessments • intensive, individualised instruction to support multiple areas of communication • planned, highly specialised and/or intensive health, personal care and/or safety support or intervention • enabling access to learning through: <ul style="list-style-type: none"> - specialised equipment - highly modified classroom and/or school environments - extensive support from specialist staff.

Information to support levels of adjustment descriptors

	Support provided within quality differentiated teaching practice	Supplementary adjustments	Substantial adjustments	Extensive adjustments
Typical adjustment	<p>Quality differentiated teaching practice caters to the needs of a diverse student population. Students at this level do not require the adjustments that are captured in the other three levels.</p> <p>Adjustments at this level generally:</p> <ul style="list-style-type: none"> are explicit, albeit minor, adjustments to teaching and school practice that enable students with disability to access learning on the same basis as their peers have been made in a school as part of developing or maintaining a culture of inclusion. <p>Specific examples of adjustments at this level could include:</p> <ul style="list-style-type: none"> adjustments to teaching and learning, such as: <ul style="list-style-type: none"> a differentiated approach to curriculum delivery and assessment that anticipates and responds to students' learning differences personalised learning that is implemented without drawing on additional resources adjustments to enable access to learning, such as: <ul style="list-style-type: none"> whole-school professional learning for the management of medical conditions such as asthma, diabetes or anaphylaxis that require active monitoring. This forms part of a school's general, ongoing practice to equip teachers and education staff with the skills and knowledge to support students' health need building modifications that already exist in the school and cater for a student's physical disability where no additional action is required to support the student's learning. 	<p>Specific examples of adjustments at this level could include:</p> <ul style="list-style-type: none"> adjustments to teaching and learning, such as: <ul style="list-style-type: none"> modified or tailored programs in some or many learning areas modified instruction using a structured task-analysis approach separate supervision or extra time to complete assessment tasks the provision of course materials in accessible forms programs or interventions to address the student's social/emotional needs adjustments to enable access to learning, such as: <ul style="list-style-type: none"> the provision of intermittent specialist teacher support specialised technology modifications to ensure full access to buildings and facilities support or close supervision to participate in out-of-school activities or the playground provision of a support service that is provided by the education authority or sector, or that the school has sourced from an external agency. 	<p>Adjustments at this level generally:</p> <ul style="list-style-type: none"> are considerable in extent occur within highly structured situations. <p>Specific examples of adjustments at this level could include:</p> <ul style="list-style-type: none"> adjustments to teaching and learning, such as: <ul style="list-style-type: none"> frequent (teacher directed) individual instruction access to bridging programs adapted assessment procedures (e.g. assessment tasks that significantly adjust content and/or the outcomes being assessed) regular direct support adjustments to support communication, such as: <ul style="list-style-type: none"> adjustments to delivery modes significantly modified study materials adapted assessment procedures (e.g. assessment tasks that significantly adjust mode of presentation and format) adjustments to support health, personal care or safety, such as: <ul style="list-style-type: none"> frequent assistance with mobility and personal hygiene close supervision in highly structured situations the provision of additional supervision on a regular basis adjustments to enable access to learning, such as: <ul style="list-style-type: none"> close playground supervision may be required at all times regular visiting teacher or external agency support access to a specialised support setting essential specialised support services for use of technical aids. 	<p>Specific examples of adjustments at this level could include:</p> <ul style="list-style-type: none"> adjustments to teaching and learning, such as: <ul style="list-style-type: none"> personalised modifications to all courses and programs, school activities and assessment procedures intensive individual instruction highly individualised learning programs and courses using selected curriculum content tailored to their needs learning activities specifically designed for the student the provision of highly structured approaches adjustments to support communication, such as: <ul style="list-style-type: none"> provision of much more accessible and relevant curriculum options the use of alternative communication modes adjustments to enable access to learning, such as: <ul style="list-style-type: none"> constant and vigilant supervision extensive support from specialist staff; the use of highly specialised assistive technology the use of technical aids. <p>Some students may receive their education in highly specialised facilities.</p>
Student characteristics	<p>Through support provided within quality differentiated teaching practice, a student is able to participate in courses and programs at the school and use the facilities and services available to all students, on the same basis as students without a disability.</p> <p>Examples might include:</p> <ul style="list-style-type: none"> students with medical conditions, such as asthma, diabetes and anaphylaxis, that have a functional impact on their schooling, but whose disability-related needs are being addressed through quality differentiated teaching practice and active monitoring a student with a mental health condition who has strategies in place to manage the condition in consultation with medical professionals, that can be provided within quality differentiated teaching practice a student with a medical condition or a mental health condition that has a functional impact on their schooling and requires ongoing monitoring but who does not require a higher level of support or adjustment during the period they are being considered for the data collection a student who has been provided with a higher level of adjustment in the past or may require a higher level of adjustment in their future schooling. 	<p>Students at this level often require support in accessing the curriculum at the appropriate year level (i.e. the outcomes and content of usual learning programs or courses).</p> <p>Examples might include:</p> <ul style="list-style-type: none"> students who have particular difficulty acquiring new concepts and skills outside a highly structured environment. <p>The needs of some students at this level may be related to their personal care, communication, safety, social interaction or mobility, or to physical access issues, any of which may limit their capacity to participate effectively in the full life of their school.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> students who require curriculum content at a different year level to their same-age peers students who will only acquire new concepts and skills, or access some of the outcomes and content of the usual learning program, courses or subjects, when significant curriculum adjustments are made to address their learning needs students who have limited capacity to communicate effectively students who need regular support with personal hygiene and movement around the school. <p>These students may also have considerable, often associated support needs, relating to their personal care, safety, self-regulation or social interaction, which also impact significantly on their participation and learning.</p>	<p>Students at this level may be dependent on adult support to participate effectively in most aspects of their school program.</p> <p>Without highly intensive intervention, these students may otherwise not access or participate effectively in schooling</p> <p>Many students at this level will have been identified at a very young age and may also:</p> <ul style="list-style-type: none"> have complex, associated support needs with regard to their personal care and hygiene, medical conditions and mobility use an augmentative communication system have particular support needs when presented with new concepts and skills.

Appendix 2: The 10-week rule

A accessible version is available on the [NCCD Portal](#).

The '10-week rule'



To include a student in the NCCD, the school must have:

documented evidence that it has provided **reasonable adjustments** to address their individual education needs as a result of the **functional impact of a disability**.

The adjustments must have taken place for a **minimum of 10 weeks** of school education, in the 12 months preceding the NCCD reference date.



The adjustments do not need to take place each and every day over a 10-week period and can be cumulative over the data collection period, August to August.



Where a student receives adjustments for any amount of time within a school week, that constitutes a 'week' for the purposes of the 10-week rule.



The provision of adjustments over the 10 weeks may comprise weeks that are not consecutive and may be split across school terms. They may also include time when a student is participating in a school-based activity during school holidays (eg a camp, excursion) where the school is providing adjustments.



Where a student has enrolled in the school at any time within the 12 months prior to the reference date, evidentiary requirements still apply. Evidence of adjustment(s) from the student's previous school can be included, provided there is evidence that similar adjustment(s) are being implemented at the new school within the 12 months prior to the reference date, which is usually the first week of August each year.



Where the school does not have evidence of a student having received adjustments for at least 10 weeks, that student **must not be counted** in the NCCD.

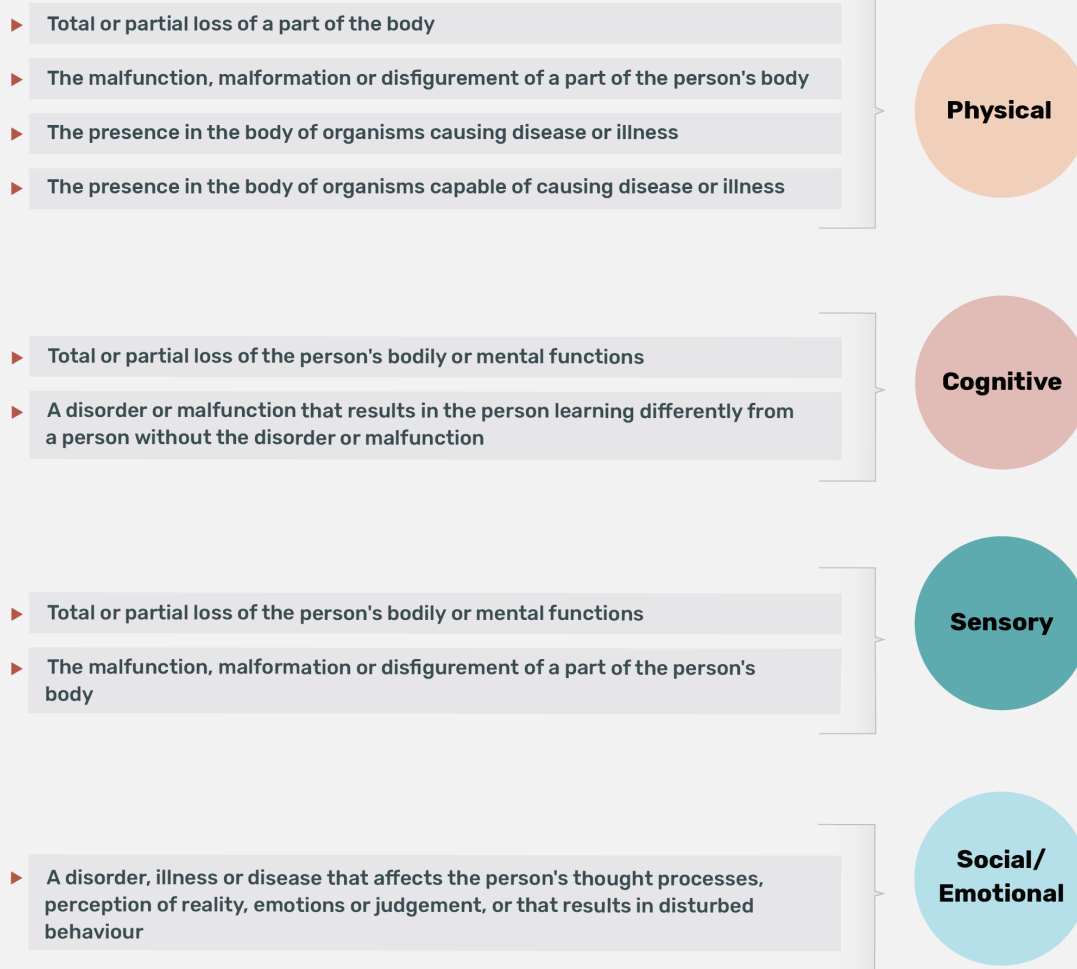
Appendix 3: Categories of disability

The table below outlines the DDA definition of disability, the Australian Human Rights Commission (AHRC) interpretation and how the broad disability categories used for the purposes of the NCCD align with these definitions.

Broad categories of disability used in the NCCD

Definitions from the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*

NCCD categories



Appendix 4: Additional information

Part-time students

When a student is studying part-time at a school, the fraction, or 'full time equivalent' (FTE), of the full-time study load the student is undertaking must be reported. FTE must not exceed 1.0 FTE.

When the student's disability results in the student attending school less than their enrolled status (for example, enrolled full-time but attending less than full-time), the student is reported against their enrolled status. The student's attendance pattern has no relationship to whether the student is reported as full or part-time.

Students enrolled at more than one school

If a student is enrolled at more than one school, each school/approved authority must report the fraction of the full-time study load that student is undertaking at that school. The combined reporting must not exceed 1.0 FTE. For example, a student attends School A for three days per week (0.6 FTE) and School B for two days per week (0.4 FTE).

Students attending a school at more than one location

Where a student attends the same school at more than one location, the information must be provided **for each location**. The combined reporting must not exceed 1.0 FTE.

Newly enrolled students with disability

Where a student has enrolled in the school at any time within the 12 months prior to the reference date, the requirements for evidence apply.

Evidence of adjustment(s) from the student's previous school can be included, provided it is within the 12 months prior to the reference date. For example, evidence for a newly enrolled student with disability could include evidence of adjustments from the student's previous school together with evidence that similar adjustments are required, or being implemented, at the new school.

Overseas students with disability

Overseas students with disability **must** be counted in the NCCD provided they have been counted in the Schools Census **and** meet NCCD requirements. Eligible overseas students are included for information purposes only; such students are excluded for Australian Government recurrent funding calculation purposes.

'Overseas student' is defined in the [Australian Education Act 2013](#) and the [Australian Education Regulation 2013](#).

Distance education students with disability

Students with disability who receive schooling through schools of distance education or distance education centres **must** be included in the NCCD if they meet the criteria for inclusion. The same requirements for evidence apply for the inclusion of these students as apply for all other students.

A 'Distance education student' is a student who:

- resides in the state or territory in which the school is located
- attends a school for which the state or territory provides funding for students enrolled at the school who receive distance education from the school

- is not approved as a home education student in accordance with the law of the state or territory in which the person resides.

Distance education students can only be reported in the school census at schools which have been approved by the Australian Government for distance education.

Inclusion in the Census under special circumstances

Students who did not attend during the census reference period cannot be included in the census count. Consideration can be sought after the census count for inclusion of a student in the Census because of special circumstances (for example if the student was not in attendance during the Census reference period due to their medical condition). The request must be submitted as a [Special Circumstances Application](#). This application should note the student's level of adjustment under the NCCD.

Special school settings

The NCCD applies across all educational settings and contexts, including special schools, special assistance schools and special classes (collectively called special school settings).

As with all students included in the NCCD, decisions about the level of adjustment and broad category of disability must be made on an **individual basis** for students in all special school settings.

Where a special school reports its school census by age group rather than year of schooling (its students are ungraded), the school must allocate students counted in the NCCD to a level of education as follows:

- primary level of education for students aged 11 years or under
- secondary level of education for students aged 12 year or over.

This allocation is regardless of whether the students are undertaking a primary or secondary school curriculum.