

NCCD evidence, without the scramble

A practical guide for inclusion, learning support and diverse learning coordinators: what the evidence is, when it is needed, where it goes missing, and how to gather it as the adjustments happen.

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General guidance only. Always follow the official NCCD guidance and your sector.

descant.com.au/nccd

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The short version

The evidence behind a student's inclusion in the NCCD is mostly created by classroom educators, in the course of teaching. It goes missing when it stays in their heads, inboxes and corridors. Gather it as it happens, from the people who were there, and the census is a check rather than a rebuild.

The NCCD in one page

Every year, Australian schools count the students with disability who receive adjustments, and record the level of adjustment and a broad category of disability. The count rests on your team’s professional judgement, backed by evidence held at the school.

Four levels of adjustment

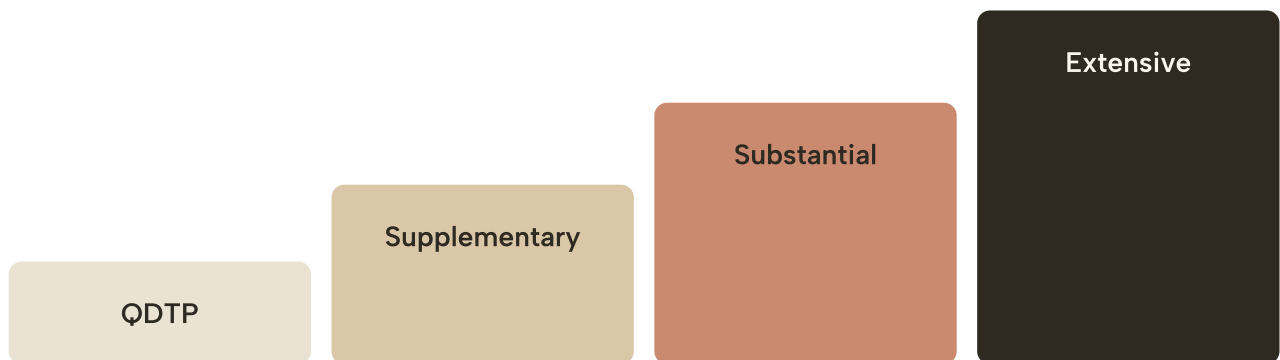


Figure 1. The levels step up in size and frequency of adjustment. Illustration, not to scale.

Quality differentiated teaching practice (QDTP)	Adjustments within everyday differentiated teaching.
Supplementary	Adjustments at specific times, beyond everyday teaching.
Substantial	Considerable adjustments for most of the time.
Extensive	Highly individualised adjustments at all times.

Four broad categories of disability

Physical, cognitive, sensory and social/emotional. The team decides the category from the student’s functional needs. A medical diagnosis is not required, so the category may be imputed from what the team observes.

Summary only. The official model, with its decision steps and examples, is at [nccd.edu.au: What is the NCCD model?](https://nccd.edu.au/What-is-the-NCCD-model/)

The year at a glance

The count happens once, in early August. The evidence is built across the twelve months before it. In 2026 the census day for non-government schools was 7 August; check your education authority for your own dates.

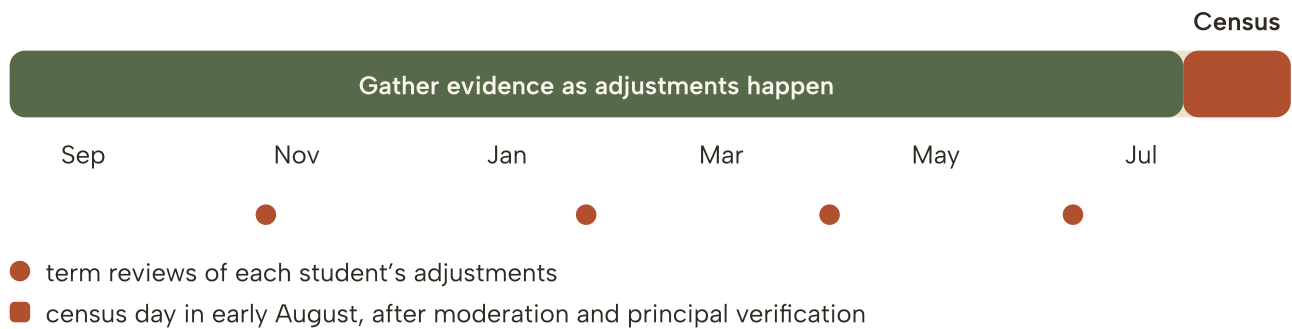


Figure 2. Evidence is continuous; the census is a point in time. Illustration; term dates vary by state.

What this means in practice

- An adjustment made in November counts towards August, but only if it was recorded.
- Term reviews are the natural time to check each student's evidence for gaps.
- Principals are responsible for verifying that the evidence exists at the school.

The 10-week rule

To include a student, the school needs evidence that adjustments were provided for at least 10 weeks of school education in the 12 months before census day. The weeks do not have to be in a row, and school activities during the holidays, such as a camp, can count.

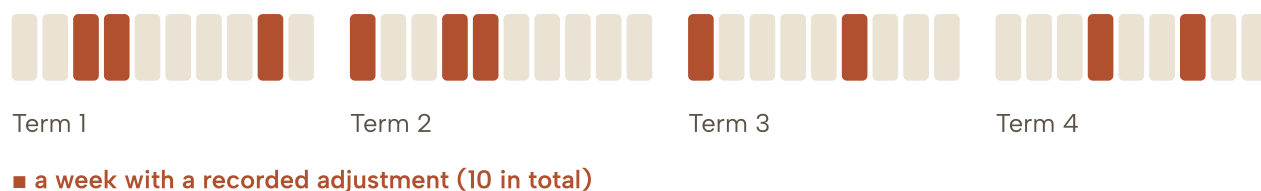


Figure 3. Ten recorded weeks spread across a year. Illustration of the rule, not data.

Source: nccd.edu.au: [Do you have evidence that an adjustment has been provided for a minimum of 10 weeks?](http://nccd.edu.au)

The rule rewards records made at the time. A note written in March that names the adjustment and the date is a week you never have to reconstruct in July.

The four areas of evidence, and who holds them

The official guidance describes evidence in four areas. Schools are not required to create new or additional evidence for the NCCD: the task is keeping what already happens, where it can be found.

Area of evidence	Examples	Usually held by
Assessed needs	Observations, work samples, assessments, specialist reports	Classroom educators; specialists
Adjustments provided	Plans, modified tasks, timetables, support records	Classroom educators; support staff
Monitoring and review	Plan reviews, progress notes, changes to adjustments	Coordinator; classroom educators
Consultation and collaboration	Meeting notes, call records, emails with the family, the student's view	Whoever had the conversation

Three of the four areas sit mostly with classroom educators. That is why evidence is hard to gather: the people who hold it are teaching all day.

Source: [nccd.edu.au: What evidence is the NCCD based upon?](https://nccd.edu.au/What-evidence-is-the-NCCD-based-upon/) The "usually held by" column is our observation, not official guidance.

Where evidence goes missing

Written at census time

Evidence reconstructed in July from memory is thinner and harder to defend than a note made on the day.

One voice for many settings

A student seen by six educators, recorded by one, leaves most of what happened unwritten.

Consultation not recorded

Calls and conversations with families happen constantly and are rarely written down.

Reviews not recorded

Adjustments change during the year, but the reason for the change is often lost.

Volume over substance

Pages of notes that don't name an adjustment or a date prove little.

Scattered storage

Evidence spread across inboxes, drives and notebooks is evidence nobody can find.

More on each: [Common NCCD evidence mistakes \(and how to avoid them\)](#).

A per-student checklist

Use this at each term review. Every box should point to a dated record.

- ☐ The student's needs are described, with who observed them and when
- ☐ Each adjustment is named, with how often it happens
- ☐ At least 10 weeks of adjustment are recorded in the 12 months before census day
- ☐ Every educator who teaches the student has contributed what they see
- ☐ Consultation with the family is recorded, and the student's view where appropriate
- ☐ The latest review is recorded, including any change to the adjustments
- ☐ The level of adjustment and category reflect the team's current judgement
- ☐ All of it is on the student's record, not in someone's inbox

A useful record answers five questions

Who took part? When, and how? What does the student need? Which adjustment does it relate to? What happens next?

How Descant helps

Descant gets the evidence from the educators who hold it, as it happens, onto the right student's record.

The problem	What Descant does
Educators have no time to write it up	The coordinator sends a secure link. The educator speaks or types for two minutes, checks the note and sends it back.
Evidence written at census time	Each note arrives named and dated on the day it happened.
One voice for many settings	Ask every educator who teaches the student; each contribution is attributed.
Scattered storage	Notes, attachments and plans sit on one student record.
Gaps found too late	Evidence is linked to each adjustment, so gaps show during the year.
Showing the evidence	Produce a student's NCCD evidence pack as a PDF when the school needs it.

Descant organises the evidence. Your team makes every judgement, including the level of adjustment and the category of disability.

[See NCCD evidence in Descant at descant.com.au/nccd](https://descant.com.au/nccd)

Further reading

Official NCCD guidance

- [What is the NCCD model?](#)
- [What evidence is the NCCD based upon?](#)
- [What is the level of adjustment?](#)

Guides for coordinators

- [The NCCD explained: a coordinator's guide](#)
- [What counts as NCCD evidence: the four evidence areas](#)
- [The 10-week NCCD evidence window, explained](#)
- [The NCCD annual cycle: from planning to the August census](#)
- [Quality differentiated teaching practice: a documentation guide](#)
- [Imputing disability for the NCCD: when and how](#)
- [NCCD moderation and principal attestation](#)
- [Recording NCCD consultation evidence as it happens](#)
- [NCCD evidence in Descant](#)
- [NCCD evidence software in Australia: seven tools compared](#)

General guidance on the national NCCD framework as at 26 September 2026. It is not a determination or legal advice. Always follow the official NCCD guidance and your sector. Descant is a business name of Grounded Scribe Pty Ltd, ABN 69 695 177 818.