

Nationally Consistent Collection of Data on School Students with Disability

The **Nationally Consistent Collection of Data on School Students with Disability (NCCD)** gives Australian schools and the wider community information regarding students with disability and the adjustments they receive. All Australian schools are required to participate by collecting data for the NCCD on an annual basis.

What is my role in the NCCD?

The main role of teachers is to support students with disability achieve their educational outcomes. To achieve this, teachers provide “adjustments” for students with disability to enable them to access education on the same basis as students without a disability. Teachers are required to do this as part of their professional teaching practice.

These adjustments underpin the NCCD data collection process. Teachers play an important part in the collection of NCCD data, including collecting evidence of the adjustments they make, and undertaking moderation processes to ensure consistency of decision-making across the school.

This factsheet will assist you in understanding the NCCD and the steps to support the school-wide submission of accurate data.

When is a student eligible to be included in the NCCD?

When teachers are required to make an adjustment to their teaching practice to support a student because of a disability then that student should be considered for inclusion in the NCCD. The [Data Collection Model](#) will help you determine if a student with disability under the *Disability Discrimination Act 1992* is [eligible to be included in the NCCD](#).

Levels of Adjustment

The NCCD collects data on the level of adjustment made to usual classroom practice to enable students with disability to access education. There are four levels of adjustment (linked for a more in-depth explanation) recorded in the NCCD.

1. [support provided within quality differentiated teaching practice.](#)
2. [supplementary adjustments.](#)
3. [substantial adjustments.](#)
4. [extensive adjustments.](#)

The level of adjustment is determined by teacher judgement, supported by [evidence](#) of these adjustments in the classroom, such as Individual Education Plans (IEP), Student Support Group (SSG) minutes, Work Programs, and similar documents. For additional guidance, the [Levels of adjustment viewer](#) can be used to compare two levels of adjustment concurrently.

Categories of Disability

The NCCD also collects data on the broad category of disability for which an adjustment is required. These categories are listed below, with detailed information in this [infographic](#).

- physical
- cognitive
- sensory
- social/emotional.

If adjustments are made for multiple disabilities, teachers and school teams should select the category for which most adjustments are made.

Moderation

To ensure that the NCCD data submitted is accurate and consistent, teachers should [meet in teams to discuss and moderate](#) the collected data.

When moderating school-based decisions for the NCCD, teachers engage in professional discussions using the evidence collected throughout the year about their students' level of adjustment and category of disability to make decisions that are consistent, reliable, and defensible.

Schools are advised to [undertake moderation processes](#) during Term 2. This allows schools sufficient time to address any significant discrepancies in judgements that can affect the consistency and reliability of data.

Case studies and further training

To better understand the NCCD, teachers can make use of case studies available on the national [NCCD Portal](#) to enhance your knowledge and improve the consistency of your professional judgements. This will improve the accuracy of the data submitted by the school.

- [Primary Teachers](#)
- [Secondary Teachers](#)

You may also be interested in gaining a wider understanding of the [legislation](#) underpinning the NCCD and the teaching of students with disability in Australian schools. Find [training relevant to your school role](#).

If you have a student with a specific disability and you would like further understanding of what adjustments could be made to support them, there are [several podcasts available](#).

Data Entry

Victorian Government Schools enter their NCCD data through CASES21 (Refer to [CASES21 Administration user guide](#), school log-in required). More information about [CASES21 data entry can be found on the Department's webpage](#).

Useful Links

NCCD Guidelines ([Full guidelines](#)/ [Quick guide](#))

A helpdesk for the NCCD data collection is available to Victorian Government schools. For support, contact:

- Phone: 03 7022 2069
- Email: disability.data.collection@education.vic.gov.au