



2026 NCCCD Readiness Guide

What changed, what did not, and what schools need to check before Census Day.

What you will know by the end

This guide gives Australian schools a calm, plain-English view of the 2026 NCCD cycle. It explains the update before it asks you to check evidence.



What changed

The 2026 Guidelines clarify consultation, timing, Extensive adjustments, imputed disability and supporting evidence.



What did not change

The NCCD process still relies on school judgement, evidence of need, adjustment, consultation and review.



What to check

You will know where evidence often breaks down before Census Day.



How to act

You will have a seven-day review plan and a final summary for leadership sign-off.



USE THIS GUIDE WITH CARE

This is a practical guide. It is not legal advice, official audit advice, or a substitute for the NCCD Guidelines used by your sector or authority.

The guide journey

Read this as an overview first. Then use the practical check pages to review the student files that need attention before Census Day.

01**Set the frame**

Why NCCD matters; why this guide exists; the 2026 update in one page.

Pages 4–6

02**Understand the clarified areas**

Consultation, timing, Extensive adjustments, imputed disability and supporting evidence.

Pages 7–23

03**Review evidence quality**

Strong versus weak evidence, common risks and readiness states.

Pages 24–25

04**Prepare before Census Day**

Seven-day review plan, what not to do, Superadjust support, sources and final summary.

Pages 26–31

🕒 **Pages 4–10:** context and 2026 update · **Pages 11–25:** evidence clarifications and risks · **Pages 26–31:** readiness review and next steps

• SECTION 01 — SET THE FRAME

NCCD connects support, evidence and national reporting

The Nationally Consistent Collection of Data on School Students with Disability is the annual collection of information about students with disability and the adjustments they receive at school.



The NCCD matters because it connects **student need, reasonable adjustments, teacher practice, school judgement and national reporting**. The quality of a school's evidence determines how clearly it can explain the support being provided.

Good evidence is not only a compliance issue. It helps schools see which students need support, which adjustments are being used, and where consultation or review is missing.

- **Evidence of need**

Identifies who requires support and why

- **Evidence of adjustments**

Shows what support was actually provided

- **Evidence of review**

Confirms support is being checked and refined

**PLAIN-ENGLISH TAKEAWAY**

NCCD is not about proving that teachers care. It is about showing the relationship between need, adjustment, consultation and review.

• SECTION 01 — SET THE FRAME

The update needs plain-English translation

The 2026 Guidelines have been updated. Schools do not always have time to interpret official guidance line by line. This guide explains the important updates in a way coordinators, teachers and school leaders can use.



This guide helps schools

Understand what changed, what stayed the same, and which evidence areas need review before Census Day.



This guide does not

Replace official NCCD guidance, sector advice, school authority requirements, or legal advice.

THE SIMPLE AIM

Make existing evidence **clear, **student-specific**, **dated** and **easy to locate** — without creating a mountain of new paperwork.**



RELATED

Superadjust NCCD Evidence Centre

superadjust.com/nccd/evidence-guide



OFFICIAL

NCCD Portal

nccd.edu.au/

• SECTION 01 — SET THE FRAME

The 2026 NCCD update in one page

The NCCD process has not changed for 2026, but the Guidelines have been updated to clarify how schools should explain and evidence key decisions.

Same process → Clearer evidence expectations

What did not change

- **Judgement** School team expertise.
- **Student need** Functional impact.
- **Adjustments** Support provided.
- **Records** Evidence on file.

PLAIN-ENGLISH MEANING

Schools are being asked to make existing evidence clearer, not create a new system.

What was clarified

- ✓ **Parent/carer consultation** Reason if missing.
- ✓ **Timing flexibility** Cumulative weeks.
- ✓ **Extensive adjustments** Different standard.
- ✓ **Imputed disability** Disability link.
- ✓ **Supporting evidence** Clearer examples.

PLAIN-ENGLISH MEANING

The update is mainly about evidence clarity: why, what, who and how it was reviewed.



THE IMPORTANT DISTINCTION

The 2026 Guidelines do not create a new NCCD process or add new evidentiary obligations. They make existing expectations clearer.

• SECTION 01 — SET THE FRAME

The update is mainly about clarity

Schools are not being asked to invent a new NCCD process. The stronger question is whether evidence can clearly show the reason, timing and review of adjustments.



Consultation documentation

Show who was consulted, or briefly document why parent/carer consultation did not occur before adjustments were made.



Timing of adjustments

For most levels, evidence can be cumulative and non-consecutive. It still needs to show the support happened.



Extensive adjustments

Extensive needs a different evidence standard because support should be sustained and intensive.



Imputed disability

Schools need clear grounds for disability-related impact, not only academic or behaviour concern alone.



BEST WAY TO READ THE UPDATE

The strongest schools will not be the ones with the most paperwork. They will be the ones with evidence that is **clear, dated, student-specific and easy to locate.**



OFFICIAL UPDATE

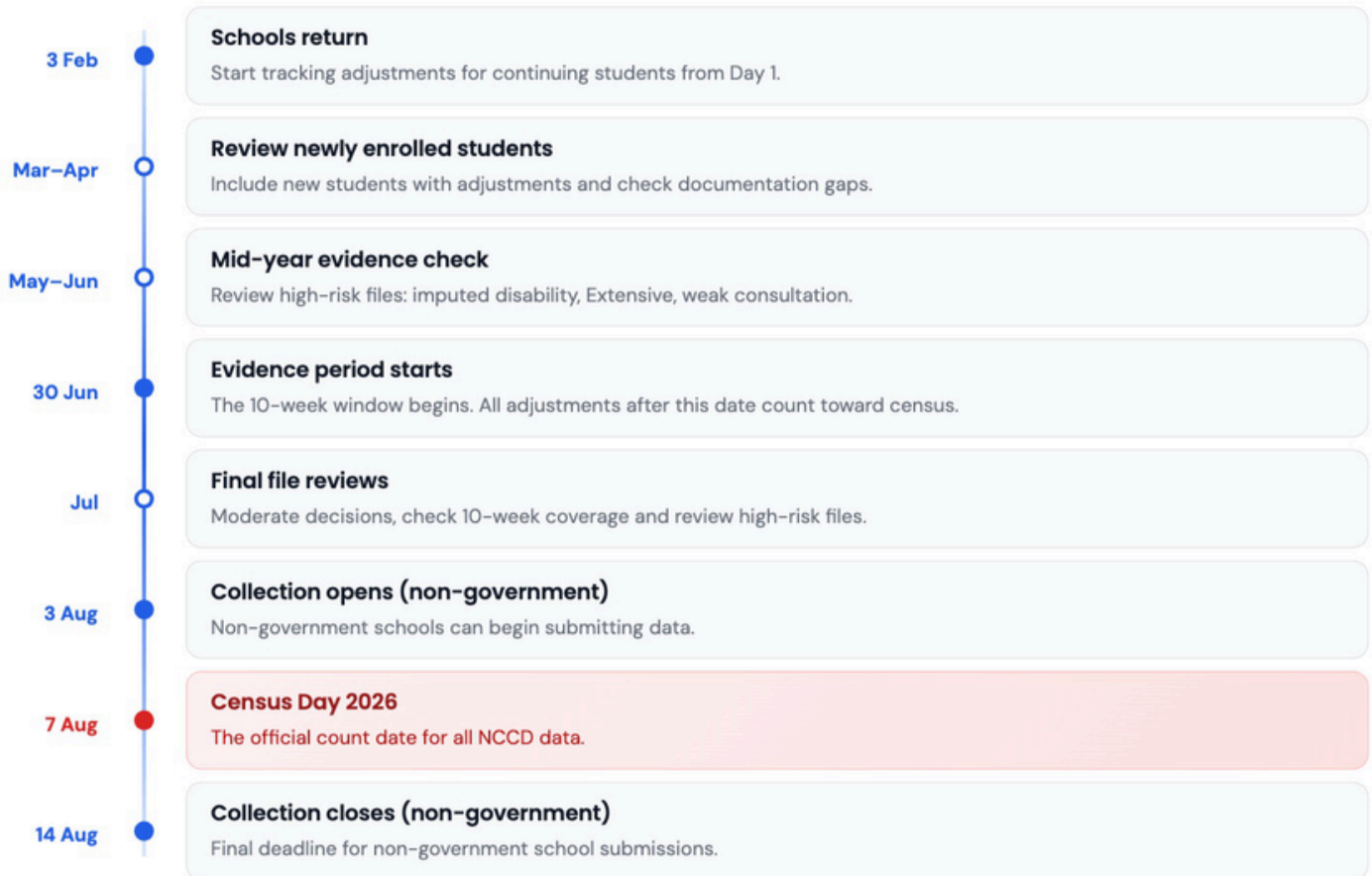
SchoolsHUB 2026 NCCD Guidelines

schools.education.gov.au/SchoolsHub

• SECTION 01 — SET THE FRAME

Plan ahead to avoid last-minute gaps

These dates outline the key moments in the NCCD calendar. Build your evidence review schedule around them.



COORDINATOR CHECK

Run the evidence review before the final fortnight. Late checks usually find gaps when teachers have the least time to clarify them.



OFFICIAL DATES

Important School Dates 2026

schools.education.gov.au/schoolshub

• SECTION 01 — SET THE FRAME

Translate the official frame into five questions

NCCD evidence does not need to live in one fixed format. But it does need to answer the right questions when a school reviews the student file.

OFFICIAL EVIDENCE AREA	PLAIN-ENGLISH QUESTION
 Assessed individual needs	Why is the student included?
 Adjustments provided	What support happened, when and how often?
 Consultation and collaboration	Who was consulted, or why did consultation not occur?
 Monitoring and review	Was the adjustment checked and refined?
 Required period	Is there enough evidence across the required period?

READ THIS BEFORE SCORING

Do not start by scoring your school. Start by understanding whether each student file can answer the questions above.

1

2

3

4

5

Five questions. Every student file should be able to answer them.

• SECTION 01 — SET THE FRAME

Read first. Then review the risk areas.

This guide is not a checklist-first document. It teaches the clarified areas, then gives practical review prompts for files that need attention.



1

Understand

Read pages 11–23 to understand the clarified areas.



2

Check

Use the examples and risk pages to compare your evidence.



3

Review

Prioritise imputed disability, Extensive, consultation and monitoring gaps.



4

Sign off

Use the seven-day plan to prepare a leadership-ready summary.



HIGH-RISK AREAS FIRST

If time is short, do not review every file equally. Start with:

- Imputed disability
- Extensive adjustments
- Missing consultation records
- Thin 10-week evidence
- Weak monitoring/review evidence



RELATED

Running a Whole-School NCCD Review

superadjust.com/nccd/evidence-guide

• SECTION 02 — EVIDENCE ESSENTIALS

Good evidence links the conversation to the adjustment

A short note is often enough if it clearly explains why consultation did not occur.
The issue is having no record at all.



What consultation should show



Who was consulted



When it occurred



What was discussed



How it informed the adjustment



What happened next



If consultation did not occur

Record the reason in plain English. It should be clear enough for a reviewer to understand the decision.

ACCEPTABLE SHORT NOTE

"Two attempts to contact parent on 4 and 11 May. No response. Adjustments continued based on prior IEP and class teacher observation. Will retry after term break."



KEY POINT

A short note is often enough if it clearly explains why consultation did not occur. The issue is having no record at all.



EVIDENCE CENTRE

Documenting Consultation

superadjust.com/nccd/evidence-guide

• SECTION 02 — EVIDENCE ESSENTIALS

Strong consultation evidence links the conversation to the adjustment



Weak record

"Parent contacted. Student support discussed."



No date or method



No indication of who was involved



No link to the adjustment



No evidence of what changed after consultation



Stronger record

"Parent phone call on 12 May. Discussed reading fatigue and agreed to trial text-to-speech for English assessment tasks in Weeks 4-6. Review planned at end of term."



Gives date and method



Names the concern discussed



Links consultation to the adjustment



Sets up monitoring and review



WHY THIS WORKS

The stronger record does not need to be long. It shows **who**, **when**, **what** was discussed, which adjustment followed, and **when** it will be reviewed.

• SECTION 02 — EVIDENCE ESSENTIALS

Where consultation evidence often breaks down

These are not signs that consultation never happened. They are signs that the evidence may not show it clearly enough.

1

"Parent contacted" with no context.



2

Consultation not linked to the adjustment.



3

No reason documented where parent/carer consultation did not occur.



4

Consultation evidence trapped in inboxes or message apps.



5

Student voice missing where it was appropriate to include it.

**FAST FIX**

Create one short consultation note per student where the current file does not explain the link between the conversation and the adjustment.

• SECTION 02 — EVIDENCE ESSENTIALS

The 10-week rule is about evidence over time

The evidence period is not about reconstructing support at the last minute. It is about being able to show that adjustments were provided over the required period.



Evidence should show support happened, not only that it was planned

10-WEEK EVIDENCE PERIOD



☒ Documented adjustment ☐ No documented evidence

Weeks can build a pattern across the year. For most adjustment levels, they do not need to be consecutive, but the **evidence still needs to be clear**.



COORDINATOR QUESTION

Can you show which weeks had adjustments, what happened, and whether the adjustment remained appropriate?

WHICH WEEKS

Dated entries that show when support was provided.

WHAT HAPPENED

A short description of the adjustment in practice.

STILL APPROPRIATE

A note confirming the adjustment was reviewed or refined.

• SECTION 02 — EVIDENCE ESSENTIALS

The 10 weeks do not always need to be consecutive

For most adjustment levels, adjustments do not need to happen every day, and weeks can be non-consecutive. Any amount of adjustment in a school week may count when the evidence supports it.

**Not every day**

Adjustments may occur when the student needs them.

**Non-consecutive**

Weeks can be cumulative across the year.

**Still evidenced**

The school must still show that support happened.

**Extensive differs**

Extensive is not treated the same way as ordinary cumulative evidence.

MOST LEVELS

Weeks can be cumulative across the year.

EXTENSIVE

Support must be in place at all times.

**PLAIN-ENGLISH MEANING**

The rule reduces panic, not responsibility. Schools do not need perfect daily logs, but they do need enough dated evidence to show the adjustment was provided across the required period.

**EDGE NOTE**

School-based holiday activities can count where the school provides adjustments. For newly enrolled students, evidence from a previous school can be included if similar adjustments are being implemented at the new school.

• SECTION 03 — ADJUSTMENT EVIDENCE

Weak vs Stronger Adjustment Records

Adjustment evidence should show what was provided, when, and how it relates to the student's identified need.

✗ WEAK

"Modified work provided."

- ✗ Does not name the adjustment
- ✗ No timing information
- ✗ Does not show student-specific need
- ✗ Hard for a coordinator to verify

✓ STRONGER

"Modified Year 8 science practical sheet with visual steps and reduced written load used in Weeks 4, 5 and 7."

- ✓ Names the adjustment
- ✓ Shows timing
- ✓ Links to the student's access need
- ✓ Creates a findable record



WHY THIS WORKS

The stronger version gives a reviewer enough detail to see what changed in teaching practice and when the student received the support.

STRONG ADJUSTMENT EVIDENCE INCLUDES:

What

The specific adjustment

Who

The student receiving it

When

Timing and frequency

Why

Link to access need

Where

Subject or setting



COORDINATOR CHECK

If a reviewer cannot tell what was provided, when, and for which student, the evidence may need more detail.

• SECTION 04 — EXTENSIVE ADJUSTMENTS

Extensive adjustments need a different evidence standard

Extensive is not just "more frequent support". Evidence should show sustained, intensive support that looks different from Substantial-level evidence.

SUBSTANTIAL MAY SHOW

Frequent or significant adjustments for many activities or settings.

- ✓ Regular support
- ✓ Modified tasks
- ✓ Targeted adult assistance
- ✓ Review notes

EXTENSIVE SHOULD SHOW

Extensive targeted measures and sustained intensive support at all times.

- ✓ Support across settings
- ✓ High-intensity intervention
- ✓ Detailed planning
- ✓ Regular cross-staff review



KEY QUESTION

Would this file still look Extensive if the level label was removed? If not, the evidence may need tightening.

When levels feel close

Consider frequency, intensity, duration and range of adjustments.

Frequency

Intensity

Duration

Range



REMEMBER

Extensive is not just more frequent support. Evidence should show extensive targeted measures and sustained, intensive support at all times.

• SECTION 04 — EXTENSIVE ADJUSTMENTS

The file needs to explain the pattern of support

Edge cases are not automatically a problem. They become a problem when the file does not explain how support was provided and why the evidence pattern looks the way it does.

Shorter terms or new enrolments

School holidays and breaks in attendance

Camps, excursions and alternate settings

Unplanned absence or part-time attendance

Full-time enrolment with part-time workload

Non-educational holiday programmes

A Full-time workload with part-time attendance

✗ Do not report as Extensive on that basis alone.

The student may attend part-time but have a full workload expectation. This alone does not justify Extensive.

B Part-time workload and part-time physical attendance

✓ Can be reported as Extensive if the student receives Extensive adjustments at all times during attendance.

The key is whether Extensive support is provided during the times the student attends.



WHAT TO ADD

Do not over-explain. Add a short note that explains attendance, setting, timing, intensity and workload where the file could otherwise be misread.

Attendance

Setting

Timing

Intensity

Workload

• SECTION 04 – EXTENSIVE ADJUSTMENTS

Extensive evidence should show sustained support

Strong Extensive files usually show evidence across people, settings and time. The file should tell a coherent story of intensive support.

**COMMON RISK**

The support may be frequent, but the evidence does not show that it is sustained, intensive, or required across the relevant settings.

People

Multiple staff involved in support delivery

Settings

Support across classroom, playground, transitions

Time

Ongoing evidence throughout the collection period

• SECTION 05 — IMPUTED DISABILITY

Imputed disability is a judgement. It needs a reason.

Students do not always need a formal medical diagnosis to be included in the NCCD. But imputed disability is not the same as "this student needs support". The school needs reasonable grounds and evidence of functional impact.

**A learning plan alone is not enough**

The file should show why the adjustment is disability-related.

**Support need alone is not enough**

Students can need help without meeting NCCD inclusion requirements.

**A diagnosis alone is not enough**

The file still needs functional impact and adjustment evidence.

**Reasoning must be written down**

A reviewer should be able to follow the school team's judgement.

WHAT NEEDS TO CONNECT**Reasonable grounds****Functional impact****Adjustment evidence****KEY QUESTION**

Can the file show reasonable grounds for believing the student has a disability, even without a formal diagnosis?

Related Resource

NCCD Evidence Centre – imputed disability guidance

View Guide

• RISK AWARENESS

What is not enough on its own

These factors may contribute to a judgement but cannot stand alone as the basis for imputed disability inclusion.



A learning plan alone

Plans show support exists but not the disability basis.



Limited attendance alone

Attendance issues have many causes beyond disability.



Behaviour alone

Behaviour is not automatically disability-related.



Family disruption alone

External circumstances do not equal disability.



External factors alone

Environment and context are not functional impact.



Teacher concern alone

Concern must connect to disability-related impact.

PLAIN-ENGLISH RULE

Ask: What disability-related functional impact are we responding to, and how does the adjustment address it?

THE REQUIRED CONNECTION



Observable indicators
What the school sees



Reasonable belief
Disability may be present



Functional impact
At school, documented



Targeted adjustment
Addresses the impact



Remember: A student can need support without being included in the NCCD. NCCD inclusion requires a disability-related basis.

• IMPUTED DISABILITY PATHWAY

A practical imputed disability pathway

Use this pathway to check whether the file shows the reasoning behind the school team's judgement.

1

Is there a formal diagnosis?

2

If not, what evidence suggests disability may be present?

3

What is the functional impact at school?

4

What adjustments are being made?

5

Are those adjustments due to disability?

6

Has consultation occurred with the student or their associate, parent, guardian or carer, as appropriate?

CONSULTATION

7

Is the reasoning written down clearly?

**CONSULTATION CHECK**

Imputed disability still needs consultation and documented reasoning, not only a support need.

**REMEMBER**

A student can need support without being included in the NCCD. NCCD inclusion requires a disability-related basis and evidence to support the judgement.

• EVIDENCE SOURCES

Schools may already have useful records

The goal is not to create new documents for their own sake. The goal is to make existing records clear, student-specific and findable.



ILPs and learning plans



File notes



Support logs



Meeting minutes



Teacher observations



Consultation notes



Review records



Work samples



Professional reports

where available

GOOD EVIDENCE IS FINDABLE

If a coordinator cannot locate the record quickly, the school may still experience it as an evidence gap.

EXTRA OFFICIAL EXAMPLES TO INCLUDE

- ✓ Timetables showing adjustments or specialist support
- ✓ Functional needs checklists
- ✓ Emails or records showing consultation
- ✓ School-team notes showing monitoring and review



Tip: Start with what exists. Organise it by student and evidence pillar before creating new documents.

• COMPARISON GUIDE

Strong evidence answers the four pillars

This page is designed to be shared. Use it when reviewing whether teacher notes, plans and meeting records are specific enough.

	WEAK	STRONGER
Identified need	<i>Needs help with reading.</i>	Student uses text-to-speech for Year 7 English reading tasks due to dyslexia-related decoding difficulty.
Adjustment	<i>Modified work provided.</i>	Reduced written load and visual step scaffold used in Weeks 3, 4, 6 and 8 for science practical reports.
Consultation	<i>Parent contacted.</i>	Parent phone call on 12 May. Agreed to trial text-to-speech for assessment tasks and review at end of term.
Monitoring	<i>Progress checked.</i>	Reading scaffold reviewed after Week 6 task. Student completed more independently; scaffold retained for next unit.

THE PATTERN

The stronger examples are not longer because they are wordy. They are stronger because they answer who, what, when, why and how it was reviewed.

- Who
- What
- When
- Why
- Reviewed

• PRE-CENSUS CHECK

Common evidence risks

The gaps that usually surface too late. Use this as a fast risk scan before Census Day. These are the issues that make evidence harder to defend, even when support is happening.



Consultation happened but was not recorded.



No reason where parent/carer consultation did not occur.



10-week support exists but is hard to show.



Adjustments are planned, not evidenced as delivered.



Imputed disability reasoning is thin.



Extensive evidence does not match the level.



Monitoring happens informally but is not recorded.



Evidence is spread across emails, drives and teacher notes.

FAST COORDINATOR MOVE

Sort the student list by risk, not alphabetically. Review imputed and Extensive cases first, then missing consultation and monitoring evidence.

• STATUS FRAMEWORK

Readiness states

How to know your school is on track. Instead of starting with a score, use readiness states. They are easier to discuss with teachers and easier to action before sign-off.



Needs review

Evidence exists, but is incomplete, scattered or unclear.



Mostly organised

Most evidence exists, but some files or pillars need tightening.



Ready for sign-off

Evidence is student-specific, dated, findable and linked to the NCCD decision.

EXAMPLE DISTRIBUTION



What to record in your review summary

- 1 How many files sit in each readiness state.
- 2 Which evidence areas need action.
- 3 Which cases require leadership review.
- 4 What teachers need to clarify before sign-off.

• ACTION PLAN

Seven-day review plan

A practical pre-Census review plan. Use this plan when the school needs a clear, short review cycle. Each day has one focus, one owner and one output.

DAY	FOCUS	OUTPUT
1	Student list	Confirmed 2026 NCCD list and risk flags.
2	Assessed needs	Missing need evidence list.
3	Adjustments	10-week coverage check.
4	Consultation	Consultation gaps and non-consultation reasons.
5	Monitoring	Missing review evidence list.
6	High-risk cases	Imputed and Extensive review notes.
7	Sign-off	Leadership-ready summary.

RELATED

NCCD Audit Readiness

superadjust.com/nccd-audit-readiness 

• WARNING

What not to do

Avoid last-minute evidence theatre. Before Census Day, the goal is to clarify real practice. It is not to create vague backfilled records that do not reflect what happened.



Do not backfill vague notes that do not reflect real practice.



Do not create unnecessary paperwork for its own sake.



Do not assume a diagnosis automatically proves adjustment level.



Do not treat "parent contacted" as consultation evidence.



Do not treat Extensive like ordinary 10-week coverage.



Do not report imputed disability without a clear rationale.



Do not wait until the final fortnight to find monitoring gaps.

BETTER MOVE

Ask teachers to clarify specific evidence already held: **dates, adjustment details, consultation link and review outcome.**

• SOLUTION

How Superadjust helps

The problem in this guide is the problem Superadjust solves. This guide helps schools understand what good NCCD evidence needs to show. Superadjust helps schools make that evidence easier to capture, track and review as the work happens.



Teachers log evidence in seconds

Evidence can be captured while the moment is fresh.

A short note from class — dated and tagged to a student — becomes auditable evidence without extra admin.



Evidence is organised by student and pillar

Coordinators can see what exists and what is missing.

Need, adjustment, consultation and monitoring are visible in one view per student, so gaps stand out early.



10-week coverage builds across the term

Readiness becomes visible before Census Day.

A weekly view shows which weeks already have evidence and which still need a short note before review.



Consultation and monitoring gaps surface earlier

The school can act before the final scramble.

High-risk files — Extensive, imputed disability, weak consultation — are flagged so leaders can prioritise.

EXPLORE SUPERADJUST

[Superadjust NCCD Evidence Tracker](#)

[NCCD Coordinator Software](#)

[Evidence Logging for Teachers](#)

[NCCD Evidence Software](#)

• REFERENCE

Sources and further reading

Use official sources for final policy interpretation. Use the Superadjust pages for plain-English examples, evidence practice and coordinator workflow support.

OFFICIAL SOURCES

- [↗ NCCD Portal](#)
- [↗ SchoolsHUB 2026 NCCD Guidelines update](#)
- [↗ Important School Dates 2026](#)
- [↗ Disability Standards for Education 2005](#)
- [↗ NCCD Evidence Requirements Factsheet](#)

SUPERADJUST FURTHER READING

- [↗ NCCD Guide](#)
- [↗ NCCD Evidence Centre](#)
- [↗ NCCD Audit Readiness](#)
- [↗ NCCD Evidence Tracker](#)
- [↗ Evidence Logging for Teachers](#)
- [↗ NCCD Coordinator Software](#)
- [↗ NCCD Adjustment Levels](#)
- [↗ NCCD Coordinator Guide](#)

Source note: Where the Quick Guide and the Guidelines differ, the NCCD Guidelines take precedence.

• FINAL CHECK

What to check before Census Day

Before Census Day, make sure your school can show the evidence below for each included student.

- ✓ the student's disability-related need
- ✓ the functional impact at school
- ✓ the adjustment provided
- ✓ evidence across the relevant period
- ✓ consultation or the reason consultation did not occur
- ✓ monitoring and review
- ✓ stronger evidence for Extensive cases
- ✓ clear reasoning for imputed disability
- ✓ records that are dated, student-specific and easy to locate

THE LINE TO REMEMBER

Good NCCD evidence does not need to be excessive. It needs to be clear.

[Continue reading: Superadjust NCCD Evidence Centre](#) 