

## **Nationally consistent collection of data on school students with disability (NCCD)**

<https://www.nccd.edu.au/>

The NCCD collects data about school students with disability who are receiving adjustments across Australia. The system collects data in a consistent, reliable and systematic way.

In deciding whether identified students are to be included in the NCCD, teachers and school teams use their professional judgement, based on evidence, to determine the level of adjustment each student is currently being provided with.

In the NCCD, there are four levels of adjustment:

- [support provided within quality differentiated teaching practice](#)
- [supplementary adjustments](#)
- [substantial adjustments](#)
- [extensive adjustments](#).

The frequency and intensity of the adjustments increases through the levels of adjustment.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support. Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements. The principal for each school decides how the funding is used. Exact guidance on how this funding should be used is not provided.

<https://www.education.gov.au/recurrent-funding-schools/schooling-resource-standard>