Descant

NCCD evidence, without the scramble

A practical guide to the 2027 NCCD Guidelines for inclusion, learning support and diverse learning coordinators: how a level is now decided, what evidence each student needs, where it goes missing, and how to record adjustments as they happen.

Version 2.0 · for the 2027 NCCD Guidelines · reviewed 23 November 2026

General guidance only. Always follow the official NCCD Guidelines and your approved authority.

descant.com.au/nccd-2027

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The short version

The 2027 NCCD Guidelines (version 1.0, published 17 November 2026) read each student's level from what was delivered: how often, how intensively, and for how long. The evidence is mostly created by classroom educators, in the course of teaching. Record it week by week, from the people who were there, and the census is a check rather than a rebuild.

1

The NCCD in 2027, in one page

Every year, Australian schools count the students with disability who receive adjustments, and record each student's level of adjustment and category of disability. The school or approved authority decides both, backed by evidence held at the school.

A level is read from frequency and intensity

Frequency is how often support is given in a school week. For a full-time student with a 25-hour week (Guidelines 2C.3.1, p.27):

- **Some of the time:** at least 1 day and 2 or more hours (under 12 hours) a week.
- **Most of the time:** at least 3 days and 12 or more hours a week.
- **All of the time:** the whole school week, 5 days of 5 hours.

Intensity is how personalised and specialised the support is: aligned to high-quality teaching practice, moderate, high or very high. Staffing ratio alone does not set it.

Intensity	Some of the time	Most of the time	All of the time
High-quality teaching practice	QDTP	QDTP	QDTP
Moderate	Supplementary	Supplementary	Supplementary
High	Supplementary	Substantial	Substantial
Very high	Supplementary	Substantial	Extensive

This grid matches the NCCD Portal's Level of adjustment matrix (Figure 3, text version). A student who receives only whole of school practices need not be reported; if reported, it must be at QDTP. In special schools, disability-specific whole of school practices can count towards a higher level (2C.3.3, p.32).

Disability: confirmed or imputed

No diagnosis is needed. Disability is **confirmed** by a clinical or allied health professional with relevant expertise, or **imputed** by the school or approved authority on reasonable grounds, with recorded reasons, including how other (non-disability) factors were considered. The category (Physical, Cognitive, Sensory or Social/Emotional) is the main driver of the adjustments.

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The year at a glance

For non-government schools, census day is **Friday 6 August 2027** (NCCD Portal key dates). Government schools should confirm their census date with their education authority. Evidence must come from the 12 months before census day, so the 2027 window opened in early August 2026.

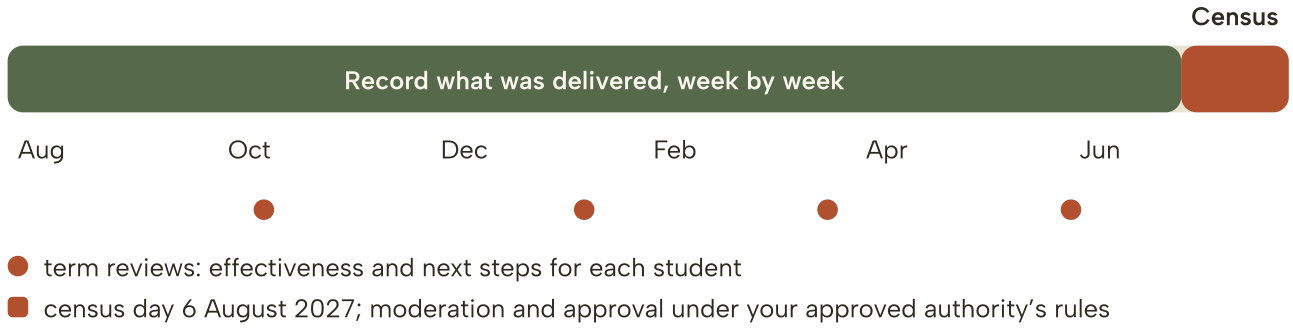

Figure 1. Evidence is continuous; the census is a point in time. Illustration; term dates vary by state.

What this means in practice

- An adjustment delivered in November counts towards August if there is evidence it was delivered at the level's frequency and intensity.
- Term reviews are the natural time to check each student's evidence for gaps.
- Approved authorities must make sure moderation happens before data is submitted, and keep evidence of it.
- Approval of the data follows your approved authority's, sector's or jurisdiction's rules.
- More official resources (Phase 2, including evidence packages) are due early in Term 1 2027.

3

The required period rule

The required period rule (formerly the 10-week rule) sets how long adjustments must have been provided in the 12 months before census day: **10 cumulative weeks** for QDTP, Supplementary and Substantial; **10 consecutive weeks or 20 cumulative weeks** for Extensive. The level reported is the level provided for the whole required period: count the weeks at or above each level, then report the highest level that meets its required period.

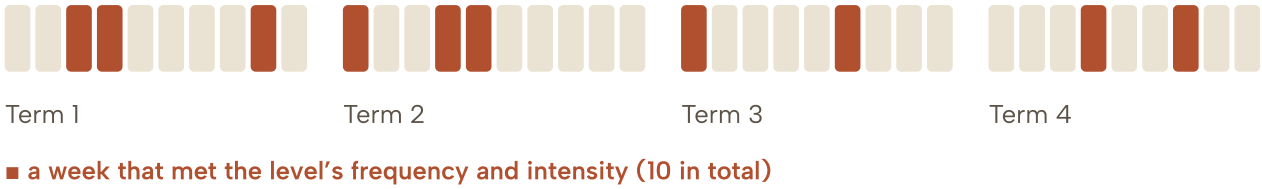

Figure 2. Ten cumulative weeks spread across a year. Illustration of the rule, not data.

- A week counts towards a level only if it met that level's frequency and intensity (the Guidelines define the required period as time "at the relevant frequency and intensity", p.50).
- Weeks at a higher level count towards a lower one. 9 weeks of Supplementary and 1 of Substantial is reported as Supplementary.
- School holidays do not break a run of consecutive weeks; school-run educational activities in the holidays, such as a camp, can count (NCCD Portal FAQ).
- Adjustments must be delivered, not only planned (2C.1). Only the adjustments behind the level reported need evidence (p.27).

Sources: 2027 NCCD Guidelines, p.9 and 2C.2 (pp.21 to 22); What's changed fact sheet, pp.3 to 5; Required period infographic.

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The six evidence areas, and who holds them

The 2027 Guidelines spell out more clearly the evidence each student needs (fact sheet p.11; Appendix 5, p.63). The 2026 Guidelines named four general areas. This guide groups it as six evidence areas (our grouping of the fact sheet's list, p.11; see Appendix 5, p.63); "attempts to consult" applies only when consultation did not happen. Schools are not expected to create new evidence just for the NCCD, and one record can serve several areas.

Evidence area	What it must show	Usually held by
1. Disability	Confirmed: the professional's qualification, the date and the finding. Imputed: recorded reasons, including how other (non-disability) factors were considered, a review if older than 12 months. Adjustment records are not evidence of disability.	Coordinator; specialists
2. Needs assessment	Within 12 months, the functional impact on access and participation. Noting that it happened is not enough.	Coordinator; classroom educators
3. Adjustments for the required period	Records that show delivery at the level's frequency and intensity for the required period (a weekly record is the simplest way; no format is set).	Classroom educators; support staff
4. Monitoring and review	A review within 12 months, a judgement on effectiveness and a decision on next steps (Supplementary and above).	Coordinator; classroom educators
5. Consultation	Within 12 months, with the student or their associate: when, and what was discussed about needs and adjustments. A tick-box or verbal confirmation does not count.	Whoever had the conversation
6. Attempts to consult	If consultation did not happen: when each attempt was made, how it suited the person, and why it did not go ahead.	Whoever made the attempt

At QDTP, areas 3 and 4 are not required: no evidence of provision, monitoring or review. A QDTP student still needs confirmed or imputed disability, a needs assessment and consultation, and the adjustments must still have been provided.

Source: 2027 NCCD Guidelines, 2B.1, 2B.2, 2C, 2C.7, 2D and Appendix 5. The "usually held by" column is our observation, not official guidance.

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Where evidence goes missing

Planned, not delivered

A plan says what should happen. The 2027 Guidelines count what was delivered, with hours, days and intensity.

Written at census time

Weeks reconstructed in July from memory are thinner and harder to defend than a record made in the week.

Tick-box consultation

“Parents consulted” is not evidence. The record needs the date and what was said about needs and adjustments.

A needs profile carried forward

Each student needs a needs assessment or review inside the 12 months, with real content.

Imputing from adjustment logs

Adjustment records are not evidence of disability. Imputation needs recorded reasons, including how other (non-disability) factors were considered.

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).

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A per-student checklist

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

- [ ] Disability is recorded as confirmed (who, qualification, date, finding) or imputed (recorded reasons, including how other (non-disability) factors were considered)
- [ ] A needs assessment within the 12 months describes the functional impact
- [ ] Each adjustment is named, with its hours, days and intensity each week it was delivered
- [ ] Enough weeks meet the level's frequency and intensity for the required period
- [ ] Every educator who teaches the student has contributed what they see
- [ ] Consultation with the student or their associate is recorded, with the needs and adjustments discussed, or the attempts are
- [ ] The latest review records effectiveness and the next step (Supplementary and above)
- [ ] The level and category reflect your school's current judgement, with the reasoning written down
- [ ] All of it is on the student's record, not in someone's inbox

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What is still open

- **“And” or “or”.** Section 2C.3.1 (p.27) says “at least 1 day of the school week for 2 hours or more” and “at least 3 days of the school week for 12 or more hours”, which we read as both conditions. Figure 4 (p.25) says “1 day or 2 hours” and “3 days or 12 hours”; the Figure 3 matrix says “1 day or 2 hours” for some of the time. This guide uses the stricter “and”. Check with your approved authority, or ask the Department at NCCDSupport@education.gov.au.
- **No transition rule.** The window for 6 August 2027 opened before the rules were published, and no official text says how evidence gathered between August and November 2026 will be treated. The safe reading is to judge it against the 2027 rules.
- **Who must moderate.** Section 3 puts the duty on the approved authority; Figure 4 and Appendix 5 say “the school or approved authority”; the FAQ says schools “should participate”.

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How Descant helps

Descant keeps records that show delivery at the level's frequency and intensity for the required period (a weekly record is the simplest way; no format is set), on the right student.

The task	What Descant does
Record what was delivered	A weekly log of each adjustment with hours, days and intensity. Several adjustments in one week: the hours are added and each is shown (Descant adds the hours of several adjustments of the same intensity in a week and lists each one; the Guidelines do not say this directly, so confirm with your approved authority).
Work out the level	Descant suggests a level and shows its working, including the "and" or "or" note when the two readings differ.
Disability	Confirmed or imputed records, with the details each needs.
Needs and consultation	Needs assessment and consultation records, including failed attempts to consult.
Review	Each review records effectiveness and the next step.
Your year	Your school sets its census day; moderation sessions are recorded.
QDTP	Lighter QDTP evidence, as the 2027 Guidelines allow.
Gaps	Missing evidence is flagged, never blocked.
Educators' evidence	The educator signs in to the educator portal and adds a short observation about the student; the support team reviews it.

Descant suggests a level and shows its working; your school or approved authority decides, including the level of adjustment and the category of disability.

See what is new for 2027 at descant.com.au/nccd-2027

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Further reading

Official NCCD sources

- 2027 NCCD Guidelines (version 1.0, 17 November 2026)
- What's changed in the 2027 Guidelines? (fact sheet)
- Frequently asked questions for schools (NCCD Portal)
- Required period infographic

Guides for coordinators

- The 2027 NCCD Guidelines: what changes for schools
- The NCCD explained: a coordinator's guide to the 2027 Guidelines
- What counts as NCCD evidence: the six evidence areas
- The required period rule (formerly the 10-week rule), explained
- NCCD adjustment levels: a documentation guide
- Quality differentiated teaching practice: a documentation guide
- Imputing disability for the NCCD: when and how
- NCCD moderation and quality assurance in 2027
- NCCD consultation evidence and consent: a practical guide
- NCCD evidence software in Australia, compared

General guidance on the 2027 NCCD Guidelines as at 23 November 2026. It is not a determination or legal or funding advice. Always follow the official NCCD Guidelines and your approved authority. Descant is a business name of Grounded Scribe Pty Ltd, ABN 69 695 177 818.