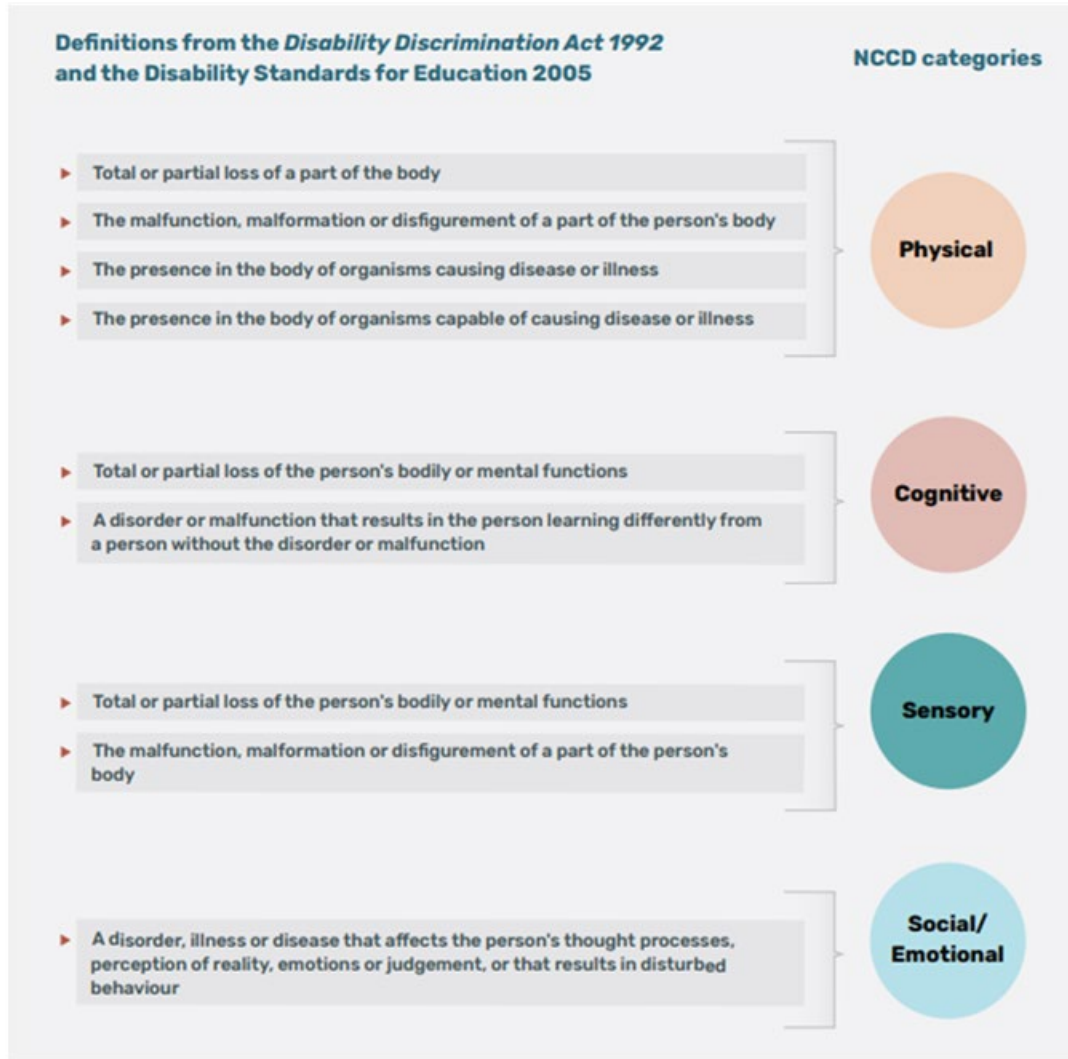


Appendix three – NCCD definitions

Definitions of disability and the Nationally Consistent Collection of Data on students with disability (NCCD) categories



Source: Australian Government, Nationally Consistent Collection of Data (NCCD) on school students with disability, sourced 2024.

Levels of adjustment and examples under the NCCD

Level of adjustment	Examples of adjustments
Support provided within quality differentiated teaching practice (QDTP)	<p>Students with disability are supported through active monitoring and adjustments that are not greater than those used by teachers to meet the needs of diverse learners in their class. These adjustments are provided through usual school processes, without drawing on additional resources, and by meeting proficient-level Teaching Standards (Australian Institute for Teaching and School Leadership).</p> <p>Adjustments are made infrequently as occasional action or frequently as low-level action such as monitoring. Examples:</p> <ul style="list-style-type: none"> • explicit minor adjustments including differentiated teaching, assessments or activities • adjusted student workload expectation • different mode of presentation of learning e.g. verbal not written • professional learning to support some medical conditions e.g. asthma, anaphylaxis • building modifications that already exist in a school and cater for a student's disability (no additional action is required to support their learning).
Supplementary adjustments	<p>Students with disability are provided with adjustments that are supplementary to the strategies and resources already available for all students within the school. Adjustments occur for particular activities at specific times throughout the week such as:</p> <ul style="list-style-type: none"> • provision of course materials in accessible forms • co-regulation strategies • modified or tailored programs in some or many learning areas • specialised technology • separate supervision or extra time to complete assessment tasks • provision of an external support service.
Substantial adjustments	<p>Students with disability who have more substantial support needs are provided with essential adjustments and considerable adult assistance. Adjustments occur at most times on most days and may include:</p> <ul style="list-style-type: none"> • additional support or individualised instruction in a highly structured manner • personalised and explicit instruction • adjustments to support health, personal care or safety such as assistance with mobility and personal hygiene • specialised equipment • support from specialist staff.
Extensive adjustments	<p>Students with disability and very high support needs are provided with extensive targeted measures and sustained levels of intensive support. These adjustments are highly individualised, comprehensive and ongoing. Adjustments occur at all times and may include:</p> <ul style="list-style-type: none"> • intensive, individualised instruction or support in a highly structured or specialised manner for all courses and curricula, activities and assessments • intensive, individualised instruction to support multiple areas of communication • planned, highly specialised and/or intensive health, personal care and/or safety support or intervention • enabling access to learning through: <ul style="list-style-type: none"> – specialised equipment – highly modified classroom and/or school environments – extensive support from specialist staff.

Source: Audit Office summary of information from the Nationally Consistent Collection of Data on school students with disability.