teacharo.

NCCD · PRACTICAL GUIDE

Five simple changes that capture more NCCD evidence, without burning out your team

A practical guide for school leaders. Written by Janet Moeller, founder of Teacharo, with 30 years as teacher and principal in F-12 schools.

Janet Moeller former principal, founder of Teacharo · Published 5 September 2026

The official guidance is reassuring. It says the evidence you need for the NCCD should be "drawn from classroom practice already in place to meet the existing obligations." In other words: you shouldn't have to do anything new. Just do what good teachers already do, and keep a record of it. Sounds easy enough.

In practice, the evidence doesn't collect itself. A teacher finishes a lesson, packs up, moves between classes, answers a parent email, and only later, when the room is quiet and the children are long gone, tries to remember what adjustments they made across the day. The lesson plan annotation and the note in the student information profile get written from memory. Or it doesn't get written at all. Multiply that across a term, across a staff, across one fourth to one third of total students eligible to be counted in the NCCD, and the gap between "just do what you do" and "have it all documented and ready for moderation" turns into real, unpaid hours.

Some schools respond by hiring someone to manage the NCCD paperwork. Others can't, and shouldn't have to.

I spent more than thirty years in schools, as a teacher, a middle leader and a principal. I've sat on both sides of this: the teacher trying to capture evidence at the end of an exhausting day, and the principal trying to defend a funding prediction I couldn't be certain of. So this guide isn't a lecture about doing it properly. It's five practical changes that make the evidence easier to capture and keep, without adding to anyone's load and without spending on extra staff.

What we'll cover

1. Why capturing evidence in the moment beats reconstructing it later
2. How to keep teachers from handling the same information four and five times over
3. What it takes to achieve one clear picture of the evidence instead of chasing it across systems
4. How to spot gaps before moderation, not during it
5. How leaders can get a forward view for planning and budgeting

Change one: capture evidence after class, not from distant memory

This one affects all that follow.

The strongest NCCD evidence captures three things: what the student was doing, what adjustments were made, and how they responded. Those details are vivid in the moment, somewhat memorable that afternoon, and lost in a matter of days. Yet teachers are forced to write it up later because they do a job that is human-facing, not screen facing. They take seriously their Duty of Care. After the lesson, when the students have gone home, the marking is at least organised and the room re-set up for tomorrow, the evidence notes slide to the I'll-log-back-and-do-it-tomorrow list of good intentions.

> *"I know they need this. I just don't have the evidence and I hadn't written it down."*

A learning support coordinator, at moderation time.

The support happened. The child got what they needed. It just never made it onto the page, into the file and saved in the system.

When evidence is written from memory, it's thinner. The specific, defensible detail has faded. And a lot of it is simply lost, because the moment to record it passed while the teacher was doing six other things.

THE CHANGE

Capture the evidence via a voice note when the students leave the room, while it's still fresh in your mind. Let Teacharo draft it up while you greet the next class or join colleagues for morning tea. It will be ready for review, revision and approval whenever you're ready.

HOW TEACHARO HELPS

Teacharo was built for capturing just-in-time evidence. A teacher dictates what the student was doing, what adjustments were made and how they responded: "Just pulled Mia aside for additional work on long division, broke the task into three steps, worked with her to create a checklist, she got going on her own after that." Teacharo, the teacher's personal assistant, turns it into a properly formed evidence entry.

Other voice recorders will take the note, but they won't draft the work for you in an exportable format. Chatbots will draft work while you sit with them. Teacharo drafts work while you are doing your many other tasks.

At the end of the day, or even while you're waiting for your coffee order, a list of pre-drafted entries can be viewed and approved. But Teacharo, your personal assistant, doesn't stop there.

Change two: decrease the number of times a piece of evidence is handled

After experiencing six different documentation systems in six different schools, I interviewed teachers from other systems and states to investigate how a single piece of student information travels through their schools.

A true story from an independent school in Victoria. A teacher writes a differentiated lesson idea in a unit planner, in Word, saved to SharePoint. Before teaching, they open that unit planner and copy-paste the lesson details into a different Word document, reformatting from columns into rows, and elaborating on the way the differentiation will be structured. If the teacher is away, those lessons get copied again into a Learning Management System (LMS) so the relief teacher, who can't get into SharePoint, can see it. If the differentiation happens, it is noted in the weekly lesson planner and saved for later retrieval. And the notes are individually entered into each child's LMS profile, one at a time. Copy and paste. Between a quarter and a third of the students. And the teacher hasn't yet assessed the effectiveness, a process that is captured through yet another platform.

A single piece of NCCD evidence is retyped and re-pasted across four or five places, none of which talk to each other. And that is just for the NCCD cognitive category.

Incidents, often tied to the social/emotional NCCD category, go into yet another platform or system, often saved in single teacher, counsellor or specialist email or files. The maths teacher doesn't know what worked well in science.

Sensory and physical categories? Usually all from the memories of the multiple teachers who work with the child. Each, when prompted, refers back to Individual Learning Plans and tries to remember when particular needs were considered, and when they were implemented. The interventions seem to have worked. But how do we know?

Census time nears, and the evidence of differentiation has to be found again, pulled back out of whichever document or teacher's memory it landed in. The work was done. It may have been handled five times and is still hard to locate.

Every one of those steps is a chance to lose detail, introduce an error, or miss the evidence altogether.

THE CHANGE

Handle each piece of evidence once.

HOW TEACHARO HELPS

When a teacher approves a note in Teacharo, it automatically feeds into a place where the learning support leader can see it. Even better, other teachers who have that child can access what works. The maths teacher can ask, "What has worked well for Bobby in other classes?" Teacharo can answer: "The science teacher provides technical reading in podcast form. He uses Canva AI to create concept-related simulations."

Staff approve a note once and it's filed against the right student, quickly available to other teachers who have that student in class, and not visible to those who don't.

Change three: keep one source of truth

This is the natural twin of handling evidence once. When information lives in five places, no single place holds the full picture.

In many schools the evidence for one student is scattered: some in SharePoint, some in the Learning Management System, some in a teacher's own spreadsheet, and some still only in someone's head. When it's time to assemble evidence, the search begins. One school described combing back through ten weeks of weekly planners just to find the differentiated lessons for each child. Another coordinator, after an audit, built her own spreadsheet by hand simply to track which evidence existed across the four NCCD categories.

That chasing is the real time cost. Often, schools hire a dedicated learning support leader that spends up to half of their time hunting down the evidence that they know exists somewhere.

As a teacher and leader, I found this especially troubling because the staff member hunting down evidence was the very best person in the school to be working with the most complex needs and the teachers who needed mentors.

> *The NCCD process exists to support students with disabilities. The process takes the most qualified people away from the support process.*

HOW TEACHARO HELPS

Teacharo holds links to the original teacher entries, and uses the information to form a single picture for the learning support leaders. Each student's evidence sits in one place, linked back to the original notes and entries, so the teachers with expertise in students with disabilities don't spend their time building and rebuilding spreadsheets.

Change four: view the evidence gaps throughout the year

Moderation is a known pressure point. The meetings run long. The NCCD level descriptors are detailed and, as one coordinator put it, no one carries all of that in their head. So the conversation slows while people check what "substantial" really requires, then slows again to work out whether the evidence in front of them actually supports the level being claimed.

The hardest moments are the ones where a student received the support they needed, every moderator in the room knows it, and the evidence to back it isn't there.

THE CHANGE

See the teachers' evidence as it is entered. They can see that only eight weeks of sensory evidence are noted for a student in the month before census, so they can follow up with teachers while there's still time for collection.

HOW TEACHARO HELPS

Teacharo can show you what evidence exists for each student and what's missing, mapped against the categories and levels of adjustment, so the gaps surface early. That same coordinator called Teacharo "another moderator in the room": not to replace anyone's judgement, but to hold the detail no human can, so the people in the room can focus on the final moderation decision.

Change five: ensure the principal has line of sight

I worked with incredible learning support specialists. The lengths they went to in order to ensure the data was accurate and we were audit-ready was truly remarkable. Hopefully you are just as blessed.

Ultimately, the final signature was mine as principal, both for the accuracy of the census data and the way that data was used to inform the subsequent year's budget.

The principal and business manager work with real, large numbers on a page that determines instructional-aide hours, supplementary programs, and physical campus changes that rely, at least partially, on the level of funding that the NCCD documentation attracts. Together with the middle leaders, we can make an educated guess at where each child will land. It's much harder when we can't confidently defend that prediction.

And it's the direct result of everything in the changes above: when and how evidence is captured, links assembled across systems, and evidence available for review at moderation.

THE CHANGE

Give middle and senior leaders a forward view: a read on each student's likely category and level, grounded in the evidence that is confidently and consistently entered at the classroom level.

When the evidence is captured in the moment, handled once, and held in one place, that forward view becomes possible.

Five changes, one idea: we can't ask teachers to work harder

Multiple studies indicate that Australian teachers already work in excess of 50 hours per week. Making these changes releases teachers to refocus on planning and marking, or to have a full weekend without the weight of work they've left for Sunday night.

THE CHANGE

With Teacharo, the evidence is captured and filed after teacher approval. Your data stays in Australia, is used in alignment with Australian privacy law, and is never used to train AI. Everything passes through your human teachers before it goes anywhere.

Other tools can't do what Teacharo does, for many reasons. Teacharo was built by a former principal who sat through the long moderation meetings and the uncertain budget discussions. She lived the admin challenge as a teacher, a middle leader and a principal. The whole thing is designed around the human side of NCCD evidence, and addresses other areas of admin as well.

See what lost evidence might be costing your school in dollars

This guide focuses on the human cost of collecting, collating and moderating NCCD evidence. The financial cost is real too. The calculator estimates what lost evidence might be costing your school.

We're looking for partners who envision a world where students get the full support they deserve and teachers get their weekends back. Partners who know that commercial chatbots, a new Learning Management System and offshore tools are not the answer to the problem.

Open the cost calculator **Book a time to chat with me**

Janet Moeller, Teacharo
janet@teacharo.com · 0457 347 970 · teacharo.com