

What does an unrecorded NCCD adjustment cost a school? The 2026 arithmetic

For principals and business managers. What a thin NCCD record costs a school in 2026 loading, worked through with the Department's own figures.

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Major behaviour incidents get logged. An incident between students or a major classroom disruption results in hours of follow-up conversations and documentation between multiple staff members, parents and carers. These pieces of evidence may or may not count towards NCCD records in the social and emotional category. But the evidence exists to analyse.

The evidence more often missed are the everyday, proactive adjustments. The documentation is not urgent. But a student can only be counted in the NCCD records at the level that the collected evidence supports.

In 2026 each step up an NCCD level carries a full loading of \$6,076 to \$24,015 for a primary student.

KEY FACTS

- NCCD evidence "should be drawn from classroom practice already in place" (Department of Education).
- A school reports the level its documented evidence supports, for at least 10 weeks in the 12 months before Census Day.
- The QDTP level attracts no disability loading.
- Full 2026 loading steps for a primary student: \$6,076 (QDTP to supplementary), \$15,046 (supplementary to substantial), \$24,015 (substantial to extensive).
- Worked example: eight students recorded one level low in a hypothetical primary school of 550 students means \$93,457 of full 2026 loading not counted.
- 27.0% of Australian school students received an educational adjustment due to disability in 2025 (ACARA).

Which NCCD adjustments go unrecorded?

Teachers make adjustments every day in a natural, automatic way. They often don't realise they are making adjustments. They are simply pulling from a large toolbox of pedagogical options, refined over time.

A humanities teacher asks students to move to the back of the room and make a human continuum on the extent that they agree or disagree with a controversial statement.

A maths teacher gives a student that extra bit of silence, to compensate for struggles with audio processing.

Another teacher has an errand for a child to run each day, which builds a movement break into a work session.

Then there are the quiet conversations after a child has blurted something inappropriate for the social setting.

But when they *do* realise adjustments have been made, their 4.30pm focus is on the urgent data entries and preparation for the following day.

Teachers can re-open today's lesson plan documents and make a note in that file, but the Learning Support Leaders won't likely search through lesson plan documents prior to census. I've talked to more than a dozen Learning Support leaders who set aside a staff meeting every term for teachers to look back at their lesson plans and make entries into a spreadsheet. In those schools, more of the adjustments get captured for NCCD. But the spreadsheets they present to teachers may or may not capture the frequency, intensity, duration and range of the adjustments.

For NCCD categories, the Guidelines say that, when viewing the evidence, schools should consider the frequency, intensity, duration and range of the adjustments and support being provided to a student with disabilities (NCCD Guidelines Effective 2026 Onward, Section C.3, p.21). Behaviour incidents tend to have an evidence trail.

The missing NCCD evidence is usually the many proactive things teachers do to keep students from reaching the levels of frustration that lead to antisocial behaviour. These adjustments might be frequent, might be in place all year, and might utilise a wide range of strategies from a teacher's pedagogical and pastoral toolbox.

Do everyday classroom adjustments count as NCCD evidence?

Yes, once they are recorded. The Department of Education's [evidence requirements fact sheet](#) says NCCD evidence "should be drawn from classroom practice already in place".

Also, the NCCD Portal's [clarification](#) reads that schools should keep "evidence of supports delivered, aligned with both the frequency and intensity of the level of adjustment reported", and that "This evidence is reviewed as part of the department's annual audit program."

Why does a thin record lower a student's level?

The bar is *documented* evidence. The school "must have documented (physical or digital) evidence that the student has been provided with adjustment(s) to address the functional impact of a disability for a minimum of 10 weeks (cumulative) of school education in the 12 months preceding Census Day" (Section C.3.1, p.22).

Where a student received different levels of adjustment over those 10 weeks, "a school must report the highest level of adjustment that the student has been provided" (Section C.3, p.21).

So what if a student receives substantial support but the school has only written evidence of adjustments at the supplementary level?

What is one NCCD level worth in 2026?

The disability loading is a percentage of the per-student Schooling Resource Standard (SRS) amount. The percentages are set in the [Australian Education Regulations 2023](#), section 17. In 2026 the SRS amount is \$14,467 per primary student and \$18,180 per secondary student ([Department of Education](#)).

Level of adjustment	Primary loading	Primary, 2026	Step up, primary	Secondary loading	Secondary, 2026	Step up, secondary
QDTP	0%	\$0		0%	\$0	
Supplementary	42%	\$6,076	\$6,076	33%	\$5,999	\$5,999
Substantial	146%	\$21,122	\$15,046	116%	\$21,089	\$15,090
Extensive	312%	\$45,137	\$24,015	248%	\$45,086	\$23,997

The dollar columns are the Department's 2026 table. The step columns are our subtraction, one level from the next. Combined schools use a weighted average of the primary and secondary percentages.

What could thin records cost one school? A worked example

- **Assumption:** a primary school of 550 students.
- **Published figure:** 27.0% of Australian school students received an educational adjustment due to disability in 2025 ([ACARA](#)). At that rate, about 149 of the school's students receive adjustments.

- Assumption:** eight of those 149 students are recorded one level below the support they receive, because the evidence is thin. Four recorded at QDTP receive supplementary support. Three recorded at supplementary receive substantial support. One recorded at substantial receives extensive support.

Recorded at	Support received	Students	2026 step per student	Loading not counted
QDTP	Supplementary	4	\$6,076	\$24,304
Supplementary	Substantial	3	\$15,046	\$45,138
Substantial	Extensive	1	\$24,015	\$24,015
Total		8		\$93,457

Eight students out of 149 is about one in 19. On those assumptions, the school's 2026 SRS calculation carries \$93,457 less disability loading than the support its teachers delivered.

To run your own school: count the students you believe sit one level low, multiply each count by its step, and add. For a secondary school, use the secondary steps.

Is \$93,457 what the school would receive?

No. The Department's 2026 table shows the full loading included to calculate a school's SRS. What arrives depends on the Commonwealth and state shares for the sector. The Commonwealth pays at least 20% of a government school's SRS and at least 80% of a non-government school's. For most non-government schools, Capacity to Contribute reduces the base amount; the loadings are not reduced. In Victoria, NCCD data does not drive Disability Inclusion Profile funding for government schools.

Who signs for the number?

Ultimately, the final signature rests with the 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 that determine instructional-aide hours, supplementary programs, and physical campus changes that rely, at least partially, on the level of funding that the NCCD documentation attracts.

So who writes it all down, without more staff?

With Teacharo, a teacher records the errand, the wait time or the quiet conversation as a voice note between classes, and the draft is ready by the time they get back to a desk. The leader dashboard benchmarks that evidence against the 10-week requirement and the descriptions of each category and level.

Which adjustments happen in your classrooms every day and never reach the record?

Frequently asked questions

What does an unrecorded NCCD adjustment cost a school?

A student can only be counted at the level documented evidence supports. In 2026, each step up a level carries a full SRS loading of \$6,076 to \$24,015 for a primary student (Department of Education).

How much is one NCCD level worth in 2026?

For a primary student, the full 2026 loading rises by \$6,076 from QDTP to supplementary, \$15,046 from supplementary to substantial, and \$24,015 from substantial to extensive. The secondary steps are \$5,999, \$15,090 and \$23,997.

Does QDTP attract the disability loading?

No. The Department of Education states that the QDTP level "does not attract the student with disability loading".

Do everyday classroom adjustments count as NCCD evidence?

Yes, once recorded. The Department of Education says NCCD evidence "should be drawn from classroom practice already in place". Schools do not need to create new evidence, but the practice has to be written down.

Which NCCD evidence goes missing most often?

Usually the proactive adjustments: movement breaks, extra wait time, quiet conversations. Reactive behaviour incidents are entered first because they need immediate follow-up.

Which level does a school report if a student received more than one?

The highest level for which the school holds documented evidence of at least 10 weeks in the 12 months before Census Day (NCCD Guidelines: Effective 2026 Onward, Sections C.3 and C.3.1).

How many Australian students receive an NCCD adjustment?

In 2025, 27.0% of Australian school students received an educational adjustment due to disability, according to ACARA.

Did NCCD evidence requirements change in 2026?

No. The NCCD Portal states: "There are no changes to evidentiary obligations for the 2026 NCCD."

How we check this guide

Last reviewed for the 2026 NCCD Guidelines on 17 September 2026. Reviewer: Janet Moeller.

Sources:

- Australian Government Department of Education, [NCCD Guidelines: Effective 2026 Onward](#), Sections C.3 (p.21) and C.3.1 (p.22).
- NCCD Portal, ["Clarification: Evidentiary requirements for the 2026 NCCD"](#).
- Australian Government Department of Education, [Evidence requirements for the NCCD fact sheet](#).
- Australian Government Department of Education, [Schooling Resource Standard \(2026 SRS amounts and Table 1, 2026 student with disability loading\)](#).
- Australian Education Regulations 2023, section 17.
- ACARA, [National Report on Schooling in Australia, School students with disability \(2025 data\)](#).

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](#)

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