



Students With Disability and the Nationally Consistent Collection of Data (NCCD) Policy

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1. Introduction and Purpose

Catholic Schools Parramatta Diocese (CSPD) is committed to ensuring that every student with disability is able to access and participate in education on the same basis as students without disability. This commitment is grounded in our Catholic understanding of the inherent dignity of every person created in the image and likeness of God (Genesis 1:28), and reflects our obligations under the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE).

This policy establishes the framework and expectations for CSPD schools and the Catholic Schools Office (CSO) in meeting obligations under the Nationally Consistent Collection of Data on School Students with Disability (NCCD). It ensures that students with disability who are receiving adjustments are identified, supported, and reported accurately and consistently each year in accordance with the NCCD Guidelines: Effective 2026 Onward.

Inclusion is a Gospel and mission-driven responsibility. Compliance with the NCCD is understood as an expression of equity and care, not simply a funding or audit requirement.

Adjustments are determined by assessed student need. NCCD reporting reflects practice already in place and does not determine a student's eligibility for support. The Personalised Plan for Students with Disability (PPSD) is a planning tool first, and an evidence source second.

2. Scope

This policy applies to:

- all CSPD schools
- all Principals, Diversity Leaders/Teams, teachers, and support staff involved in the identification, planning, and reporting of students with disability
- the Catholic Schools Parramatta Diocese Student Support directorate, including the Inclusive Learning Team (ILT) acting as Delegates of the Approved Authority

- any contractors or personnel engaged by CSPD to support students with disability.

This policy does not replace the legislative requirements of the DDA or the DSE, which apply independently of CSPD policy.

3. Definitions

CSPD means Catholic Schools Parramatta Diocese and includes the CSPD support staff and all CSPD schools.

CSNSW means Catholic Schools New South Wales.

CSO means Catholic Schools Office at CSPD. It applies to the central office and office-based staff.

DDA means the Disability Discrimination Act 1992 (Cth). The NCCD uses the DDA's broad definition of disability, which includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities, as well as physical disfigurement and the presence of disease-causing organisms.

DSE means the Disability Standards for Education 2005 (Cth), which clarifies schools' obligations under the DDA to ensure students with disability can access and participate in education on the same basis as students without disability.

ILT Inclusive Learning Team (ILT) is a service area of CSPD within the Student Support Directorate whose focus is to provide leadership and support in the Personalised Planning process for Students with Disability across K-12 schools in the Diocese by working closely with school teams to ensure that all system policies, guidelines and processes are compliant with the legislative requirements.

NCCD means the Nationally Consistent Collection of Data on School Students with Disability, an annual, census-aligned data collection conducted each August.

NCCD Guidelines means the NCCD Guidelines, published by the Australian Government Department of Education. These are the authoritative guide to the NCCD and remain in effect until updated or replaced.

PPSD means the Personalised Plan for Students with Disability - the primary planning and evidence tool used in CSPD schools, accessed through the Catholic Schools NSW (CSNSW) site.

Reasonable Adjustment means an adjustment made to assist a student with disability to access and participate in education on the same basis as students without disability, where the adjustment balances the interests of all parties.

Special circumstance application Special circumstances applications are for students who did not attend during the Census reference period but otherwise meet the Census eligibility requirements. These students are individually assessed and considered against the eligibility criteria for inclusion in the Census.

4. Detailed information

CSPD is committed to:

- ensuring all students with disability receive appropriate, timely, and evidence-based reasonable adjustments that enable them to access and participate in education on the same basis as their peers, consistent with the DDA and DSE
- accurate, consistent, and reliable reporting of students with disability in the NCCD each August, in accordance with the NCCD Guidelines
- implementing quality assurance and moderation processes that promote professional judgement focused on student need, with decisions made collaboratively through a consensus process and not by any individual alone
- documenting the collaborative planning process for any student identified as having a disability that requires ongoing adjustment on the Personalised Plan for Students with Disability (PPSD) Tool accessed through the Catholic Schools NSW (CSNSW) portal.
- aligning NCCD obligations with CSPD's broader commitment to inclusion, equity, and human flourishing as expressions of Catholic mission

- supporting school teams through professional learning, system resources, and advisory support to fulfil their legislative and ethical obligations to students with disability.
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5. Roles and Responsibilities

5.1 CSPD System Leaders

- 5.1.1 Work in partnership with school leaders to ensure all CSPD policies, guidelines, and processes comply with the DDA, DSE, and NCCD Guidelines.
- 5.1.2 Assign and resource the ILT to lead the NCCD process and act as Delegates of the Approved Authority.
- 5.1.3 Head Wellbeing Delivery as leader of ILT, and Head of Performance for the school, are the designated decision makers should misalignment occur between the school team and ILT.
- 5.1.4 Advise on and strategically resource schools, allocating NCCD funding in response to identified need within an accountability framework.
- 5.1.5 School Staffing Committee to consider additional requests and/or amendments based on recommendations from ILT review.

5.2 Principals

- 5.2.1 Collaborate with the Diversity Leader/Team to align the annual CSPD Timeline: NCCD and Personalised Planning with the school calendar, ensuring compliance with NCCD and system requirements.
- 5.2.2 Assign a Diversity Leader/Team and ensure they have time and resources necessary to complete the NCCD process, including attending professional learning and Cross-School Moderation sessions.
- 5.2.3 Ensure the moderation team includes all key staff and has sufficient time and resources to moderate all PPSDs.
- 5.2.4 Be an active participant in the NCCD process, providing strategic and effective leadership.
- 5.2.5 Ensure Diversity Leaders/Teams are available for Cross-School Moderation sessions.

- 5.2.6 Collaborate with the Diversity Leader/Team and the ILT to review school NCCD data, ensuring all decisions are accurate, evidence-based, and made through a consensus process.
- 5.2.7 Notify parents/carers of students to be included in the NCCD prior to Census Day.
- 5.2.8 Ensure PPSDs assigned an Extensive level of adjustment are reviewed and remoderated with the ILT.
- 5.2.9 Meet with the ILT delegate to review NCCD data and address data warnings from the NCCD Auditing Report.
- 5.2.10 Liaise with the school's Census Officer to ensure explanations for data warnings are uploaded to SchoolsHub within the specified timeframe.
- 5.2.11 Confirm NCCD data for the school on the CSNSW site during Census week.

5.3 Diversity Leaders/Teams

- 5.3.1 Lead the NCCD process in the school, working alongside school leaders and with support from the ILT.
- 5.3.2 Align school calendars and ensure compliance with the annual CSPD Timeline: NCCD and Personalised Planning.
- 5.3.3 Attend professional learning related to NCCD and moderation within CSPD to maintain clear understanding of NCCD Guidelines.
- 5.3.4 Liaise with the Principal to secure sufficient time and resources for meeting NCCD evidentiary requirements.
- 5.3.5 Within each 12-month period , conduct school-based quality assurance by monitoring and reviewing PPSDs, assessing plan currency, and ensuring alignment with required adjustments.
- 5.3.6 Monitor evidence collection to: validate judgements on level of adjustment and primary category of disability; confirm student inclusion decisions; and ensure evidence is current and adequate for the 12-month Census period.
- 5.3.7 Collaborate with school leaders and the ILT to review school NCCD data through a consensus moderation process.
- 5.3.8 Complete NCCD data checks, compare with previous years, and explain data warnings in consultation with the ILT.
- 5.3.9 Complete the CSPD Pre-Census Data Checklist to ensure accuracy and eligibility of all students.

- 5.3.10 Notify parents/carers of students to be included in the NCCD prior to Census Day.
- 5.3.11 Ensure data accuracy and support the Principal with NCCD Confirmation on the CSNSW site during Census week.
- 5.3.12 Organise bulk download of all PPSDs and the latest School NCCD and PPSD reports for evidence storage.
- 5.3.13 Liaise with the School Census Officer regarding Special Circumstances Applications and visa status for overseas students as required.

5.4 Teachers

- 5.4.1 Deliver adjusted learning experiences that enable students with disability to access education on the same basis as students without disability.
- 5.4.2 Contribute to the development, implementation, and review of students' PPSDs, ensuring they accurately reflect required adjustments and respond to students' ongoing and specific needs related to the functional impact of their disability.
- 5.4.3 Consult and collaborate with students and parents/carers before deciding on adjustments, and document these consultations as essential NCCD evidence.
- 5.4.4 Work with the Diversity Leader/Team to gather and document evidence in the PPSD that accurately reflects the student's assessed needs.
- 5.4.5 Participate in school-based and CSPD moderation sessions in preparation for the NCCD, ensuring the four key areas of evidence are documented in PPSDs.

5.5 Inclusive Learning Team (ILT) - Delegates of the Approved Authority

- 5.5.1 Act as Delegates of the Approved Authority, responsible for quality assuring NCCD information before submission, including establishing local processes and procedures for PPSD moderation.
- 5.5.2 Consult and collaborate with CSNSW throughout the Census period to support accurate school data collection.
- 5.5.3 Provide support, professional learning, and guidance to build capacity of system and school leaders and teachers.

- 5.5.4 Facilitate Cross-School Moderation sessions each May to improve reliability and consistency of professional judgements across CSPD.
 - 5.5.5 Work in partnership with school teams to remoderate PPSDs assigned an Extensive level of adjustment before NCCD submission.
 - 5.5.6 Analyse school and system data, including CSNSW reports, to identify and address anomalies and data warnings before and after NCCD submission.
 - 5.5.7 Collaborate with Principals and Diversity Leaders/Teams to investigate data anomalies, and review, remoderate, or remove students from the NCCD if necessary.
 - 5.5.8 Identify and escalate any unremediated risks regarding extensive adjustments to the Head Wellbeing Delivery.
 - 5.5.9 Prepare and track completion of the CSPD Pre-Census Data Check: Screening Questions to support data accuracy.
 - 5.5.10 Liaise with Principals to ensure timely NCCD Confirmation during Census week.
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6. Related documents

- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005 \(Cth\)](#)
- [Australian Education Act 2013 \(Cth\)](#)
- [Australian Education Regulations 2023](#)
- [Education Act 1990 \(NSW\)](#)
- [Privacy Act 1988 \(Cth\)](#)
- [NSW Registered and Accredited Individual Non-Government Schools \(RANGS\) Manual](#)
- [NCCD Guidelines: Effective 2026 Onward](#)
- [NCCD Quick Guide](#)
- [Disability Standards for Education 2005 \(Cth\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Student Wellbeing Framework](#)
- [Student Wellbeing Policy](#)
- [Safeguarding Procedures](#)

7. Further information

Further information on this policy can be directed to the CSPD Help Centre (internal) by submitting a Student Support Interim Request for Service form or the [Contact us](#) page (external).
