



NSW Education Standards Authority

“Long term, school is part of the treatment!”



Presented By
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School is part of the treatment



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A ‘typical’ school program

- ✓ follow the course – **be in class and follow the syllabus**
- ✓ work with diligence and sustained effort – **keep up to date**
- ✓ achieve some or all of the course outcomes – **demonstrate some of the knowledge, skills and understanding embedded in the course**

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Chronic conditions and school perceptions

- Often haven’t experienced a student who has a long-term medical condition.
- Often not sure what to do in relation to the quantity of work.
- Often not sure what to do about formal assessment.

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Chronic conditions and NESA’s perceptions

- Sometimes schools haven’t accessed the NESA website – NESA tries to remind schools of their obligations and options.
- The message is that the **quality of the work** is more significant than the **quantity of work**.
- Formal assessment tasks and the quantity of classwork can be adjusted to suit the student’s needs.

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Adjustments

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What schools can do in relation to chronic conditions...

Disability Discrimination Act 1992
Disability Standards for Education 2005

Combine to describe the obligation of education providers to provide adjustments

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Adjustments provide Equity

Adjustments should ensure that students with disability needs can access and participate in education on the same basis as their peers.

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EQUALITY **EQUITY**

Illustration: Institute for Social Change, Artist: Anissa Maguire

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Adjustments

Adjustments are intended to provide equitable opportunities for students with disability needs rather than give an advantage.

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Adjustment to the assessment process	<ul style="list-style-type: none"> • additional time • rest breaks • quieter conditions • the use of a reader and/or scribe or specific technology
Adjustment to the assessment activities	<ul style="list-style-type: none"> • rephrasing questions • using simplified language • fewer questions • alternative formats for questions
Adjustment to the response format	<ul style="list-style-type: none"> • point form or notes • scaffolded structured responses • short objective questions • multimedia presentations


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What schools can adjust

- Environment
- Process
- Product


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What remains the same

- Outcomes
- Marking criteria
- Marking guidelines

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Disability Provisions for the HSC

Evaluate applications for Disability Provisions for the HSC examinations. The HSC exams are timed handwritten exams.

1. Diagnosis
2. Medical evidence that supports the impact the condition has on the student's ability to access the exam.
3. Teacher evidence of the impact on assessment tasks

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Illness/Misadventure for the HSC

Illness/Misadventure applications are for things that occur immediately prior to or at the time of the exams.

Exacerbation, recent change of medication, flare up...

Contemporary medical evidence

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Summary

- ✓ Beginning, developing and maintaining a positive relationship with the school.
- ✓ Know that the school is doing its best with something it may not have experienced before.
- ✓ Ensure you let someone know if you're struggling with your school work.
- ✓ Transitioning with a negotiated pathway.
- ✓ Remaining connected with friends and teachers.

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THANK YOU

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