VIDEO TRANSCRIPT – *NAPLAN: PHYSICAL ADJUSTMENTS*

Voiceover [00:08]

Students, families and schools share their experience of using accessibility adjustments for NAPLAN online.

Michael Bradley, Assistant Principal [00:16]

We have a child with a particular physical disability. And once again, it'll be a matter of working as a team with our learning support teacher, with the child's parents, and the child's teacher, and myself as the NAPLAN coordinator. The types of children here work very similar to at other schools throughout Australia. We've got children here with global disabilities, right through to children with minor processing issues. Every child is different. And we take that into account when we're looking at NAPLAN.

Michaela, Parent [00:45]

Llandan also has this bone disease, so he gets very fatigued. And one of the things about NAPLAN being online is he likes the fact that the tabbing is very quick, that he's not having to write all the time and get fatigued in his hand. Because as he gets tired, his handwriting gets worse.

Llandan, Student [01:07]

Online, we can write it a bit quicker, because typing's faster than writing.

Angela, Parent [01:13]

Gabrielle struggles to form letters in writing. She also has hypermobility, so, her joints overextend. This means that she becomes really tired. And it can also mean that she has an inability to sit still, an inability to sit up and needs to have constant movement in her chair all the time.

Kirsty, Parent [01:34]

I approached the school for the adjustments with NAPLAN online because I was just concerned that if Eli wasn't well prepared for that coming up, he might not cope in a test environment.

Eli, Student [01:48]

Pencils start to hurt when you write with them for a while. I like writing in the Chromebook, probably because it looks neater for me. And when there's, like, messy writing for me, I can't read it that good.

Angela [02:04]

In the classroom, she does need to take regular breaks. If she's doing a long piece of writing, it's actually better that she uses a digital method or types out the writing.

Michaela [02:14]

It's really important for Llandan to take breaks or to be able to stand up and walk around depending on which bones are playing up at any particular time. So being able to access that time is really important. So, he can go back and concentrate and not be so worried about the pain or so tired.

Toby, Student [02:34]

So, I find it really hard to write. I type everything now.

Nicole, Parent [02:38]

And he has access to a scribe if it's needed.

Michael Bradley [02:42]

In a lot of ways the test is no different to a normal day. If a child requires assistance, for example with a scribe, if that's what they get in class, then that's what they get in the conduct of the test.

Nicole [02:54]

So, accessing the NAPLAN website, it was good to read all those things and different scenarios. That NAPLAN had really thought about children with a lot of different disabilities, not just the cognitive ones, but physical ones, emotional disabilities as well. It was really covered on that site.

Michaela [03:11]

The adjustments marry between what he's doing at school – having extra time, a quieter place, and someone to read it – with what he had in his last NAPLAN.

Llandan [03:21]

It's important to me because I like to try and see where I'm at and try and see how much better I could do.

Michaela [03:28]

He comes home and says to me, "Mum, I finished the writing task today." He felt like he actually had a go at it, that feels really good inside.

Voiceover [03:40]

Support for a student's physical disability can be provided by adjustments including:

- extra time
- rest breaks
- support person or scribe
- assistive technology.

Visit nap.edu.au for information on:

- tailored testing
- accessibility
- disability adjustment scenarios
- public demonstration site.

ACARA wishes to thank the students, parents, carers, teachers and schools for their participation.