

HSC minimum standard disability provisions

Guidance for schools

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1. What are disability provisions?

Disability provisions are a form of [adjustments](#) that are available for the HSC minimum standard literacy and numeracy tests. These adjustments assist students with disability to access the tests on the same basis as a student without a disability. All decisions regarding adjustments should be made through the [collaborative planning process](#).

2. Disability provisions for the minimum standard online tests

There are two types of disability provisions available for the minimum standard online tests:

- Principal Approved provisions
- NESAs Approved provisions.

2.1 Principal Approved Provisions

The increased scope for school determined provisions, including increased time for rest breaks and test duration, takes account of the distinctive features of the minimum standard online tests. Unlike HSC exams and assessments there are multiple opportunities to take the tests and students are not competing with one another for rankings.

2.1.1 Implementing principal approved disability provisions

Disability provisions of extra time, rest breaks, photophobic and large print adjustments and the use of a reader and typist are available for students sitting the test. Provisions can be approved by the principal and added to the test by the Test Coordinator up to 30 minutes before the test attempt.

Provisions can be viewed and edited at any time by the test coordinator in the online test enrolment screen by selecting 'Edit' under 'Apply Disability Provisions.'

Disability provisions can be applied and/or removed by the school in the lead up to the tests. We recommend up to 10-15 min before to allow them to flow through to the test.

If a student has begun the test, the school can call 1800 200 955 for assistance to remove the provisions.

2.1.2 Additional time and rest breaks

The purpose of the online tests is to provide each student with an opportunity to demonstrate that they are working at or above the minimum standard. The standard 45 minutes allocated for each test is the length of time considered sufficient for most students to comfortably complete the tests. Students whose disability impacts on their ability to read, process and/or communicate information at the same rate as students without disability should access additional time to sit the minimum standard online tests.

2.1.3 Reading aloud to students

- All students can ask to have the instructions for all tests read aloud
- All students can ask to have the Minimum Standard Numeracy Test questions read aloud including numbers and symbols when they are embedded in text in numeracy questions
- All students can ask for the writing stimulus for the Minimum Standard Writing Test be

read aloud

In some circumstances a reader may be approved for the reading test for students where there is evidence of a reading disability that prevents them from accessing the test and where other adjustments are not sufficient or available. This evidence could include standardised reading tests, teacher observations and established practice.

Students who sit the Minimum Standard Reading Test with the assistance of a reader will receive a reading test report containing the footnote:

This test was completed with the assistance of a reader. The reader provided no assistance in the interpretation of the meaning of words or the text.

The minimum standard online tests are not the same as HSC examinations and there is no guarantee that NESA will grant for HSC examinations the same provisions as those given for the minimum standard online tests. Schools will need to clearly communicate this to students and parents.

2.1.4 Using a typist in the Minimum Standard test

Students who have a disability that prevents them from entering responses in the Reading and/or Numeracy tests, or typing a response in the Writing test, may use a typist.

The school principal can approve a typist.

A typist can be approved for:

- students who have significant difficulty with the physical act of typing due to a disability that impacts their fine motor control or causes excessive fatigue of hands or upper limbs; eg. cerebral palsy or muscular dystrophy.

A typist cannot be approved for:

- students with poor spelling
- students with a disability that only affects typing speed. In such cases, extra time should be approved
- students who are unfamiliar with computers or have poor keyboarding skills. Extra time may be appropriate.

More information and [downloadable typist instructions](#)

2.2 NESAs Approved Provisions

For NESAs Approved Provisions such as braille, screen reader or rest breaks greater than 30 minutes per half hour please contact student support at studentsupport@nesa.nsw.edu.au

3. Who can access disability provisions for the minimum standard online tests?

Students with a disability as defined under the *Disability Discrimination Act 1990* (DDA) may be eligible for disability provisions. The disability may be permanent, temporary, or intermittent and should have a functional impact on the student's ability to access the tests on the same basis as a student without the disability.

A student does not require a disability confirmation or verification to access disability provisions for the minimum standard online tests.

Students with English as an additional language or dialect cannot access disability provisions, unless they have an impairment that meets the DDA's definition of disability.

4. How should Principal Approved Provisions be determined?

Before approving an adjustment schools must consult the student, or a relative or carer of the student, as appropriate to:

- consider the functional impact of the student's disability in relation to demonstrating the HSC minimum standard
- consider the level and types of adjustments the student may already be accessing for school-based assessment tasks
- decide whether an adjustment is necessary to ensure that the student can access the minimum standard online tests on the same basis as a student without a disability.

Any decisions regarding disability provisions should be made through the collaborative planning process.

5. What types of provisions might a student require?

<i>A student with:</i>	<i>May require:</i>
Limited reading accuracy (decoding) and/or slow reading rate (fluency)	A reader and/or extra time as appropriate
Limited working memory and/or slow processing speed	Additional time or rest breaks
Reduced or affected concentration	Additional time or rest breaks
Slow typing speed	Additional time
A physical impairment that impacts on the student operating a keyboard and mouse	Assistive technology, typist, support person and/or additional time
Anxiety	Rest breaks or support person

6. What policies or processes should schools have in place?

Schools should already have processes in place for determining and approving adjustments for school-based HSC assessments. In developing processes for the minimum standard literacy and numeracy tests, schools should consider:

- Which students will require disability provisions for the online literacy and numeracy tests?
- By whom and how will the required disability provisions be determined? Who will be involved in this process? What evidence is required?
- How will the principal approve these provisions? How will this information be recorded and kept? How will parents be consulted?
- How will students' practice/become familiar with the Principal Approved Provisions that will be provided to them?
- Will any students require disability provisions to be processed and approved by NESAs? (i.e. braille paper). Who will apply for these provisions on behalf of the student? How will parents be consulted?
- How will students be informed that if a reader is used in the reading test, this will be noted on their reading test report?