

NSW Department of Education

# NSW public schools and the development of the world's first truly inclusive measures of learning

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Assessment for Complex Learners (AfCL) project,  
Centre for Education Statistics and Evaluation

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# Acknowledgement of Country

We recognise the Ongoing Custodians of the lands and waterways where we work and live. Today we are on Gomora, land of the Gadigal people of the Eora nation. We pay respect to Elders past and present as ongoing teachers of knowledge, songlines and stories.

We strive to ensure every Aboriginal and/or Torres Strait Islander learner in NSW achieves their potential through education.



# There is not enough information about what works well for students with disability



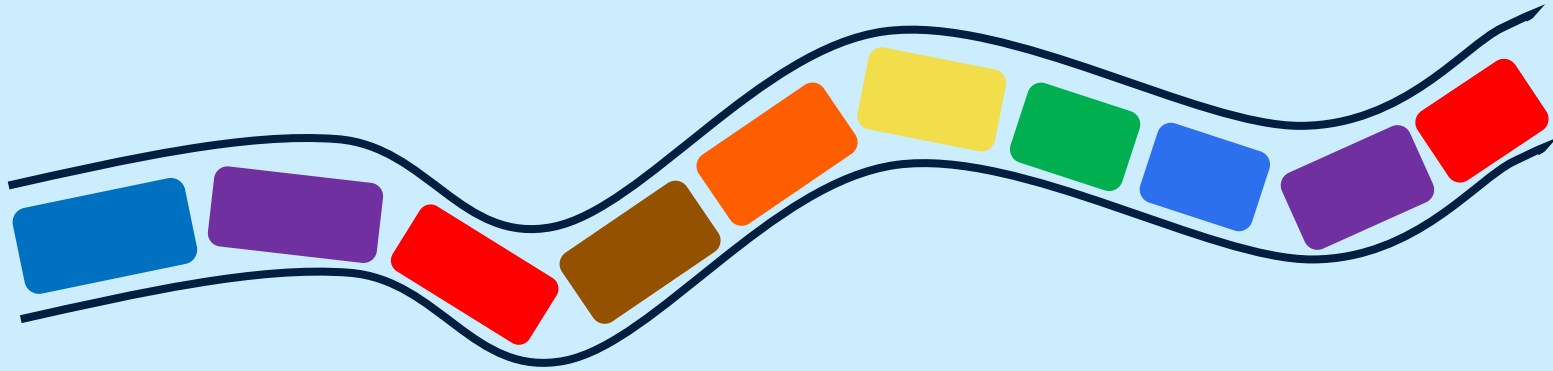
# Supporting our complex learners

The AfCL project is seeking better ways to assess, support and scaffold learning for complex learners



# What do we want for our students?

Creating a continuous pathway of learning  
to **improve learning outcomes**





# Statements from the Disability Strategy that encapsulate the AfCL project

“We are committed to building a more inclusive education system, one where all students feel welcomed and are learning to their fullest capability.”

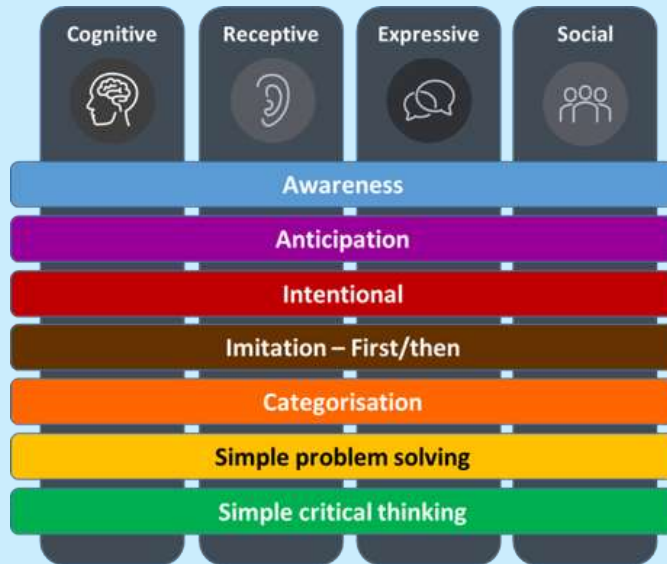
“There is not enough information about what works well for students with disability.”

“We will build a better understanding of how all students are progressing in relation to their learning, wellbeing and independence.”

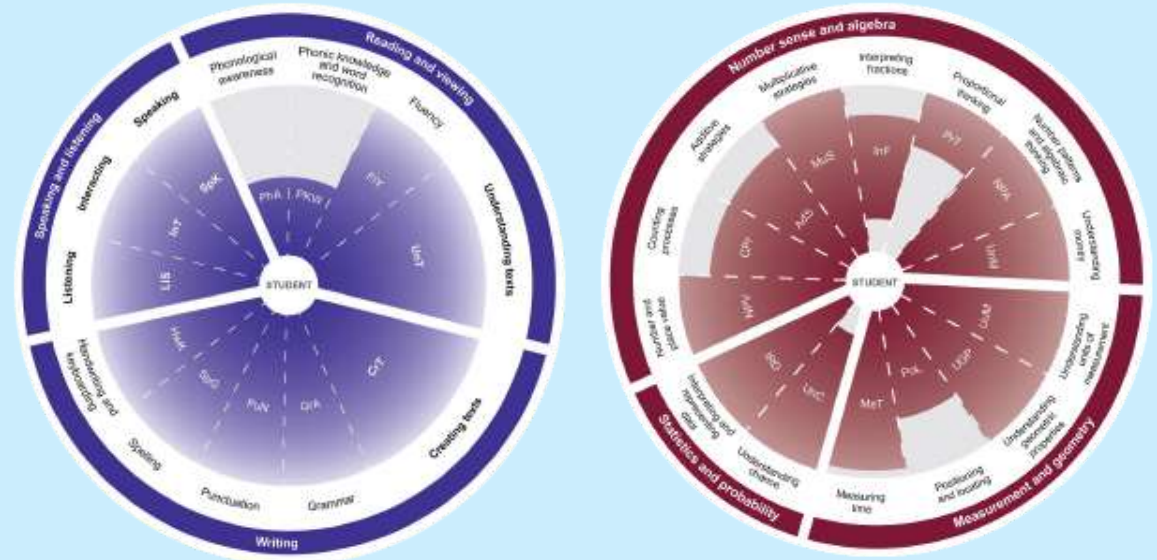


# Assessment tools to support your complex learners

## Passport for learning (Passport)



## Literacy and Numeracy Precursor Indicators (L&N Precursors)



# Creating the world's first truly inclusive measure of learning





# AfCL collaboration with schools

Our assessment tools were developed through a model of collaboration with schools and across the department



# Impact of what the assessment tools provide



Making  
students visible



Supporting educators  
with their workload  
and stress



Promoting greater  
coherence between  
mainstream and specialist  
settings



Improving teacher  
practice through  
high-quality data



Fostering collaboration and  
sharing through a common  
language

# Quotes from educators who have used our assessment tools

“You’ve got shared vision, so you’ve got this shared framework, and it makes it so much easier to do your job when you have something, things like this in place.”

“I feel like at a department level, our students have finally been recognised.”

“It’s genuinely useful. We get given a lot of tools, but it’s hard to open a can with a screwdriver. ... It’s something that has value for our staff and it’s useful for our students.”



**“It definitely has changed the lives of our families, kids, staff and community.”**





# A school's perspective: Clarke Road School

Presented by Kavi Razzaghi-Pour  
in collaboration with Rebecca Saunders

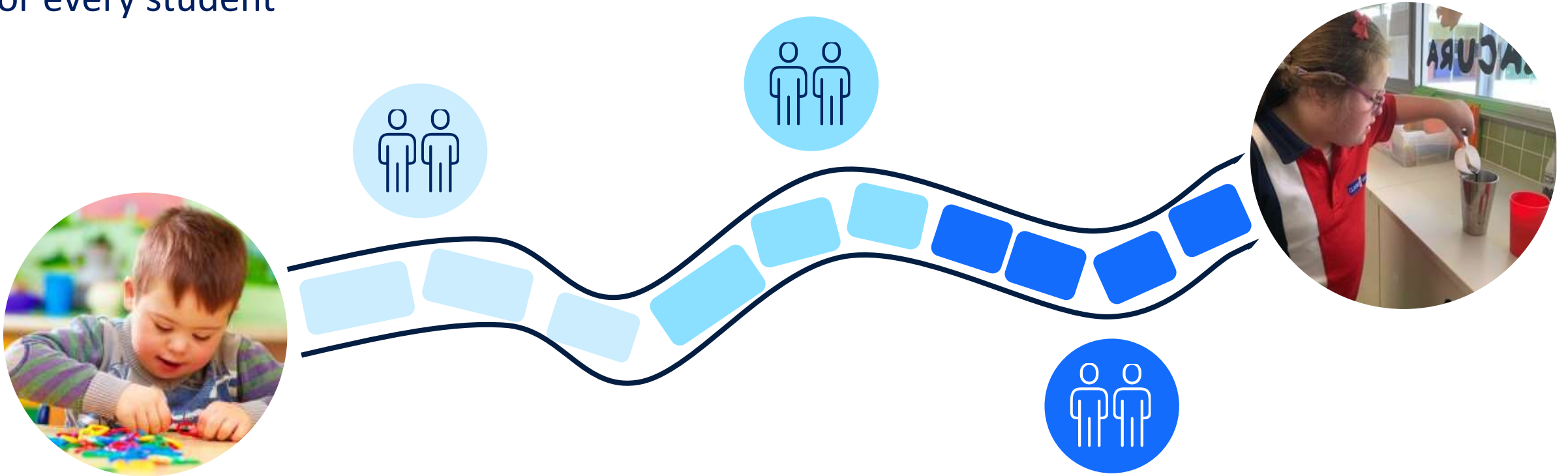
# What do we want?

To better understand our children and young people using research-informed shared frameworks that lead to shared understanding and practices



# What do we want for our learners?

**Continuous, meaningful, and relevant** learning pathways  
for every student





# How do we use the Passport for learning?

Targeted learning  
for every student  
year to year

Awareness

Anticipation

Intentional

Imitation First/then

Categorising

Simple problem solving

Simple critical thinking



# How do we use the Passport for learning?



# How do we use the Passport for learning?

Families and educators co-developing learning pathways together

## 'What else?' tool

We ask ourselves what else can we do?

- What else?
- What else?
- What else?



## Passport for Learning

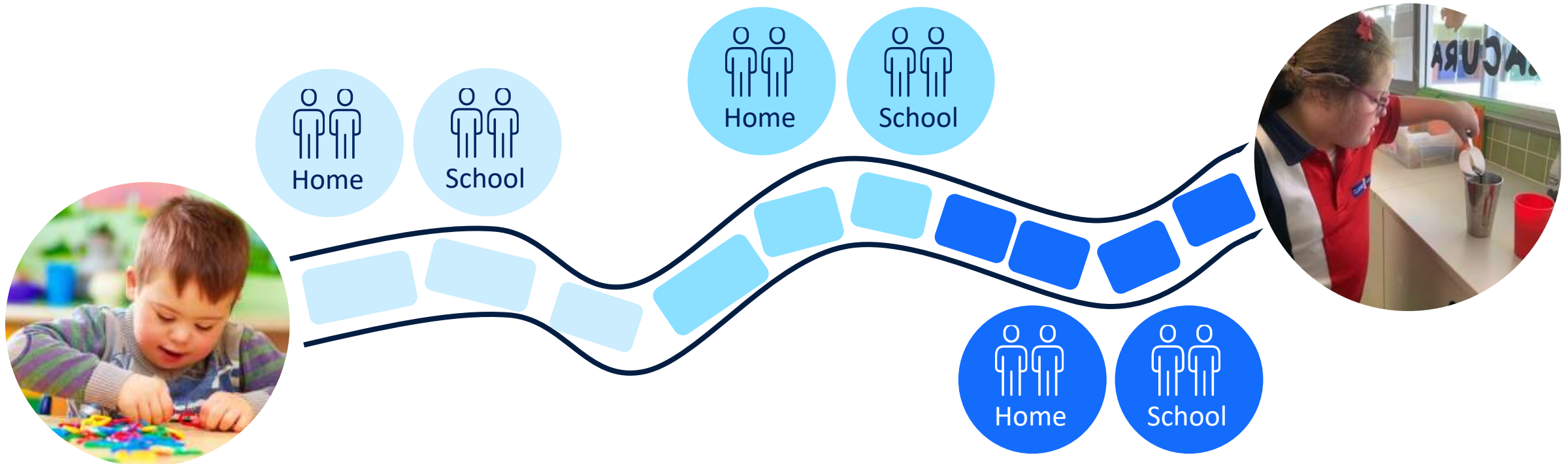
- Does my child have a change in their actions, understanding, expressions, and interactions on their good day / off day / most days?
- Do I change my requests on my child's off day?
- Have I got clear beginning-middle-end transitions to activities and interactions?



# What do we want?

Parents/families as partners in learning

**Continuous, meaningful and relevant** learning pathways for every student

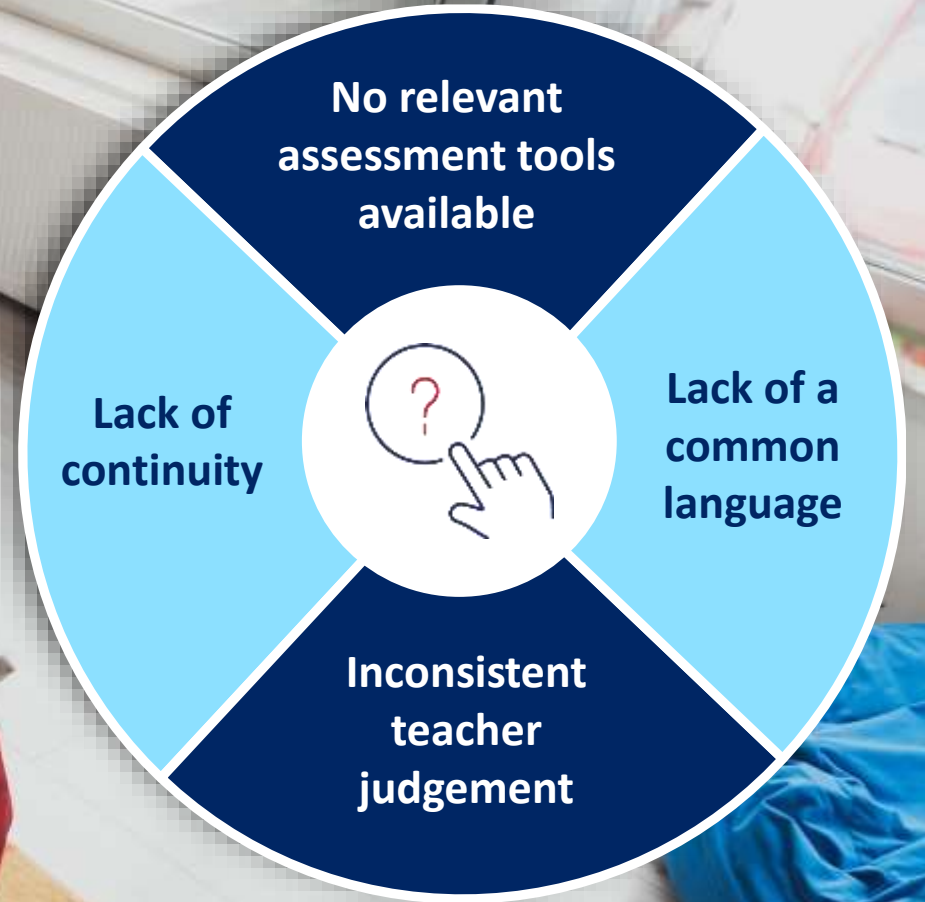




# **A school's perspective:** Lucas Gardens School

Presented by Wendy du Plessis

# Challenges



# The L&N Precursors started off as the Pre-Skills in a group of public schools in NSW

## Literacy Pre-Skills

Version 1.0  
October 2020

Designed and created by  
Lucas Gardens School



Supported and reviewed by

Belmore North Public School, Beverley Park School, Five Dock Public School, Victoria Avenue Public School, Wairoa School



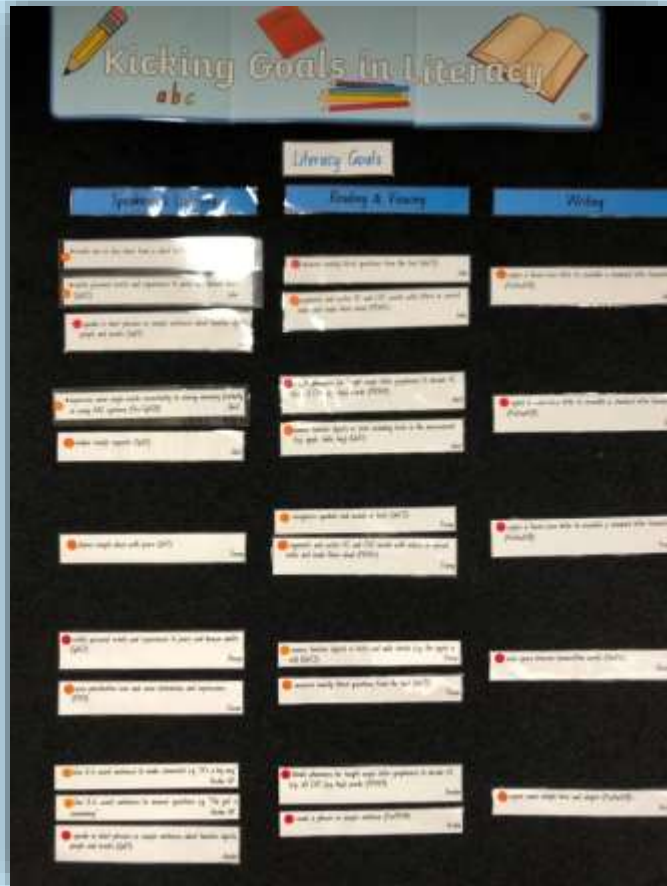
## Literacy and Numeracy Precursor Indicators

Assessment for Complex Learners project





# AfCL tools support students to achieve their learning goals



# Tracking learning progress across the school





# Analysing the data – collaborative inquiry





# L&N Precursors – resources available



Professional learning videos, precursors, student vignette examples and online app

## Literacy and Numeracy Precursor Indicators

Assessment for Complex Learners project



### Introducing the Literacy & Numeracy (L&N) Precursors trial



Introducing the Literacy and Numeracy Precursor Indicators Trial

School: Lucas Gardens School - Canada Bay

#### Assessment for Complex Learners

Literacy and Numeracy Precursors

Select year level: Year 5 | Select class or group: PK-073 | Select student: Brandon, Emmaisa | Sub-elements: L&N, ECL3a, ECL3b, L&N, L&N

Export as Excel | Save all

Indicators	Student indicator status	Interactional prompts	Comments
<b>PKW0</b> Phonic knowledge and word recognition			
<b>PKW0.1</b> interacts with letters, textured letters, letter blocks or concrete representations of letters (e.g. looks at, reaches for, touches, manipulates)	D Demonstrated		
<b>PKW0.2</b> attends to different objects (e.g. intentionally orients to or looks at a cup when an educator says "This is a cup.")	D Demonstrated		

## Student vignettes

Vignettes are still in development, so are currently only available for a small number of indicators. More vignettes will be added in the future, so please check this page over time.

### On this page

- [Literacy Indicator vignettes](#) →
- [Numeracy Indicator vignettes](#) →

## Literacy Indicator vignettes

- [Creating texts](#) →
- [Phonic knowledge and word recognition](#) →
- [Understanding texts](#) →

## Numeracy Indicator vignettes

- [Counting processes](#) →
- [Number and place value](#) →



# Recording progress – Student indicator status

## Foundational skills

- Not assessed
- Not demonstrated
- Partially demonstrated
- Demonstrated
- Consolidated

Indicators	Student indicator status
<b>LiSO Listening</b>	
<b>LiSO.1</b> reacts to a sound/stimulus (e.g. startles, opens eyes, moves legs or arms)	Not assessed
<b>LiSO.2</b> responds to a sound (e.g. looks towards a sound, turns head towards sound)	NA Not assessed
<b>LiSO.3</b> responds to different intonations (e.g. a firm 'stop', a jovial 'hello', an excited 'go')	N Not demonstrated
<b>LiSO.4</b> responds to familiar people (e.g. through facial expression, body movement, vocalisation)	P Partially demonstrated
	D Demonstrated
	C Consolidated

# Recording progress – Interactional prompts

## Foundational skills



Gestural prompts



Modelled prompts



Verbal prompts



Visual prompts

Interactional prompt ✕

**G** Gestural prompts

**M** Modelled prompts

**Ve** Verbal prompts

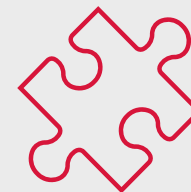
**Vi** Visual prompts

**Apply** Cancel

# Using the L&N Precursor app

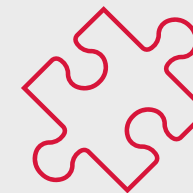
## Continuity of data within and between settings

Indicators	Student indicator status
<b>UnT0.2</b> interacts with written, digital or sensory (touch and feel) texts (e.g. briefly attends to a book, looks or tracks digital text, uses hands/fingers with sensory texts)	<b>D</b> Demonstrated
<b>UnT0.3</b> anticipates events in shared reading of familiar written, digital or sensory (touch and feel) texts (e.g. smiles, uses body movement, presses switch/AAC device to contribute words/phrases)	<b>D</b> Demonstrated
<b>UnT0.4</b> interacts with objects representing a character/idea related to a text (e.g. looks at, reaches for, touches, points to, manipulates)	<b>D</b> Demonstrated
<b>UnT0.5</b> interacts with pictures or illustrations/photos/symbols representing a character/idea related to a text (e.g. looks at, reaches for, touches, points to)	<b>P</b> Partially demonstrated
<b>UnT0.6</b> holds a book or digital device (with little awareness of correct orientation of text)	<b>D</b> Demonstrated
<b>UnT0.7</b> matches objects representing a character/idea related to a text (e.g. student matches an object to similar object/familiar object in text)	<b>D</b> Demonstrated
<b>UnT0.8</b> matches pictures or illustrations/photos/symbols representing a character/idea related to a text (e.g. student matches two similar illustrations in text)	<b>P</b> Partially demonstrated



What can students do

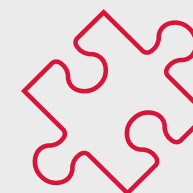
Next steps



Areas of focus



Differentiating learning





# Embedding assessment practices





# Together, we can better understand what works best for all learners



Over **350** public schools across NSW currently use our assessment tools

- L&N Precursors
- Passport
- ◆ Both

# Next steps for AfCL

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- Planning for statewide implementation.
- Phased approach to begin early next year.

Please reach out to us if you would like to learn more or get earlier access to the AfCL tools.





# Contact the AfCL team

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**Phone:** 1300 037 405

