

My Say My Way

Inclusive voice platform for
complex learners

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**My Say
My Way**

CESE

Centre for
Education
Statistics and
Evaluation



Acknowledgement of Country

We recognise the ongoing custodians of the lands and waterways where we work and live. We pay respect to elders past and present as ongoing teachers of knowledge, songlines and stories.

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

Session overview

- Define 'student voice' for complex learners and align MSMW with the wider suite of DoE voice tools.
- Describe how MSMW connects to current school teaching and reporting practices.
- Demonstrate the innovative new MSMW digital platform and tools.
- Show how MSMW data can be used to inform planning and decision-making at both student and whole school levels.



What is student voice?

“Student’s actively participating in decision-making at school on things which shape their educational experiences. Student voice is more than just students ‘having a say’ and ‘being heard’. To be successful, schools must value the perspectives and opinions of students and act on them in a way that genuinely shapes learning and decision making at the school”.

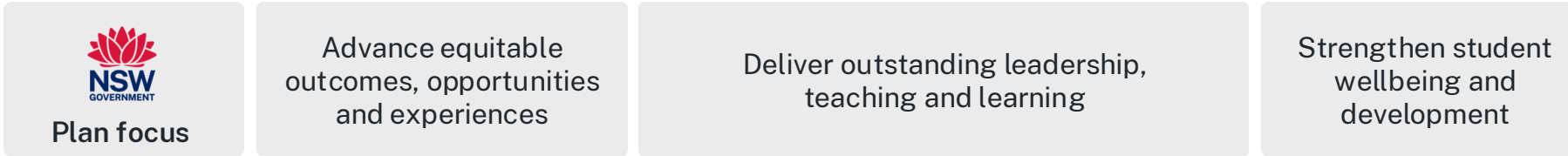
NSW Department of Education

MSMW has expanded this definition to include:

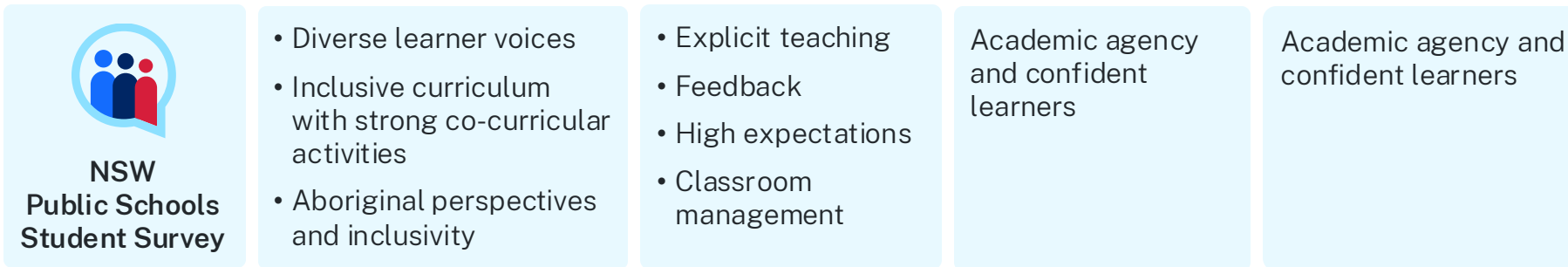
- having a say with different Augmentative and Alternative Communication (AAC) options and technologies
- being listened to and understood by skilled educators able to read non-verbal communication styles and limited language skills
- participation in decision-making in meaningful ways appropriate to the student’s communication needs and level of understanding.



MSMW is part of the DoE suite of student voice tools



Every student learns, grows and belongs in an equitable and outstanding education system



Supporting teachers, reducing workload burden, providing actionable data

The MSMW tools may allow
~55,000
 more students to share their voice

The MSMW tools have built-in accessibility features that are designed to meet the needs of students who require **Substantial or Extensive adjustments** for social, cognitive, emotional or physical and/or sensory disabilities (NCCD).

What is My Say My Way?



Innovative digital platform with built-in customisation features to meet the needs of students with disability.



My Say My Way is:

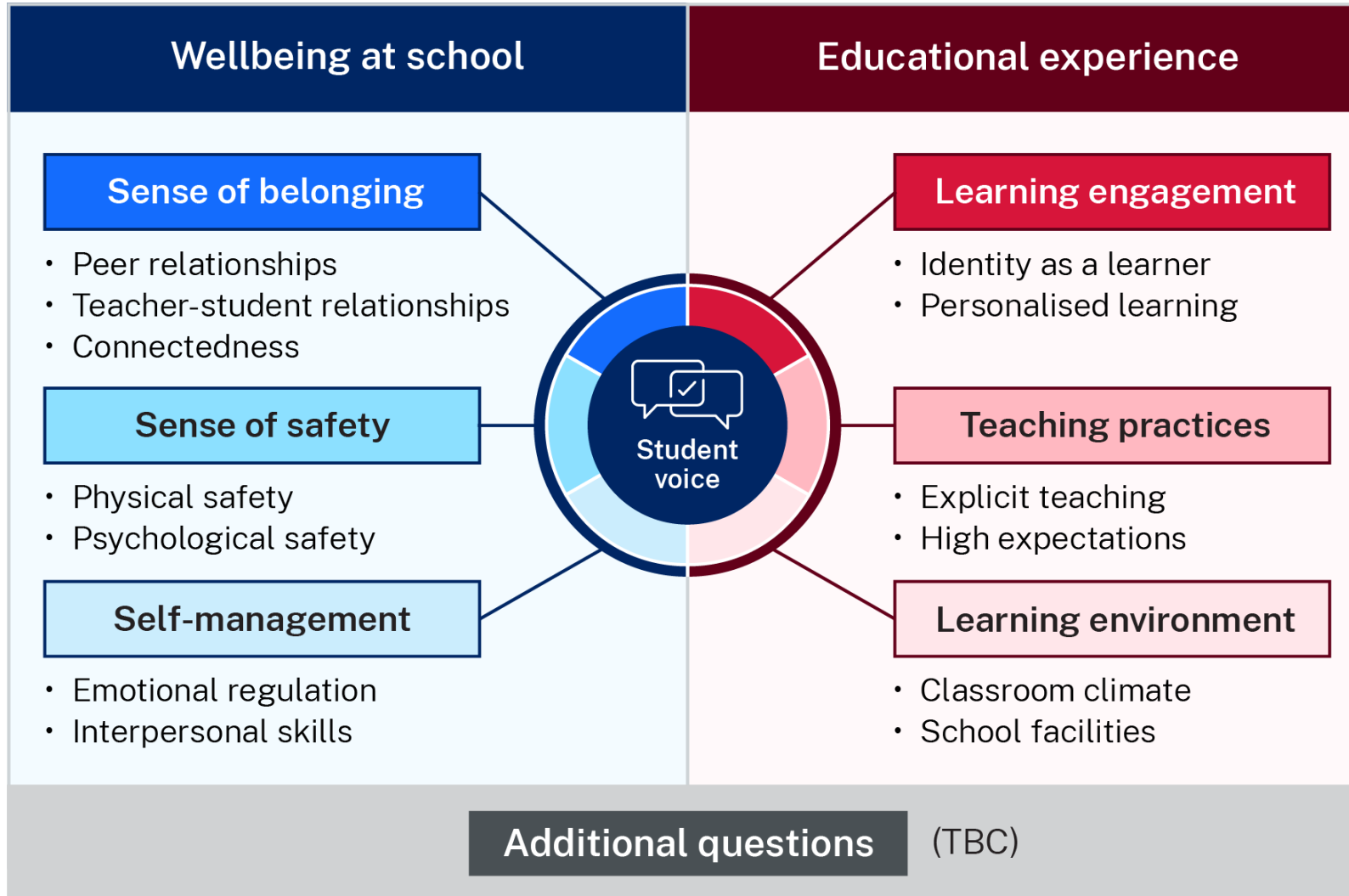
- a data collection platform designed to capture student voice to inform decision making at the classroom, school and system level
- a systematic way to collect data on the wellbeing and educational experience of students with disability and/or complex learning needs.



My Say My Way is not:

- a diagnostic tool
- a mental health assessment
- a wellbeing check-in tool
- an individual learning assessment.

The MSMW measurement framework



MSMW links to the School Excellence Framework

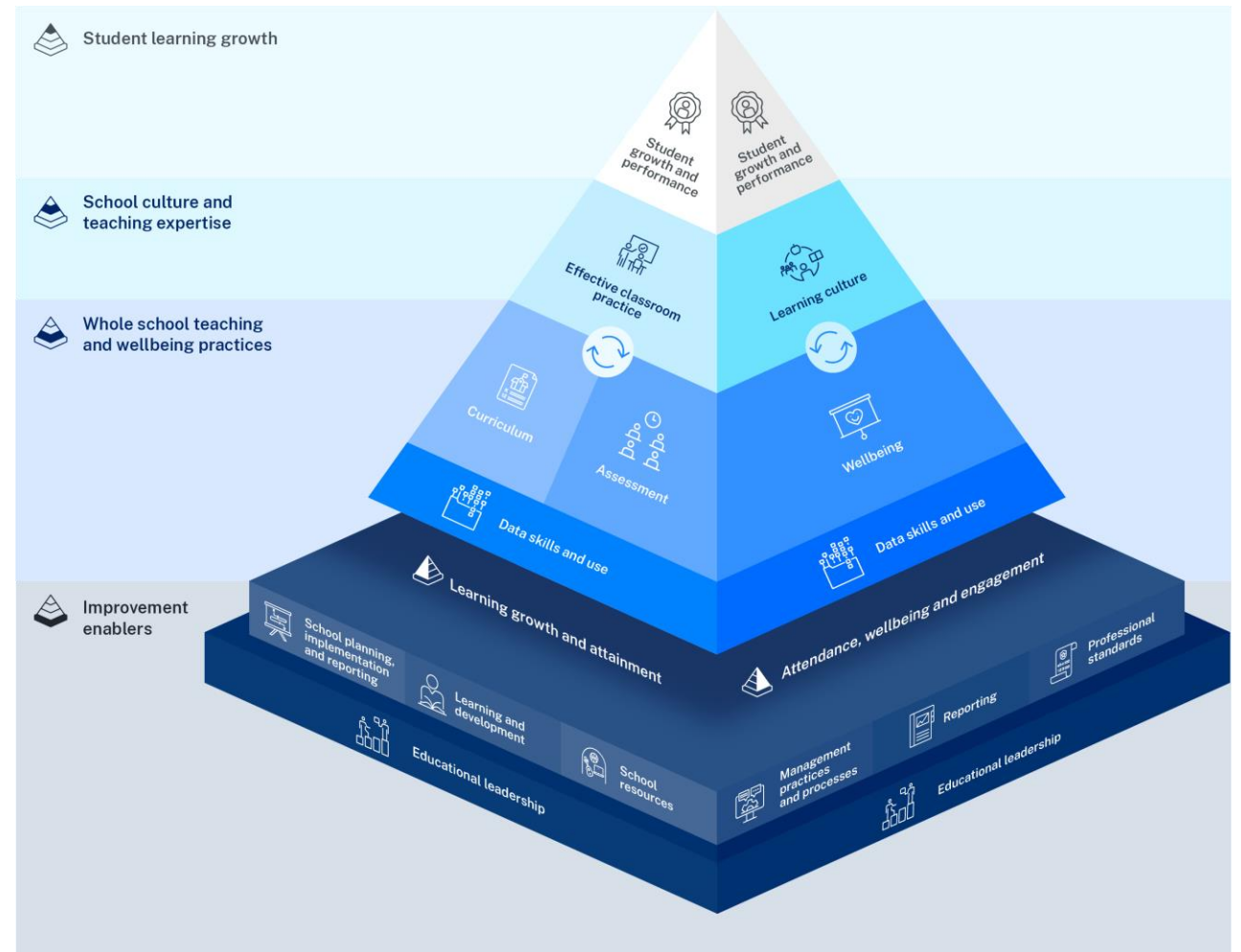
Learning Domain: Wellbeing

Theme: a planned approach to Inclusion and Wellbeing.

Excelling: There is an embedded school-wide and data informed approach to student and staff wellbeing.

Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

SEF V3, November 2024



MSMW fills an accessibility gap with current student voice tools

My Say My Way is designed for students with a disability and/or complex learning needs, including student who:

- are unable to access the NSW Public Schools Survey (NPSS)
- require significant social, cognitive, emotional or physical and/or sensory disabilities
- benefit from personalised communication systems and/or AAC technology
- require substantial or extensive levels of adjustment (NCCD).

The MSMW digital platform features 3 tools:



Student Accessible Survey Tool



Guided Discussion Methods Tool



Parent Carer Insight Tool





| PDHPE Curriculum (new) | English Curriculum | Life skills English Curriculum (7–10) | Inclusive Assessment Program (IAP) tools |
|--|---|---|--|
| <p>Focus areas:</p> <ul style="list-style-type: none"> • respectful relationships and safety (K–6) • self-management and interpersonal skills (K–6) • respectful relationships (7–10) • identity, belonging and change (7–10). | <p>Focus areas:</p> <ul style="list-style-type: none"> • oral language and Communication (K–6) • reading comprehension (K–6) • reading, viewing and listening to texts (7–10) • understanding and responding to texts (7–10). | <p>Syllabus outcomes:</p> <ul style="list-style-type: none"> • listens and responds in familiar contexts • communicates for a variety of purposes, audiences and contexts • reads and responds to a range of written texts in familiar contexts. | <p>Precursor sub-elements:</p> <ul style="list-style-type: none"> • listening • interacting • speaking. <p>Passport for learning domains:</p> <ul style="list-style-type: none"> • cognitive • receptive • expressive • social. |

The Student Accessible Survey (SAS) tool

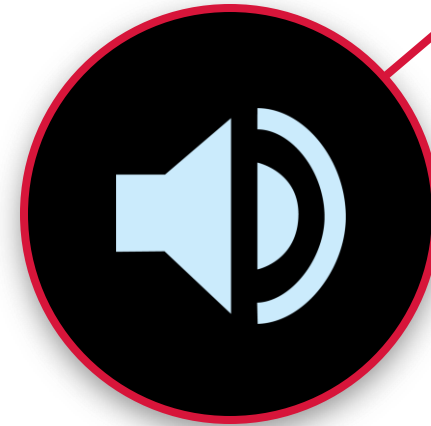


The SAS is an accessible digital survey tool with a range of built-in customisable features that can be personalised to meet the needs of each student.

Accessibility features of the SAS

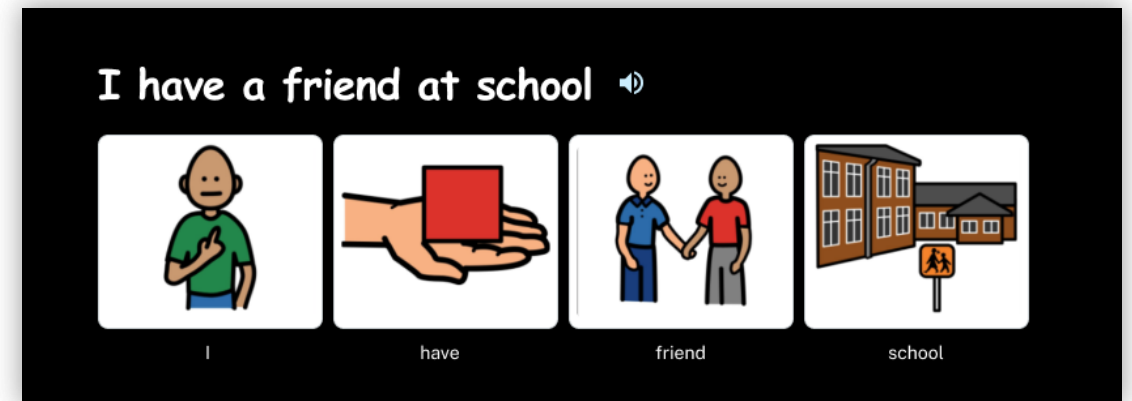
1. Text to speech available for all questions.

I have a friend at school



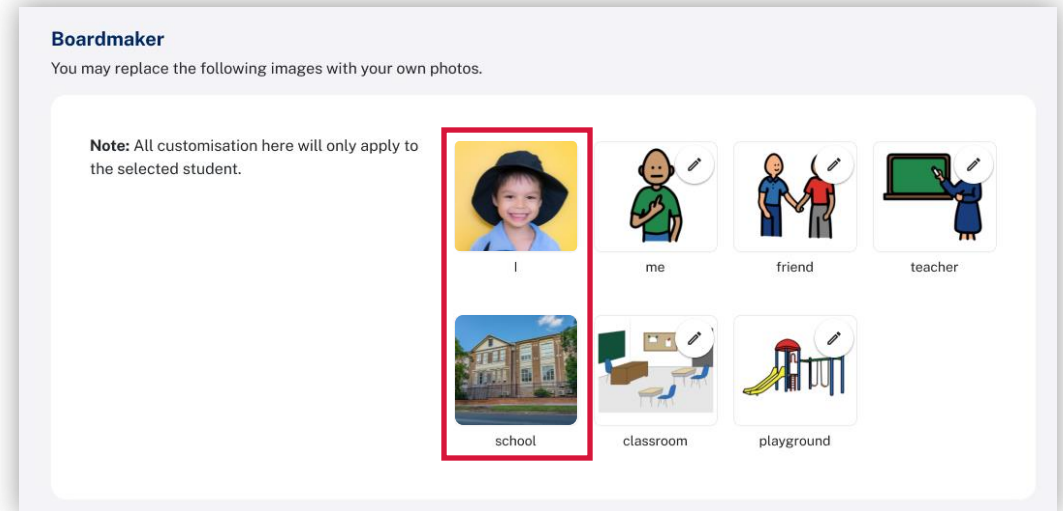
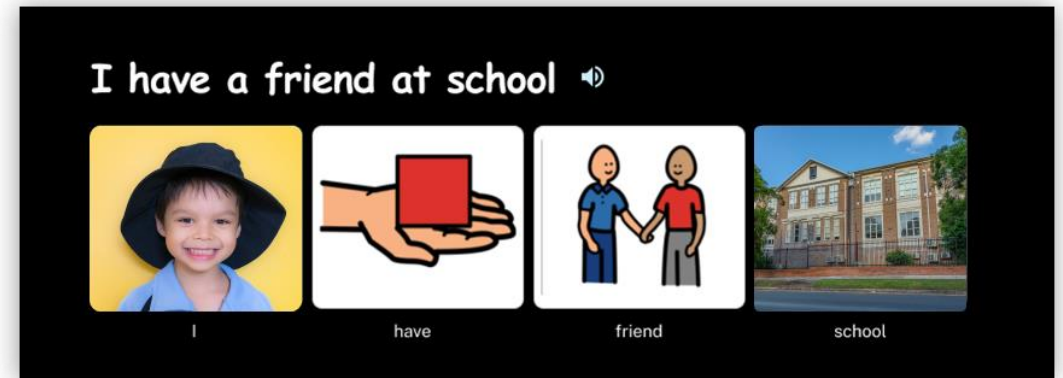
Accessibility features of the SAS

1. Text to speech available for all questions.
2. Boardmaker symbols support student understanding of the questions.



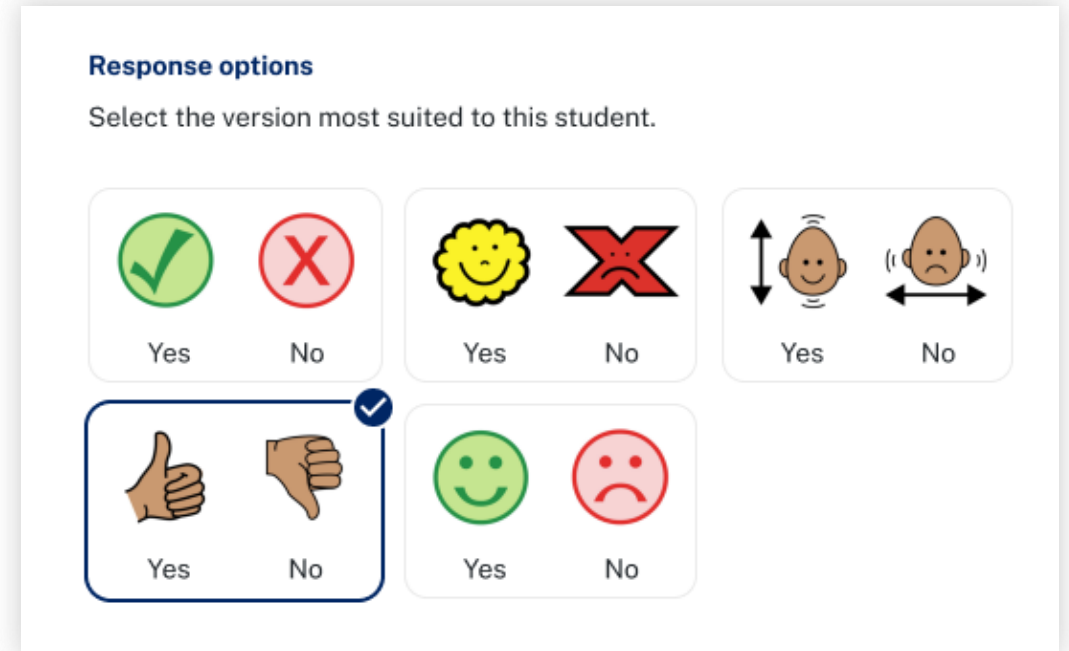
Accessibility features of the SAS

1. Text to speech available for all questions.
2. Boardmaker symbols support student understanding of the question.
3. Customised library options allow for schools to upload photos specific to their school context.



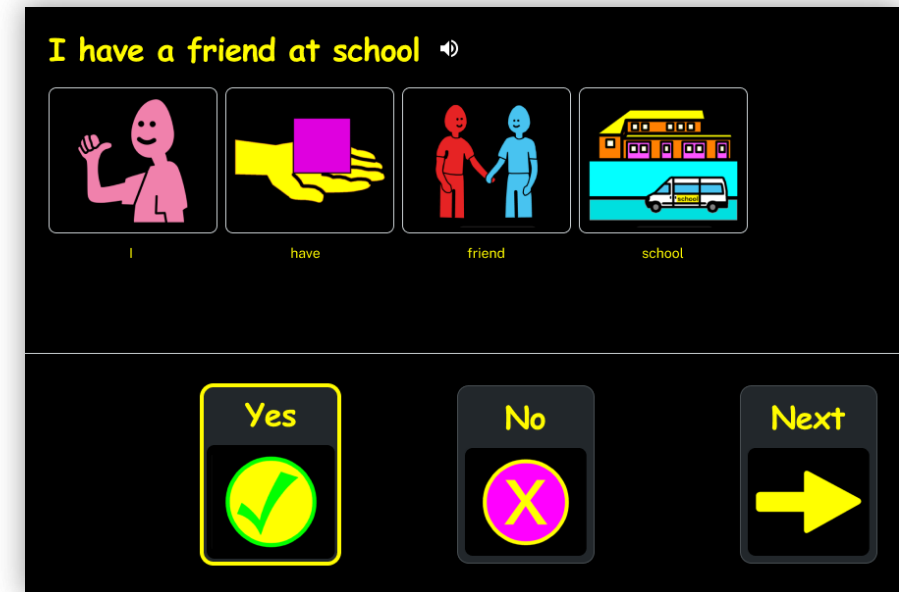
Accessibility features of the SAS

1. Text to speech available for all questions.
2. Boardmaker symbols support student understanding of the question.
3. Customised library options allow for schools to upload photos specific to their school context.
4. **Multiple options for the Yes/No symbols to help support student understanding.**



Accessibility features of the SAS

1. Text to speech available for all questions.
2. Boardmaker symbols support student understanding of the question.
3. Customised library options allow for schools to upload photos specific to their school context.
4. There are multiple options for the Yes/No symbols to help support student understanding.
5. **A CVI friendly version available for students with Cortical Vision Impairment.**



Accessibility features of the SAS

1. Text to speech available for all questions.
2. Boardmaker symbols support student understanding of the question.
3. Customised library options allow for schools to upload photos specific to their school context.
4. There are multiple options for the Yes/No symbols to help support student understanding.
5. A CVI friendly version is available for students with Cortical Vision Impairment.
6. **Printed versions of the questions are also available.**




Other features of the SAS

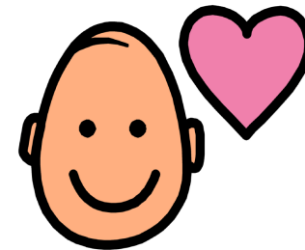
Questions have been designed to **reduce the cognitive** load by using:

- simplified vocabulary, with sentences written in Plain English
- repetitive language structures.

I like...
I have...
I feel...
My teacher...

Practice questions provide opportunities for students to practice the skill of answering questions within the MSMW application.

I like spiders 



SAS student dashboard



SAS student question view

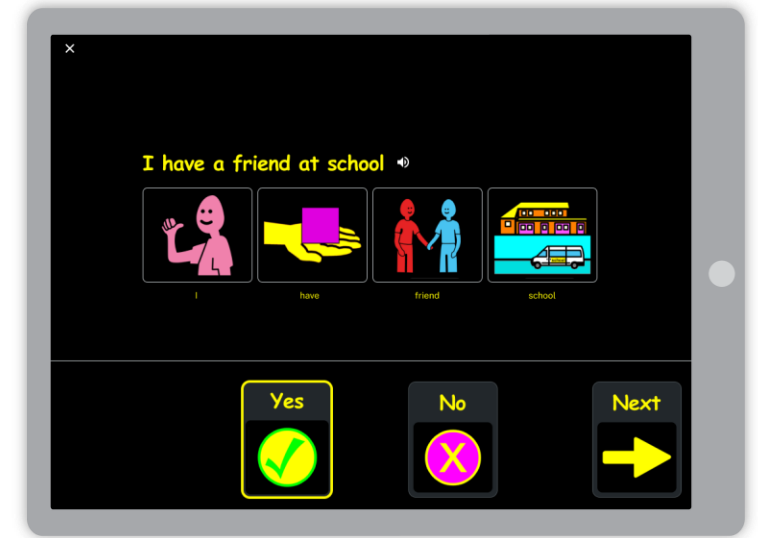
3 viewing options:



Light background/dark text



Dark background/light text



Cortical Visual Impairment
(CVI) friendly version

The Guided Discussion Methods (GDM) tool



The Guided Discussion Methods (GDM) provide several different ways to elicit responses from students on specific questions aligned to the MSMW measurement framework.

What are Arts-Based Methods?

Arts-Based Methods use creative processes to engage with students.



Body mapping



Guided Photovoice



In the Picture approach

What are Prompted conversations?

Prompted conversations require a skilled communication partner to ask the student a question and provide prompts to assist them in responding using their preferred communication system.



Gestures and vocalisations

For example, eye gaze, pointing or verbal sounds.



AAC low tech

For example, talking mats or communication boards.



AAC digital devices

For example, Proloquo2Go, Go Talk or other text to speech devices.

GDM data capture

GDM student question: What do I like at school?

GDM teacher question: Can the student identify something they like about school?

During the GDM activities, educators carefully observe the student for **intentionality, responsiveness** and **preference**.

Educators record student responses in the platform after they have finished participating in GDM activities.



Connectedness

Building strong relationships between students, teachers, schools, and communities. This involves fostering supportive environments where students feel valued, respected, and included.

Question 1

Student question
What do I like at school?

Educator guide

Educator question
Can the student identify something they like about school?

Answer *
☒ Yes ☐ No

Indicate at least one method used to elicit response from student.

Arts based methods
☒ Body mapping
☐ Guided photovoice
☐ In the picture approach

Prompted conversations
☒ Gestures and vocalisations
☐ AAC low tech
☐ AAC digital devices

Work sample

Filename.pdf

Max 3 files

Comments
Educator comments go here

Save response

The Parent/Carer Insight (PCI) Tool



The PCI is an optional digital survey to gather parent/carer perceptions. It is designed to complement the student responses to either the SAS or GDM by providing additional information to create a more detailed understanding of the student.

PCI data capture

The PCI uses a traditional survey format with Likert scale response options.

High Expectations

Strongly Agree Agree Neither Disagree Strongly disagree Unsure

Teachers have high expectations for my child's learning.

☐ ☐ ☐ ☐ ☐ ☐

Teachers help my child try their best.

☐ ☐ ☐ ☐ ☐ ☐

Teachers ensure my child's learning is celebrated at school.

☐ ☐ ☐ ☐ ☐ ☐

Example question alignment

Pillar: Wellbeing at school | **Domain:** Sense of belonging | **Measure:** Connectedness



SAS questions

I like my school.
I am happy at school.
I feel that I belong at school.



GDM questions

Student: What do you like about school?
Teacher: Can the student identify one or more things that they like about school?



PCI questions

My child likes their school.
My child is happy to go to school each day.
My child feels like they belong at school.

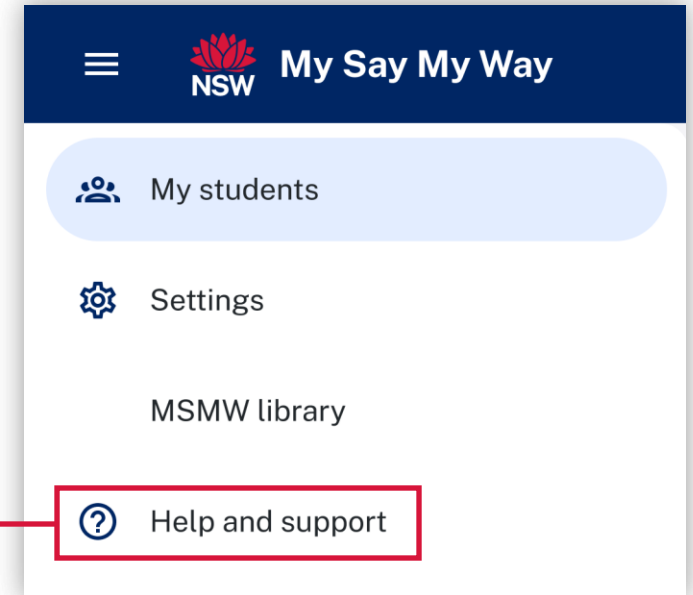
The MSMW digital platform



The **MSMW tile** can be added to your DoE Profile centre.

Login using your DoE username and password.

The **MSMW Platform** has online Help and Support links within the application.



Ed Connect support is also available to schools.

Resource materials

- Teaching and learning guides
- Implementation guides
- Printable version of Boardmaker symbols
- List of all survey questions



Teaching and learning guide



Sense of belonging Connectedness

The process in which the school aims to personalise learning based on each student's strengths, needs, skills and interests. This is built into the teaching and learning cycle and supports the practices of high expectations and explicit teaching.

Links to curriculum

PDHPE K-6: Identity, health and wellbeing
PDHPE 7-10: Identity, belonging and change
PDHPE 7-12: Life skills

Key vocabulary

| | |
|-------------|------------|
| goals | choose |
| timetable | activities |
| school work | like |

Student accessible survey questions

I have learning goals at school.
I have a timetable for my school work.
I can choose activities I like at school.

If the student perceives that their teachers articulate that they can learn, help them and celebrate their achievements, we can infer that the student perceives that their learning environment features high expectations for his/her learning.

Guided discussion method questions

Student question: What are my learning goals?
Teacher question: Can the student identify personal learning goals?

If the student can identify one or more ways that their learning is celebrated at school, we can infer that the student perceives that their learning environment features high expectations for his/her learning.

Teaching strategies

- Display each students learning goals in the classroom in a way that the students can understand (for example, using words and pictures)
- Show how small steps or actions work towards a goal (for example, use a template to break a skill into small steps to show how the goal is achieved).
- Ask students to have input in setting the work schedule by choosing which activities they will complete in a work session (for example, use PECS symbols and timetable for the student to complete).
- Have students involved in setting their learning goals when possible.
- Celebrate as a whole class when a student achieves a learning goal (for example, charts of success).

Suggested texts

The Thing Lou Couldn't Do, Ashley Spires
Jabari Jumps, Gaia Cornwell

1



Pillar: Educational experience
Domain: Learning engagement
Measure: Personalised learning

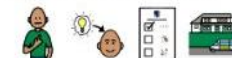
Implementation guide



Sense of belonging Connectedness

Student accessible survey questions

I have learning goals at school.



I have a timetable for my school work.



I can choose activities I like at school.



Implementation

- Ensure time is provided to explore, teach, discuss and strengthen the vocabulary with students.
- Set up the student profile in the My Say My Way digital platform and complete the customisation for the student.
- Plan time for the student to complete the survey questions.
- Ensure the student has adequate support when completing the survey.
- Plan the environment to ensure the student has a quiet space, headphones or other aids to support the student.

Guided discussion methods questions

Student question: What are my learning goals?
Teacher question: Can the student identify personal learning goals?

Examples

1. Picture method

Take photos of the student participating in learning activities aligned with the personalised learning goals. Ensure the student has access to their personalised communication system and ask them questions about the activities. Do you like doing these activities? Are you good at these activities?

2. Picture method

Ensure the student has access to their personalised communication system and ask the student question. Use visual aids such as photographs of activities that align to their learning goals.

Record the responses in the My Say My Way digital platform.

Parent/carer insight tool questions

Teachers clearly communicate the school rules to my child.

Teachers provide feedback on my child's work to help them improve.

Teachers provide my child with opportunities to learn new things in a variety of ways.

Response options: Strongly agree, Agree, Neither, Disagree, Strongly disagree, Unsure

1



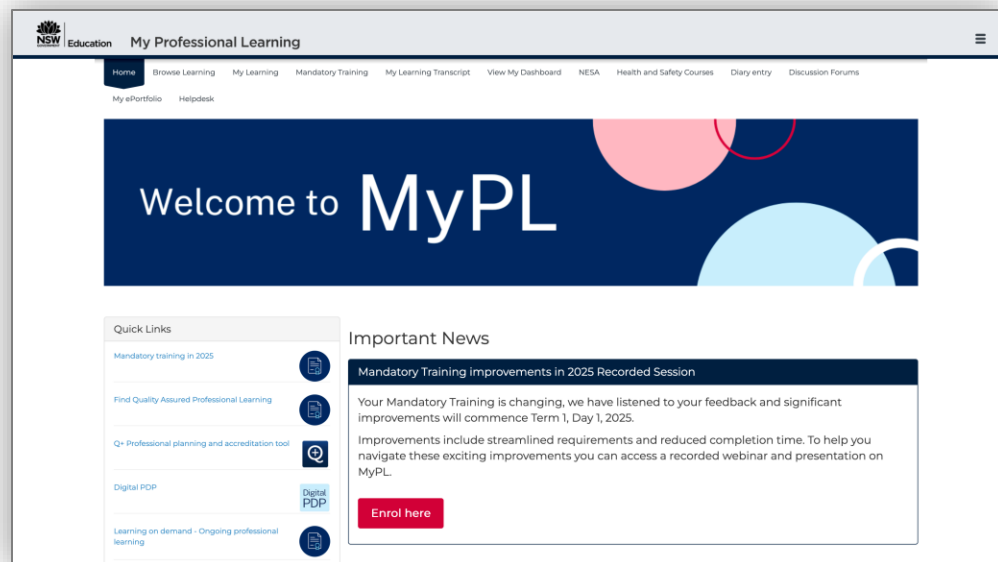
Pillar: Educational experience
Domain: Learning engagement
Measure: Personalised learning

Support for educators

MyPL

Professional learning


- Online
- Self-paced
- Real examples



MSMW Teams Site


- Engagement hub
- Webinars
- Q&A discussions
- Access to all resources


Student data in the MSMW platform

 **My Say My Way**


Castle Hill Public School


DW

 My students

 Settings

MSMW library

 Help and support

 **My students**































This provides an overview of the students in your group/s.

Filter by:

Group

Survey type

Survey year

| Student name ↓ | Group | Survey type | Wellbeing at school | Educational experience | Parent consent | Actions |
|---|-------------------|-------------|--|--|---|---|
|  Amie Bronte Year 2 | Possum group 2025 | SAS |  High |  Medium |  Yes |   |
|  Chloe Wilson Year 2 | Possum group 2025 | SAS |  High |  High |  Yes |   |
|  Vikki Dayton Year 2 | Possum group 2025 | SAS |  High |  High |  Yes |   |
|  Xavier Flint Year 2 | Possum group 2025 | SAS |  Low |  Medium |  Yes |   |
|  Kay Osbourne Year 2 | Possum group 2025 | SAS |  High |  Low |  Yes |   |


Student accessible survey 2025
Student name | 2025


Pillar

Wellbeing at school

Educational experience


Outcome


 High

 Medium


Summary


Customisation


 Preview student view

 Print


Wellbeing at school


Sense of belonging  High


Sense of safety  High

Self-management  Medium

Educational experience

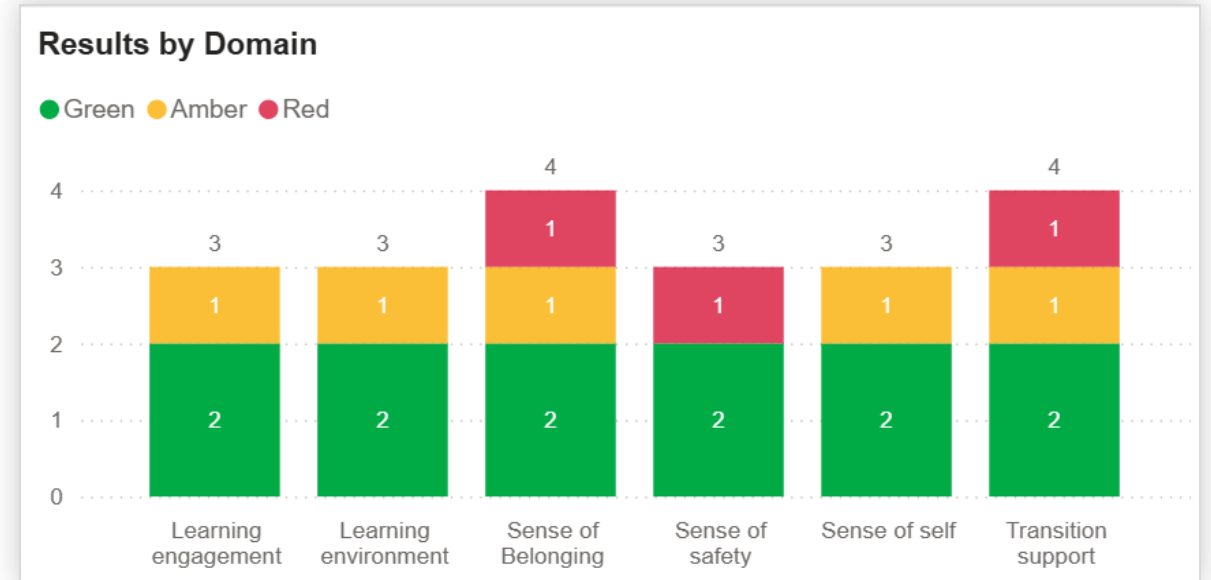
Learning engagement  Low

Teaching practices  Medium

Learning environment  High

Teachers – data can be used to inform classroom programming and personalised learning goals for students.

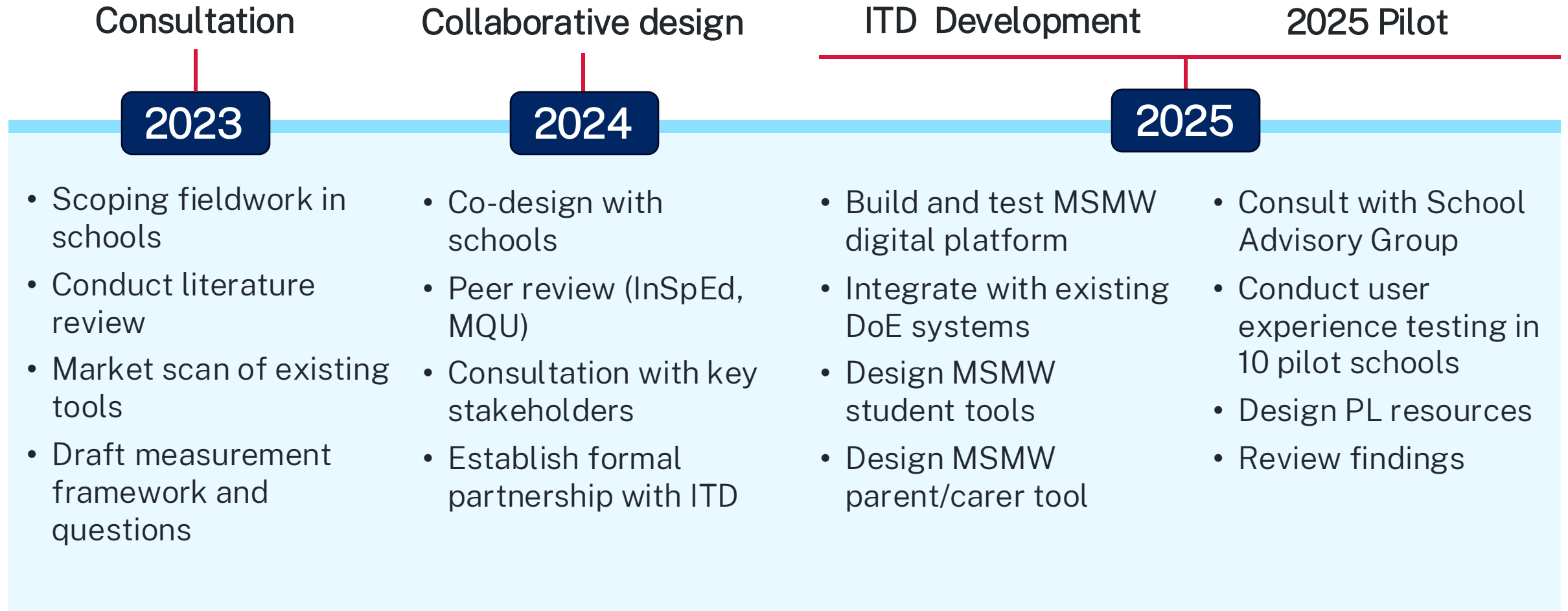
Scout data for school leaders



School leaders – Scout data can help inform decision making for School Excellence Planning, External Validation and whole school initiatives.

System level – Aggregated data can be used to gain a better understanding of students with disability to inform policy and decision making (see DRC rec 7.9)

My Say My Way timeline



What's next for MSMW?



2026

Term 1

Release of professional learning course.

Term 2

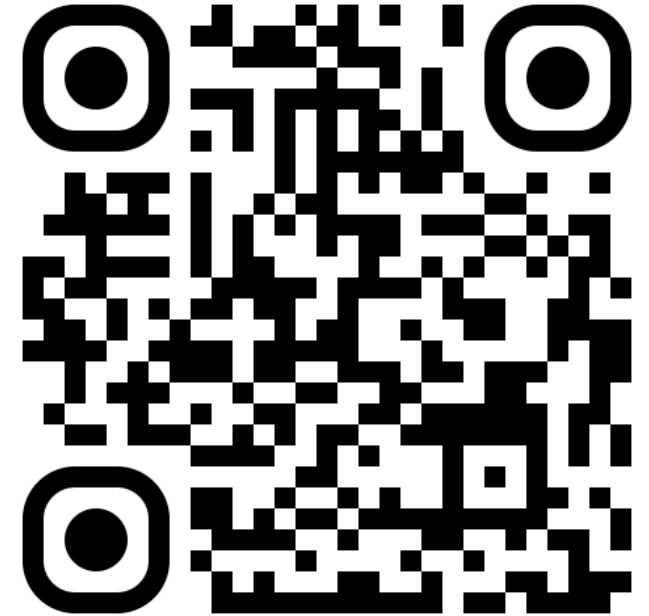
Large scale pilot >5,500 students.

Term 3

Psychometric testing to establish question validity.

Term 4

Finalisation of tools for roll out in 2027.



To be part of the
2026 Pilot, register
your interest now.

Thank you!

The MSMW team can be contacted at:

mysaymyway.cese@det.nsw.edu.au

