



2024 NAPLAN

Handbook for Principals and NAPLAN coordinators

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HANDBOOK OVERVIEW

From 2023, NAPLAN tests are held during March each year. The purpose of the *NAPLAN handbook for principals and NAPLAN coordinators* is to make sure that principals and their delegates, NAPLAN coordinators and school technical support officers, understand what is required to administer NAPLAN.

The following organisations are involved in the NAPLAN tests:

- **The Australian Curriculum, Assessment and Reporting Authority (ACARA)** has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN).
- **Education Services Australia (ESA)** manages the online national assessment platform (the platform) on which the online NAPLAN tests are delivered. ESA user guides provide technical instructions about using the platform and should be consulted in conjunction with this handbook. User guides are available from the Assessform website under 'Resources' (www.assessform.edu.au).
- **The Test Administration Authority (TAA)** in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols.

Principals have ultimate responsibility within their school for ensuring that the tests are appropriately administered. Principals are expected to ensure that all relevant information is conveyed in a timely manner to all staff members involved in the administration of NAPLAN at the school.

Principals should ensure the school has received all required handbooks, including the NAPLAN test administration handbooks for teachers. The handbooks should be distributed to all staff who are administering the tests.

There are five parts to this handbook:

- **Part A:** Relevant sections of *NAPLAN national protocols for test administration*, including the code of conduct. These protocols apply to all schools administering online NAPLAN tests. All users of the platform must abide by the instructions in this handbook.
- **Part B:** Describes the tasks for which school principals and their delegates are specifically responsible. Includes jurisdiction-specific information.
- **Part C:** Platform Quick Start Guide
- **Part D:** NAPLAN schedule of tasks
- **Appendix:** Disability adjustment codes

PART A: PROTOCOLS EXTRACT

1. INTRODUCTION

- 1.1.1. The Australian Curriculum, Assessment and Reporting Authority (ACARA) has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN). The test administration authority (TAA) in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests to students in Years 3, 5, 7 and 9 in accordance with nationally agreed protocols. From 2008–2022, NAPLAN tests were held in May. From 2023, education ministers agreed NAPLAN tests will be held in March.
- 1.1.2. It is a requirement that all schools administer online tests, with the exception that Year 3 students will continue to complete the writing test on paper.
- 1.1.3. Education Services Australia (ESA) manages the online national assessment platform (the platform) on which the online NAPLAN tests are delivered.
- 1.1.4. The *NAPLAN national protocols for test administration* (the protocols) provide detailed information on all aspects of the administration of the tests. Technical guidance on the use of the platform is provided separately in the *NAPLAN handbook for principals and NAPLAN coordinators* and *NAPLAN test administration handbook for teachers*.
- 1.1.5. The protocols set out the principles to manage security of the tests, the test environment and other relevant factors to ensure valid, reliable and nationally comparable results are obtained. These protocols specify security requirements and uniform processes and procedures to ensure students complete the tests under similar conditions. In cases where individual students require special arrangements to complete the tests, these arrangements are made prior to testing in consultation with the school and the relevant TAA.
- 1.1.6. In order to maintain the integrity of the tests, the testing process and, ultimately, test results, these protocols must be followed. Breaches of the protocols and allegations of cheating or improper behaviour are taken very seriously, and substantiated cases of improper behaviour will be reported publicly in ACARA’s annual test incident report. A NAPLAN code of conduct (section 2) is included to assist TAAs and schools in determining what are appropriate and inappropriate behaviours. Information on how breaches are dealt with is provided in section 10.
- 1.1.7. ACARA, in cooperation with states and territories, will review the protocols each year to ensure that NAPLAN tests are delivered in an appropriate and consistent manner across all states and territories.
- 1.1.8. These protocols are designed to apply to the majority of situations. However, the relevant TAA should be contacted for specific advice if it is apparent the protocols do not adequately provide guidance or if there are problems meeting the requirements in these protocols.

2. CODE OF CONDUCT

- 2.1.1. The NAPLAN code of conduct is designed to uphold the integrity of the tests by outlining the fundamental principles upon which the test administration is based. Undermining test integrity by breaching these principles or the protocols will lead to an investigation and, if allegations are substantiated, to potentially serious consequences.
- 2.1.2. This code provides a summary of acceptable and unacceptable behaviours. At all times, educators must ensure that tests are administered in a way that is fair and equitable for all students, in order to provide an accurate assessment of students' capabilities at the time of testing.

2.2. Participation and accessibility

- 2.2.1. **NAPLAN is a national assessment, and all eligible students in Years 3, 5, 7 and 9 are expected to participate. NAPLAN should be accessible to all eligible students to allow them to demonstrate their actual skills and knowledge.**
- 2.2.2. Students in ungraded classes, who are equivalent in age to students in Years 3, 5, 7 and 9, are expected to take the relevant year-level NAPLAN tests.
- 2.2.3. Students should be granted the use of appropriate disability adjustments in order to access assessments.
- 2.2.4. It is unacceptable to exert influence on parents/carers to withdraw their children from testing.

2.3. Test integrity

- 2.3.1. **NAPLAN is primarily an assessment of learning, so the test environment must be tightly controlled to maintain test integrity. This includes the conduct of test administrators and support staff, and the presence of unauthorised teaching or support material.**
- 2.3.2. The integrity of the tests must be maintained at all times; cheating is not permitted.
- 2.3.3. The test environment must neither advantage nor disadvantage any student.
- 2.3.4. Tests should be appropriately administered. In deciding what is appropriate, principals should take into consideration the time, location, supervision and technical support requirements, where applicable, for the test sessions.
- 2.3.5. Active supervision of students during the tests is required (see section 8.9.7).
- 2.3.6. Providing unauthorised assistance to students during the tests is not permitted.
- 2.3.7. Providing unauthorised additional time for the tests is not permitted.
- 2.3.8. Allowing students access to unauthorised materials and aids during the tests is not permitted.

- 2.3.9. Allowing students unauthorised internet access, beyond that necessary to access the tests, is not permitted.
- 2.3.10. Test administrators should ensure their actions before, during and after the tests do not unduly impact on students' results.
- 2.3.11. Any attempt by school staff to unfairly or dishonestly manipulate test results is not permitted.
- 2.3.12. Any attempt by any party to modify an answer after the test is completed by the student is not permitted.

2.4. Test preparation

- 2.4.1. **Schools and teachers should adopt appropriate test preparation strategies that familiarise students with the test process and question formats, but do not excessively rehearse students such that results reflect prepared work rather than students' own abilities.**
- 2.4.2. The best preparation schools can provide for students is teaching the Australian Curriculum, as implemented in all states and territories.
- 2.4.3. Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skills are inappropriate.
- 2.4.4. The preparation of possible responses for any test is inappropriate.
- 2.4.5. Any attempt by students to gain an unfair advantage is inappropriate.
- 2.4.6. Principals must ensure that all students are familiar with the functionality of the online NAPLAN tests and range of item types in each domain.
- 2.4.7. Principals must ensure that all students are familiar with the type of device that they will be using for NAPLAN and **ensure students use a supported device**. This includes external keyboards for tablets and headphones for items containing audio files. For more information about device requirements, please refer to resources available at www.assessform.edu.au.

2.5. Test security

- 2.5.1. **The security of the tests is critical to ensure that students' individual results accurately reflect their abilities. Test materials must be kept secure to avoid any premature disclosure of content or unauthorised disclosure of test materials at any time (including on social media – see section 4.3.11).**
- 2.5.2. The security and confidentiality of the test materials must be maintained from the time they are delivered to the school, generated or made accessible via the platform, to the end of the test security period (see section 8.5.4). Secure test materials are defined in section 11. Schools delivering tests via the low-bandwidth solution are required to keep any records as required by their TAA.
- 2.5.3. The content of NAPLAN tests must not be disclosed prior to or during the test security period. For more details on the post-security period use of test materials, see section 4.3.13.

- 2.5.4. Tests must not be conducted outside the secure school location unless prior permission has been granted by the TAA.
- 2.5.5. All secure test materials, including student session codes, test session codes, used and unused Year 3 writing tests, and alternative format (disability adjustment) tests, must be secured and returned to NAPLAN coordinators immediately after each test session. Materials must not be left in the possession of test administrators, or in classrooms or other unsecured storage areas.
- 2.5.6. Schools should ensure that each student has finished their test attempt and closed their browser at the completion of each test session. NAPLAN coordinators must ensure that all students' test attempts are finalised at the completion of testing. Schools using a low-bandwidth application can expect finished test attempts to reconcile automatically when the test administrator finalises the test session, the NAPLAN coordinator next logs into the Remote application on their device, and internet connectivity is available.
- 2.5.7. Schools must not copy, store, transcribe or transmit tests or student responses, or cause responses to be recorded, except as outlined by these protocols. If schools are provided with alternative format (paper) test materials, then test security should be maintained in line with the *NAPLAN national protocols for test administration – alternative format (paper)*.

2.6. Communication

- 2.6.1. **Effective communication at all levels is essential for the efficient and transparent delivery of the tests.**
- 2.6.2. Principals, their delegates and all relevant staff must read and understand the *NAPLAN handbook for principals and NAPLAN coordinators* and the relevant *NAPLAN test administration handbook for teachers*.
- 2.6.3. Failure to read or become aware of these protocols and documents is not a valid reason for breaching protocols.
- 2.6.4. Principals, NAPLAN coordinators and test administrators must adhere to the instructions outlined in the *NAPLAN handbook for principals and NAPLAN coordinators* and *NAPLAN test administration handbook for teachers*. Principals should seek clarification from their TAA if unsure of any points.
- 2.6.5. Dishonest and inappropriate practices should be actively discouraged and will not be tolerated. Allegations of breaches of the *NAPLAN national protocols for test administration* should be reported promptly.
- 2.6.6. It is the responsibility of the principal to make sure parents and carers are fully informed about the program.

2.7. Alternative format (paper) tests

- 2.7.1. Schools with an alternative curriculum that is recognised by the relevant state/territory authority¹ and in which digital technologies/tools are not introduced until Year 5 or above may be permitted to undertake the NAPLAN tests in an alternative format (paper). Permission to use alternative format (paper) tests must be given by the relevant TAA. This does not alter existing arrangements made between a school and its TAA. This clause is not relevant to NSW schools.
- 2.7.2. All Year 3 students will complete the writing test on paper and the *NAPLAN national protocols for test administration – alternative format (paper)* will apply. Schools are not required to apply for alternative format (paper) tests for Year 3 writing.
- 2.7.3. Where a school is permitted or directed to use alternative format (paper) tests, these protocols as well as the *NAPLAN national protocols for test administration – alternative format (paper)* apply.

¹ State/territory school registration and accreditation authorities:

ACT Education Directorate: www.education.act.gov.au/schooling/non-government-schools

NT Department of Education: <https://education.nt.gov.au/policies/registration-of-a-non-government-school>

Qld Non-State Schools Accreditation Board: <https://nssab.qld.edu.au/index.php>

SA Education Standards Board: www.esb.sa.gov.au/

Tas Non-Government Schools Registration Board: <https://schoolregistration.tas.gov.au/>

Vic Registration and Qualifications Authority: www.vrqa.vic.gov.au/Pages/default.aspx

WA School Curriculum and Standards Authority: <https://k10outline.scsa.wa.edu.au/home/teaching/alternative-curriculum-recognition>

3. COMMUNICATIONS

3.1. Responsibilities of ACARA

3.1.1. ACARA is responsible for:

- maintaining a website for NAPLAN information (www.nap.edu.au) with updates on all aspects of the national tests
- providing a communications strategy that clearly outlines the respective roles played by ACARA and the TAAs. This includes communication to schools that will be made available to TAAs. Materials arising from ACARA's communications strategy will be made available on the National Assessment Program (NAP) website (www.nap.edu.au)
- maintaining these protocols, which is a key risk control and communication document for the NAPLAN program
- ensuring that minimum technical requirements for administering the online tests are communicated to TAAs and made available to schools on the NAP website (www.nap.edu.au)
- developing national communication messaging, to be adapted by TAAs for local dissemination.

3.2. Responsibilities of test administration authorities (TAAs)

3.2.1. Content for this section can be found in the complete NAPLAN national protocols for test administration, on ACARA's NAP website www.nap.edu.au.

3.3. Responsibilities of principals

3.3.1. Principals may delegate tasks to staff, but the responsibility remains with the principal.

3.3.2. Principals are required to:

- ensure that parents/carers of students in Years 3, 5, 7 and 9 are fully informed about the program
- discuss and plan for disability adjustments, exemptions and withdrawals where appropriate
- record on the platform: school-approved and/or TAA-approved disability adjustment codes (DACs), withdrawals, exemptions, abandonments (due to illness, injury or technical disruption), absences, refusals, students no longer enrolled and students taking the test in an alternative format
- ensure that all relevant staff are aware of the school's test schedule, including the catch-up test schedule
- ensure that all relevant staff are aware of the IT requirements (e.g. minimum technical specifications for devices, technical readiness requirements) during the NAPLAN 9-day test window

- ensure that all relevant staff are fully informed of their roles and responsibilities and test administration requirements
- ensure that all staff are aware that they must maintain test security at all times
- ensure that all students are familiar with the type of device that they will be using for NAPLAN. This includes external keyboards for tablets and headphones for audio items (if being used). For more information about device requirements, please refer to resources available at www.assessform.edu.au
- ensure that NAPLAN individual student reports are delivered to parents/carers in a timely manner as prescribed by their TAA and/or jurisdiction after they are made available
- be aware of any additional jurisdiction-specific responsibilities outlined in Part B of the *NAPLAN handbook for principals and NAPLAN coordinators*.

3.3.3. Principals are responsible for ensuring that all students have access to the NAPLAN public demonstration site, or other equivalent means of familiarisation as advised by their TAA. Students must be given the opportunity to become familiar with the functionality of the online NAPLAN tests and range of item types in each domain before they sit online NAPLAN tests.

3.3.4. Principals are responsible for acknowledging, in a manner prescribed by their TAA, that they have read and understood the *NAPLAN handbook for principals and NAPLAN coordinators*, which includes the relevant sections of the *National protocols for test administration*. This acknowledgement must be done by the principal and cannot be delegated.

4. SECURITY AND INTEGRITY OF TEST MATERIALS

4.1. Responsibilities of test administration authorities (TAAs)

4.1.1. Content for this section can be found in the complete *NAPLAN national protocols for test administration*, on ACARA's NAP website www.nap.edu.au.

4.2. Responsibilities of test administration authorities (TAAs) with contractors

4.2.1. Content for this section can be found in the complete *NAPLAN national protocols for test administration*, on ACARA's NAP website www.nap.edu.au.

4.3. Responsibilities of principals

4.3.1. The following procedures must be followed for all test materials, including platform access materials, low-bandwidth solution and all alternative format tests, in line with the definition of test materials in section 11.

4.3.2. The principal will receive instructions for registering in the platform prior to NAPLAN. The principal is responsible for sending invitations to register in the platform to relevant staff and ensuring they have completed registration. The principal also retains overall responsibility for ensuring that only appropriate staff have access to the platform and that these staff understand the need to maintain security of test materials.

4.3.3. The principal is responsible for ensuring that test materials are appropriately secured at all times from their receipt until the end of the test security period.

4.3.4. The principal must notify the TAA immediately if test material security has been breached in any way. This obligation commences at the time access details for the platform or other test materials have been received in the school.

4.3.5. Test materials must be received in person by the principal or the principal's delegate(s) (someone who occupies a position of suitable responsibility, whom the principal nominates as an eligible person to accept the test material delivery). The principal is to ensure that the authorised person who receives the test materials signs for them and legibly records their name and the time the material arrives at the school. This information may be requested by the TAA. When a courier is used to deliver materials, materials must not be left unattended on school premises. If this occurs, the TAA must be notified immediately.

4.3.6. Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate must take delivery of the test materials.

4.3.7. The principal, or the principal's delegate who signs for the materials, is to ensure the contents of deliveries are correct as soon as possible after the receipt of the material. Packages containing secure test materials, such as Year 3 writing tests and secure login cards, must be checked for tampering and to ensure, without opening the tamper-evident bags, that correct quantities of test papers have been received.

- 4.3.8.** In the event of incorrect/incomplete delivery, evidence of tampering or other compromise in security during transit, the relevant TAA must be notified immediately, and any jurisdiction-specific process followed. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.
- 4.3.9.** The principal must ensure that teachers and students not involved in the tests do not have access to the test materials.
- 4.3.10.** Principals responsible for tests using the low-bandwidth solution need to ensure the security of the devices at all times until testing has concluded in their school, all test attempts have been reconciled and the Remote application on the device(s) reset. Between tests, devices need to be stored securely, in the same way as paper test materials.
- 4.3.11.** Videos and photographs
- The principal must ensure that videos or photographs are not taken during test sessions, except as necessary for troubleshooting technical issues. This is to protect the security of the test content and prevent students from being distracted. If videos and photographs are being taken for media opportunities, including social media, they must be taken before or after the test sessions and must not show the test questions or the writing prompts.
 - In the event of a technical issue being experienced by a school (see section 8.12.4), the TAA may advise the principal or their delegate to take a video or photograph of a device or screen for the purpose of troubleshooting issues experienced.
- 4.3.12.** The principal must ensure that test administrators are fully aware of test processes and are made familiar with information provided on test security. During the test security period, security protocols apply to all people present in classrooms and the school in general, including university students on practicum.
- 4.3.13.** Post-security period use of test materials
- The test materials referred to in this clause are all NAPLAN test materials from 2008 onwards and the exemplars in the Student and school summary report (SSSR).
 - As used in this clause and clause 4.3.14, 'ICT platform' means any service or medium used for electronic communication, including (without limitation) websites, social media, mobile telephony, internet protocol television (IPTV), multimedia programs and applications (apps), and any other relevant service or medium that comes into existence after the date of these protocols.
 - Principals (and their school staff) will have access to released NAPLAN test materials² for non-commercial educational use within their school after the test security period has ended. ACARA will provide schools with visibility of released items through the SSSR.
 - Principals (and their school staff) are not permitted to publicly release the NAPLAN test materials and the exemplars in the SSSR, and must not upload the NAPLAN test materials and exemplars to any public ICT platform (that is, an ICT platform that is not password-protected).

² Not all NAPLAN items will be released. ACARA will provide schools with visibility of released items through the SSSR. Schools are permitted to use released items for educational purposes after the NAPLAN test security period.

4.3.14. Uploading previous NAPLAN paper tests to password-protected ICT platforms

- Principals (and their school staff) may upload the 2008–2016 NAPLAN paper tests to their password-protected ICT platforms and are responsible for ensuring that any access to these papers is consistent with section 113P of the *Copyright Act 1968* (Cth).
- In relation to NAPLAN paper tests from 2017 onwards (noting that NAPLAN 2020 did not proceed), ACARA has not released these tests publicly. ACARA is banking these tests for future research and development activities.
- Principals (and their school staff) are not permitted to upload NAPLAN paper tests from 2017 onwards to any ICT platform (including their password-protected ICT platforms) and are not permitted to provide NAPLAN paper tests from 2017 onwards or SSSR exemplars to parents/carers or members of the wider community, including the media, at any time.

5. STUDENT PARTICIPATION COHORTS

5.1. Participating students

5.1.1. Participating students include:

- students who attempt the test (and are not otherwise treated as absent because of abandonment due to illness or injury) (see section 5.5)
- students who are exempt from testing (see section 5.2)
- students who are present but do not respond to any items; for example, refusals (see section 5.6).

5.2. Exempt students

5.2.1. Students may be exempt from one or more of the tests (that is, writing, reading, conventions of language, numeracy) only on the grounds of English language proficiency or disability.

Criteria for exemption:

- Students with a language background other than English, who arrived from overseas and have been attending school in Australia for less than a year before the test, should be given the opportunity to participate in testing, but may be exempt.
- Students with significant intellectual disability and/or students with significant comorbidity that severely limits their capacity to participate in the tests may be exempt from taking NAPLAN. This is decided after the principal, student and the relevant parent/carer have consulted with each other and agreed that the student is not able to access the tests even with adjustments.

5.2.2. Parent/carer signed consent for exemptions

- Principals must obtain signed parent/carer consent for all exempt students prior to testing. Principals can expect information from TAAs on the preferred method for collecting and recording this information.

5.2.3. Recording reason for exemption

- The reason for exemption (English language proficiency or student with disability) must be recorded by the school. For students with disability, the level of adjustment reported for the Nationally Consistent Collection of Data on School Students with Disability (NCCD)³ must be recorded. The NCCD identifies 4 levels of adjustment:
 - o support provided within quality differentiated teaching practice
 - o supplementary adjustments
 - o substantial adjustments
 - o extensive adjustments.

³ www.nccd.edu.au/

5.2.4. Treatment of exempt students' data and results

- Students who qualify for exemption and do not submit a test attempted under test conditions are considered as participating students for reporting purposes in national and jurisdictional summary data. Results for exempt students are not included in school-level calculations of means.
- Exempt students are not reported against any of the proficiency levels: Exceeding, Strong, Developing or Needs additional support.
- Students who meet the criteria for exemption but take any or all of the tests under test conditions and formally submit those tests will be counted as assessed students with the score that they achieved.
- Exempt students who are absent at any time during the test window must still be recorded as exempt students, rather than absent students.
- The text that will appear on the individual student report for tests for which students are exempt will read: *Your child was exempt from this test.*
- Where a student is exempt from all tests, it is recommended that an individual student report not be issued.

5.3. Withdrawn students

5.3.1. Criteria for withdrawal

- Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. School staff must not influence parents/carers to withdraw their child (see section 2.2.4). Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

5.3.2. Parent/carer signed consent for withdrawals

- Principals must obtain signed parent/carer consent for all withdrawn students prior to testing. Principals can expect information from TAAs on the preferred method for collecting and recording this information.

5.3.3. Treatment of withdrawn students' data and results

- Withdrawn students are not counted as part of the cohort of participating students.
- Withdrawn students who are absent at any time during the test window must still be recorded as withdrawn students, rather than absent students.
- The text that will appear on the individual student report for tests for which students are withdrawn will read: *Your child was withdrawn from this test.*
- Where a student is withdrawn from all tests, it is recommended that an individual student report not be issued.

5.4. Absent students

5.4.1. Students must be recorded as absent if:

- they are not present at the school in which they are enrolled when the test is administered and are unable to sit a test in a catch-up session during the test window or the school's planned testing schedule
- they are present at school but are unable to take a test as a result of an accident or mishap prior to the scheduled test session, preventing their participation, and are unable to sit a test in a catch-up session (see section 8.6 for information on catch-up sessions).

5.4.2. Students must not be recorded as absent if:

- they are not present on a testing day, but consent has been received for them to be exempt (see section 5.2) or withdrawn (see section 5.3)
- they are present for the tests but do not attempt any part of the test (see section 5.6).

5.4.3. Principals are encouraged to facilitate students' participation in the tests by scheduling a catch-up session for those students who were identified (at their enrolled school) as absent on the day they were scheduled to do a test but who return to school within the school's planned test schedule.

5.4.4. Treatment of absent students' data and results

- Absent students are not counted as part of the cohort of participating students.
- The text that will appear on the individual student report for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded.*
- Where a student is absent from all tests, it is recommended that an individual student report be issued. TAAs can provide further advice on the issuing of reports to students who are absent from all tests.

5.5. Sanctioned abandonment

5.5.1. Abandonment of a test applies only where sanctioned and verified by the TAA and refers to:

- a student who has started a test but who abandons the test due to illness (i.e. a medical or social/emotional condition) or injury, and cannot complete a rescheduled test during the test window
- a student whose scheduled test is postponed due to technical disruption (see section 8.7) and cannot complete a rescheduled test during the test window.

5.5.2. A student's participation status may only be recorded on the platform as 'abandon (sanctioned)' after verification of the reason by the TAA.

5.5.3. Sanctioned abandonment does NOT apply to students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the TAA; such students must be counted as participating with the score that they achieve (see section 5.6, Non-attempts and refusals, and section 8.11.8). These students are not permitted to complete a catch-up test or a rescheduled test.

5.5.4. All instances of students who have started a test but who then abandon the test due to illness (i.e. a medical or social/emotional condition) or injury, OR whose scheduled test is postponed due to technical disruption (see section 8.7) and are unable to complete a rescheduled test, must be reported to the TAA as soon as practicable for advice on appropriate actions (see section 8.11.5 and 8.11.6).

5.5.5. Treatment of students' results and data where abandonment applies

- Reasons for abandonment must be recorded and sanctioned by the TAA to avoid the student being considered as participating. When abandonment is reported to and sanctioned by the TAA, students are not counted as part of the cohort of participating students.
- Where the school fails to contact the TAA regarding a potential sanctioned abandonment, the student will be considered as participating, with the mark based on any test items completed.
- The text that will appear on the individual student report will read: *Your child does not have a result for this test due to illness, injury or technical reason.*

5.6. Non-attempts and refusals

5.6.1. Students who are in attendance at school for the test session but do not log into or do not attempt any part of a test, or who abandon the test session in a non-sanctioned manner, are considered participants and must not be marked as absent.

- Students who DO NOT log in must be recorded as refused.
- Students who DO log in but do not provide any responses must have their test attempt submitted for marking. Students who do provide any responses to the test must have their test attempt submitted for marking.
- Students who do not provide any responses to questions on an alternative format test must be recorded as present.

5.6.2. Treatment of students' results where the test is not attempted

- Students without any responses and who have their test attempt submitted for marking receive a raw score of 0 and the corresponding scaled score. This includes Year 3 students who submit a writing book with no response.
- Students with a participation status of refused receive a raw score of 0 and the lowest scaled score, are not assigned a pathway, and are assigned the lowest proficiency level.
- The text that will appear on the individual student report for tests where a student is marked as refused will read: *Your child was present for this test but did not complete any part of the test.*

5.7. International fee-paying students

- 5.7.1.** International fee-paying students (defined as students holding a student visa under the *Education Services for Overseas Students Regulations 2001*) are encouraged to participate in NAPLAN tests to facilitate classroom- and school-level learning outcomes. However, results are not recorded as part of jurisdictional data for public policy purposes.
- 5.7.2.** International fee-paying students are not included in jurisdiction data sets but will receive a student report.

5.8. Hosted and visiting students

- 5.8.1.** Students are expected to undertake the tests at the school in which they are enrolled. If a student is away from their regular location (e.g. visiting interstate), it may be possible for the student to be given an opportunity to take the NAPLAN tests in a scheduled test session at a school in the student's temporary location. Principals are not required to offer a separate or catch-up session for these students. Principals should contact their relevant TAA for further information.
- 5.8.2.** Principals of host schools are encouraged to facilitate the participation of visiting students, where the student's regular location and the host school are delivering the same mode of testing. Host principals are responsible for ensuring that visiting students are familiar with the NAPLAN platform prior to taking the tests.
- 5.8.3.** Where a student is visiting, the principal at the host school is responsible for contacting their TAA to arrange for the test attempts completed by the visiting student to be transferred to their regular school.
- 5.8.4.** The student's results will be included in the data set for their enrolled school and state/territory.
- 5.8.5.** The student will receive a student report through their regular school.

6. ADJUSTMENTS FOR STUDENTS WITH DISABILITY

- 6.1.1. Student participation in NAPLAN is the joint responsibility of schools and TAAs, as outlined in these protocols.
- 6.1.2. Adjustments permitted in the tests are detailed in this section and apply only to students with disability as identified by the 4 NCCD broad categories of disability: physical, cognitive, sensory and social/emotional. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. The reasonable adjustments (see section 6.2.3) accessed for NAPLAN should reflect those identified and documented in the student's personalised learning and support plan. For the NAPLAN program, disability is defined as per the Commonwealth Disability Discrimination Act 1992⁴.
- 6.1.3. Students with disability are allowed access to their usual, standard non-educational facilities and furniture that form part of their everyday assessment adjustments under the Disability Discrimination Act and the Disability Standards for Education 2005. Standard provisions and furniture may include, for example, usual medication, food or medical equipment.
- 6.1.4. Adjustments for students with disability are intended to enable access to and participation in the tests on the same basis as students without disability.
- 6.1.5. Adjustments for students with disability for NAPLAN should be determined in line with these protocols on a case-by-case basis by the school together with the relevant TAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of scenarios⁵ published on the NAP website.

6.2. Disability Discrimination Act and Disability Standards for Education

- 6.2.1. The Disability Standards for Education provide a framework to ensure that students with disability are able to access and participate in education on the same basis as students without disability and outline the obligations of school education providers under the Disability Discrimination Act.
- 6.2.2. The Disability Standards for Education outline an obligation for education providers to make reasonable adjustments, where necessary, to ensure the maximum participation of students with disability. The framework provides for:
- consultation with the student (or an associate of the student)
 - consideration of whether an adjustment is necessary
 - identification of a reasonable adjustment if an adjustment is necessary
 - making the reasonable adjustment.

⁴ www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/

⁵ www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability/disability-adjustments-scenarios

6.2.3. The term 'reasonable adjustment' is described as a measure or action taken to assist a student with disability to participate in education on the same basis as a student without disability. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

6.3. Adjustments, test requirements and student participation

6.3.1. Where disability impacts on access to and participation in the tests, reasonable adjustments may be granted to facilitate access to all or some of the tests.

6.3.2. Adjustments for students with disability are based on the following equity principles and are designed to maximise participation in the NAPLAN tests:

- Adjustments should allow students with disability to access and participate in NAPLAN tests.
- A student may have access to more than one adjustment in any one test and different adjustments may be appropriate for different tests.
- Adjustments should reflect the kind of support and assistance identified and documented in the student's personalised learning and support plan, and normally required for assessment in the classroom. This will allow the student to demonstrate what they know and can do, noting that adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.
- Adjustments should not compromise the ability to assess the underlying construct and skills that are the objects of the assessments (see section 6.3.4).

6.3.3. All disability adjustments that are available in the platform are available via the low-bandwidth solution.

6.3.4. The NAPLAN tests are designed to provide a summative, nationally comparable understanding of student performance in writing, reading, conventions of language and numeracy. The tests are not designed as formative tools, and adjustments appropriate for learning environments may not be appropriate for NAPLAN tests. Adjustments are not appropriate (even if they are usually provided for the student in their classroom) if they compromise a student's ability to demonstrate the following constructs and skills:

- **Writing:** The NAPLAN writing tests assess a student's ability to convey thoughts, ideas and information through the independent construction of a text in Standard Australian English.
- **Reading:** The NAPLAN reading tests assess the ability of students to independently make meaning from written Standard Australian English texts, including those with some visual elements. Reading the stimulus material and/or questions aloud to a student during the reading test is therefore not appropriate or permitted.
- **Conventions of language:** The NAPLAN conventions of language tests assess a student's ability to independently recognise and use correct Standard Australian English grammar, punctuation and spelling in written contexts. Reading questions aloud to a student during the conventions of language test is therefore not appropriate or permitted.
- **Numeracy:** The NAPLAN numeracy tests assess students' knowledge of mathematics, their ability to independently apply that knowledge in context and their ability to independently reason mathematically. Explaining questions or interpreting diagrams in the numeracy test is therefore not appropriate or permitted. Reading any words, numbers or symbols embedded within text is permitted, but reading numbers or symbols that are not embedded within text is not permitted.

6.4. Responsibilities of test administration authorities (TAAs)

6.4.1. Content for this section can be found in the complete NAPLAN national protocols for test administration, on ACARA's NAP website www.nap.edu.au.

6.5. Responsibilities of principals

6.5.1. The principal must:

- ensure documented plans and a range of strategies, including the student's personalised learning and support plan and the NAPLAN public demonstration site, have been used to identify adjustments required by students with disability and, where TAA approval is necessary, apply in writing to the relevant TAA for permission and/or alternative formats, according to the timelines set by the TAA
- ensure that parents/carers and the student are informed about, and have agreed to, the nature of the adjustment(s) the student will receive
- document all adjustment arrangements and ensure school-approved DACs and/or TAA-approved DACs are entered on the platform (see section 6.6), and keep a record of these for audit purposes
- make arrangements at the school level to provide students with disability with the adjustments they require
- comply with the TAA requirements for requesting and recording adjustments provided by the school
- ensure that the test administrator supervising the test has a thorough understanding of the students' requirements, as well as protocols related to adjustments and their administration.

6.5.2. The types of adjustments that may be provided for online NAPLAN tests are described in sections 6.6 to 6.16. Principals are advised to consult TAAs for more information about applying for disability adjustments, as the granting of all listed adjustments is not automatic. It is important to ensure that each application is assessed individually according to the relevant state/territory process and the student’s needs.

6.5.3. The principal may consult the NAPLAN accessibility videos and the guidelines, *Guide for schools to assist students with disability to access NAPLAN* (www.nap.edu.au/naplan/accessibility), for further advice.

6.6. Approval of disability adjustments

6.6.1. The disability adjustments requiring approval by TAAs and those approved by the school must be applied in accordance with the terms of these protocols. Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.

6.6.2. Assigning TAA-approved DACs without TAA approval is a breach of the protocols.

Adjustments requiring TAA approval	Adjustments not requiring TAA approval (school approval)
<ul style="list-style-type: none"> - Braille, large print, black and white master, electronic PDF test - Assistive technology that requires an unsecured browser - Colour contrast modification that requires an unsecured browser - Extra time – double the total test time - Scribe (writing test only) - Computer for writing (Year 3): all NAPLAN approved devices (no DAC available) 	<ul style="list-style-type: none"> - Alternative items – visual - Alternative items – audio - Black text with blue background theme - Black text with green background theme - Black text with lilac background theme - Black text with white background theme - Black text with yellow background theme - Extra time – one minute for every 2 minutes of test time - Extra time – one minute for every 3 minutes of test time - Extra time – one minute for every 6 minutes of test time - NAPLAN support person - Oral/sign support - Rest breaks - Assistive technology that does not require an unsecured browser and is compatible with the test construct (e.g. ergonomic mouse, bluetooth headphones, classroom communication devices). Note: there is no DAC for these assistive technologies.

Further information can be found in the Appendix, *Disability Adjustment Codes*, and Part B, *Implementing NAPLAN*, in this handbook.

6.7. Braille (TAA approval required)

- 6.7.1.** There are currently technical limitations that prevent the tailored test design used for NAPLAN being implemented online for braille students. As such, braille students will continue to undertake NAPLAN using hard copy tests. These will be the braille versions of the same tests used by schools with TAA permission to use alternative format (paper) tests (see section 2.7).
- 6.7.2.** Schools wishing to access braille test materials and the associated additional time adjustment for students must apply to their TAA as soon as possible in line with these protocols. Braille test materials can be provided for students who use braille to access the curriculum. All test materials are produced in contracted single-line spaced braille. However, for students who lack proficiency or who are new braille users, the test materials can be provided in uncontracted or double-line spaced formats, on request.
- 6.7.3.** Braille test materials will only be provided for the tests that are specified for a student in the application made by a school. For each test, the materials will include:
- braille format of the test book and stimulus (where applicable)
 - a print transcript of the braille format of each braille test book and stimulus (where applicable).
- 6.7.4.** Students completing the braille numeracy calculator-allowed test, who use standalone software and talking calculator options where answers are presented in an audible way, should access such devices via headphones.
- 6.7.5.** The logistics of using braille format warrant the provision of some extra time for all students accessing the test in this manner, regardless of their proficiency in this medium. For braille users, guidelines regarding the provision of extra time are as follows. Note that these times are a guide only. The allocation of extra time for a braille user should be decided on a case-by-case basis.

Writing	Reading	Conventions of language	Numeracy
20 minutes per hour	30 minutes per hour	30 minutes per hour	40 minutes per hour

- 6.7.6.** Completed braille tests must be returned in the manner prescribed by the TAA.

6.8. Large print and alternative format (disability adjustment) tests (TAA approval required)

- 6.8.1.** Students with disability should be encouraged to use the platform adjustments where possible to gain access to the online NAPLAN tests.
- 6.8.2.** Students with disability who require large print should be encouraged to use the zoom function in the platform to enlarge the online tests. Students must be given the opportunity to practise using the zoom function in the NAPLAN public demonstration site. However, if students are unable to access the tests using adjustments in the platform, various formats of large print test books are available.

- 6.8.3.** Large print materials must be ordered as soon as possible through the TAA. The formats available are: A4, N18 font; A4, N24 font; A3, N18 font; A3, N24 font; A3, N36 font. These should be provided to the student in the same format that is generally used for their classroom assessments.
- 6.8.4.** Students with disability who regularly use black and white materials in the classroom should be encouraged to use the colour theme functionality in the platform. Students must be given the opportunity to practise using their preferred colour theme in the NAPLAN public demonstration site or NAPLAN training environment. However, if students are unable to access the tests using adjustments in the platform, black and white masters are available for photocopying on coloured paper.
- 6.8.5.** Electronic (PDF) tests are intended only for students with significant vision or physical disabilities. Students with significant vision or physical disabilities who are unable to access the platform or the alternative format (paper) tests can access the electronic (PDF) test. TAA approval is required.

6.9. Use of a scribe (writing test) (TAA approval required)

- 6.9.1.** A scribe may be permitted to assist a student with disability to complete the writing test only. The role of a scribe is to provide access to the writing test, including logging into the test for a student, not to improve a student's performance in this test.
- 6.9.2.** A scribe may be provided for a student with disability in the writing test who meets **all** of the following criteria (note: for the purpose of the Year 3 paper writing test, the term 'typing' can be replaced with 'handwriting' in section 6.9 and the same rules apply):
- has significant difficulty with the act of typing due to a physical disability (this does not refer to a student's difficulty processing what they want to type) or lacks fine motor control due to a disability, or experiences excessive fatigue of hands or upper limbs due to a disability; and
 - regularly works with a scribe in the classroom and for whom the use of a scribe is a regular literacy assessment practice; and
 - would be unable to access the writing tests by any of the other adjustments available.
- 6.9.3.** Scribes are only appropriate for students with disability if using a scribe is a regular literacy assessment practice and where other adjustments are not sufficient or available. Scribes are only appropriate for students whose physical disability impacts their ability to access a computer. Where appropriate, students should be encouraged to undertake the tests independently of a scribe using alternative adjustments.
- 6.9.4.** A NAPLAN scribe:
- must be officially and regularly engaged as a scribe by the school
 - must be familiar with, and agree to adhere to, the NAPLAN scribe rules prior to scribing the NAPLAN writing test for the student (section 6.9.9)
 - may be a teacher, teacher's aide or other appropriate person. Another student or a parent/carer of the student must not act as their scribe. A scribe should, wherever possible, be familiar with the student in question.
- 6.9.5.** A scribe may type a student's response.

6.9.6. A scribe is permitted for the writing test where the disability is of an enduring nature. A scribe is not permitted for a student who has a temporary injury (such as a broken arm) at the time of the writing test.

6.9.7. Students who use a scribe may be permitted the use of a NAPLAN support person for the other NAPLAN tests, if appropriate. Where necessary, students should access an appropriate amount of extra time (see sections 6.11 and 6.13).

6.9.8. In order to ensure national consistency in the use of scribes and to ensure that the results are not compromised, prior written permission to use a scribe must be sought and given by the respective TAA. Failure to do so may lead to results being invalidated.

6.9.9. Scribe rules:

- Test instructions should be delivered exactly as outlined in the NAPLAN test administration handbook for teachers.
- The scribe may log into the test for the student.
- The scribe must include the following words at the beginning of the document: This student has approval for a scribe and all scribing rules are acknowledged.
- After allowing the student time to reflect and consider, the scribe will type as the student dictates and must not suggest ideas or words to use or prompt the student in any other way. The student must be aware of the need to advise the scribe to add punctuation, capital letters and paragraph breaks.
- As the student dictates, the scribe will type word for word to reproduce the student's own language.
- The scribe must type without inserting any punctuation except as and where dictated by the student.
- The scribe must type all words in lower case except as and where dictated by the student.
- The scribe must type all sentences in a block without inserting paragraph breaks, except as and where dictated by the student.
- The student may read, or request the scribe to read, the text back throughout the test for the purpose of maintaining continuity. However, the scribe should not lead the student to re-read the scribed text.
- A spelling test must be performed before the student can be given the scribed text to proofread and edit. At the completion of the writing test time, the test administrator will need to add an appropriate amount of time for the spelling test. A test administrator should use their professional judgement when adding time.
- The scribe will select 4 simple words, 4 common words and 4 difficult words that have been used in the scribed text and ask the student to orally spell each one. The scribe will scroll past the scribed text and record the student's oral spelling of each of these 12 words in a space below the text.
- When completed, the scribe must ensure the student can only see the 12 spelling words and must ask the student to check these words and indicate any change that the scribe should make.
- When the test is over, the scribe will type the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- If necessary, the test administrator will add an appropriate amount of time to the student's test attempt for the student to edit their work. A test administrator should use their professional judgement when adding time. During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The scribe will then type the capitals, full stops, paragraphs, etc. into the scribed text as directed by the student.
- During this time the student may also indicate any changes or additions to the scribed text, and the scribe will enter these where indicated by the student.

6.10. Assistive technology

6.10.1. Students may use assistive technologies and/or colour contrasting software that are compatible with the platform and the test construct (see section 6.3.4 for information on test constructs).

6.10.2. Schools are advised to test the compatibility of the student's assistive technology using the public demonstration site or the training environment before applying for TAA approval to use an unsecured browser.

6.10.3. Where the assistive technology and/or colour contrasting software is not compatible with the platform, the TAA must be notified and approval sought for the student to use an unsecured browser. If approved, the AST and/or COL DAC must be applied to the platform. Details on how to access the test in an unsecured browser will be securely supplied to the school by the TAA.

6.10.4. Acceptable assistive technology includes access to:

- customised pointing devices or keyboards
- switch devices
- screen magnification tools
- assistive listening devices
- text-to-speech software to access student responses in the numeracy test only. Students using a text-to-speech software need to be supervised by a support person to ensure that the screen reader only reads allowable parts of the test.
- a physical calculator for the calculator section of the numeracy test where students with disability cannot access the on-screen calculator)
- a device (computer or iPad) for the Year 3 writing test. Responses must be printed and returned for processing in the manner prescribed by the TAA (TAA approval required. DAC not required.)
- speech-to-text software that has functionality to turn off all grammar and punctuation support. This software can be approved by the TAA for the numeracy and writing tests only. When considering approval for the writing test, the scribe criteria and scribe rules must apply. This includes the requirement that students complete a short spelling test, without the use of the software, after they have finished writing. Refer to section 6.9 for further details. Speech-to-text software must not be used for the conventions of language and is not applicable for the reading tests.

6.10.5. Unacceptable aspects of assistive technology use include:

- word prediction
- spelling and grammar checking
- text-to-speech software for writing, reading and conventions of language tests
- calculator use during the non-calculator numeracy section.

6.10.6. Students accessing assistive technology are likely to need extra time. The allocation of extra time should be decided on a case-by-case basis. Refer to section 6.13 for more details on allocating extra time. If it is decided to allocate double time, TAA approval is required. Refer to section 6.11 for more details on allocating double time.

6.10.7. Colour contrast modification

Students have the ability to control brightness and background colours, including inverting the colour theme BNW (black text with white background) to white text with black background, through the settings on their device. However, depending on the device, it may be necessary to use an unsecured browser. Schools are advised to test the student's device settings using the public demonstration site or the training environment before applying for TAA approval to use the unsecured browser. Colour modifications should be provided to the student in the same format that is generally used for their classroom assessments.

6.11. Extra time – double the total test time (TAA approval required)

6.11.1. Allowing a student double the total test time requires TAA approval.

6.11.2. This adjustment is permitted only in exceptional circumstances; for example, where a student has comorbid disabilities that do not prevent them from accessing the test but require a combination of adjustments that are each, in themselves, time-consuming. This adjustment is typically available only for students using assistive technology and is therefore assigned in conjunction with the appropriate disability adjustment code.

6.12. Use of a NAPLAN support person (non-writing domains) (TAA approval not required)

6.12.1. A NAPLAN support person may be either a teacher or a person officially engaged by the school to carry out this function.

6.12.2. A NAPLAN support person may:

- be permitted for students with disability to assist with access to the reading, conventions of language and numeracy tests; for example, by clicking on or dragging answers indicated by the student, or typing short responses or answers dictated by the student
- provide access to the test by logging in for the student
- read aloud only those elements of the test that can be read to all students (see section 8.9.11).

6.12.3. The role of NAPLAN support person is distinct and separate from the role of test administrator. See section 6.9 for information on supported access to the writing test.

6.12.4. A NAPLAN support person is permitted only for those students with disability (including a temporary disability such as a broken arm) who experience difficulty in using a computer (e.g. due to fine motor difficulty), or for students with any other adjustments available. This includes students whose usual assistive technology is not compatible with the platform, or who usually use such a support person to participate in classroom assessments.

6.12.5. A NAPLAN support person is permitted to provide access to the tests only and must adhere to the relevant requirements outlined in sections 8.9 and 8.10. They may only provide the same access to test content that a test administrator can. Prompting, interpreting or paraphrasing, etc. are practices that are strictly prohibited.

6.12.6. Parents/carers and family members as a NAPLAN support person:

- If a parent/carer or family member has a child at a school at which they are regularly employed and/or engaged by the school in the capacity of a support person, then they may be permitted to be a NAPLAN support person.
- However, a NAPLAN support person cannot be the parent/carer or family member of any student in the class of students being tested.
- If the parent/carer or family member is not employed by the school in a formal position, then they are not permitted to assist in the NAPLAN tests as a NAPLAN support person.
- The principal's discretion and common sense should be applied, and the TAA should be consulted if necessary.

6.13. Extra time and rest breaks (TAA approval not required)

6.13.1. Extra time may be provided for students with disability who usually require additional time to complete assessment tasks. Rest breaks may be provided for students with disability who need regular breaks when completing assessment tasks.

6.13.2. Extra time and rest breaks may also be provided for students with disability who are accessing assistive technology, where the logistics of use increase time taken and/or physical effort to access test materials or interact with the platform.

6.13.3. Extra time and rest breaks are each managed differently in the platform.

- Extra time is added to a student's test in the platform prior to the test. The platform automatically allocates the extra time to the student's test.
- Rest breaks are managed manually by the test administrator, who must pause and resume the student's test on the test administrator's dashboard.

6.13.4. Different amounts of extra time are available in the platform for adding to a student's test.

Adjustments requiring TAA approval	Adjustments not requiring TAA approval
- Extra time – double the total test time	- Extra time – one minute for every 6 minutes of test time - Extra time – one minute for every 3 minutes of test time - Extra time – one minute for every 2 minutes of test time

6.13.5. The following table shows the total test duration for each extra time scenario, based on the original (standard) test time.

Test duration (minutes)				
Standard time	Extra time – one minute for every 6 minutes of test time	Extra time – one minute for every 3 minutes of test time	Extra time – one minute for every 2 minutes of test time	Extra time – double the total test time (see section 6.11)
40	47	53	60	80
42	49	56	63	84
45	53	60	68	90
50	58	67	75	100
65	76	87	98	130

- 6.13.6.** It is recommended that no more than one minute of extra time for every 6 minutes of test time be granted. However, depending on the level of disability or logistics involved with the use of assistive technology, a longer time may be needed. In each case, the teacher and school are best placed to make a final decision based on the specific circumstances of the student in question, in line with TAA requirements.
- 6.13.7.** Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there may be instances where both adjustments are necessary.
- 6.13.8.** It is recommended that no more than 10 minutes of rest time per hour of test time be granted. However, if it is normal practice for the student to have more rest time in normal classroom assessments, additional time may be provided. The teacher and school are best placed to make a final decision based on the specific circumstances of the student in question, in line with TAA requirements.
- 6.13.9.** The test administrator must pause the test when a rest break begins and resume it on completion of the rest break. During a rest break, the student must not have access to the working out paper, writing implements, device being used to take the test or text entry device.

6.14. Oral/sign support (school-approved)

- 6.14.1.** Students who are deaf or are hard of hearing may access oral or signed communication (e.g. an Auslan interpreter) support. The support person must be skilled in oral/signed communication and familiar at communicating with the particular student. A support person is permitted to read or sign the instructions in all tests. Signing is permitted only for those sections of the tests that can be read to all students (see section 8.9.11). Audio alternative items are available in the platform (see section 6.15.1).

6.15. Alternative items (audio and visual) and colour themes (TAA approval not required)

- 6.15.1.** Audio alternative items (AIA) are assigned to a student in the platform prior to the test and are only applicable for the conventions of language test. Audio alternative items replace audio files for spelling with text passages for proofreading. The platform automatically provides the audio alternative items.
- 6.15.2.** Visual alternative items (AIV) are assigned to a student in the platform prior to the test. Visual alternative items simplify or enlarge images, where identified as necessary, including text within images, for easier viewing. The platform automatically provides visually accessible items.
- 6.15.3.** Colour themes are assigned to a student in the platform prior to the test. Different colour themes are available in the platform for students who normally access their classroom assessments copied onto coloured paper or used with colour overlays. The available themes are:
- black text with white background (this theme can be inverted by student's device settings for white text with black background – see section 6.10.7)
 - black text with blue background
 - black text with lilac background
 - black text with green background
 - black text with yellow background.

6.16. Temporary injuries

- 6.16.1.** Where a temporary injury that impacts on the student's ability to access the tests independently has been sustained prior to the test, the school may make appropriate disability adjustments such as a rest break or a NAPLAN support person for the reading, conventions of language and numeracy tests.
- 6.16.2.** A writing test scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test, as students are likely to be disadvantaged when not familiar with using one.
- 6.16.3.** A doctor's certificate may be requested to support an application for adjustments for a student with a temporary injury. It is not appropriate to request adjustments where these are not warranted by the nature of the injury.
- 6.16.4.** Where a student with temporary injuries is using an adjustment for classroom learning, schools must ensure that the appropriate approval for NAPLAN is obtained from their TAA (if required by these protocols).
- 6.16.5.** If no available adjustment is appropriate to enable participation, and the student is unable to or cannot participate, the student must be marked absent from the test.

7. PREPARING STUDENTS FOR THE TEST

- 7.1.1.** NAPLAN tests provide point-in-time information in relation to student performance. It is important that the results accurately reflect student ability. NAPLAN tests are not intended to be pass/fail type tests.
- 7.1.2.** NAPLAN tests are intended to complement the existing range of school-based assessments. It is important that teachers ensure that students, while taking the NAPLAN tests seriously, are not overwhelmed by the experience. Students must be familiar with test format and response types, including technology-enhanced items that are a part of NAPLAN tests, but excessive practice is not recommended. Students must also be familiar with using the device that they will be using to undertake the tests.
- 7.1.3.** The provision of broad and comprehensive teaching and learning programs aligned to the Australian Curriculum is the best preparation that schools can provide for their students. Therefore, excessive coaching and test preparation are inappropriate.

7.2. Practice for the NAPLAN writing test

- 7.2.1.** It is appropriate for students to gain experience in producing writing scripts on the same type of device they will be using for NAPLAN (this includes external keyboards for tablets) under timed test conditions using practice topics.
- 7.2.2.** It is not appropriate for teachers to instruct students in the preparation of a common script for the purpose of reproducing it during the test. Where scripts from students at the same school are found to have significant commonalities, such that they could be considered to be pre-prepared learned scripts, this may be considered a breach of protocol.

7.3. Practice for other NAPLAN tests

- 7.3.1.** It is appropriate for students, particularly students participating in the NAPLAN tests for the first time, to be made familiar with the format, language, response types and time constraints of the reading, conventions of language and numeracy tests before they take the tests. Students should understand that they must complete the tests without communicating with other students and without teacher assistance (except where adjustments for students with disability are deemed necessary).

7.4. Familiarisation with online NAPLAN tests

- 7.4.1.** Principals must ensure all students are familiar with the functionality of the NAPLAN tests and range of item types in each domain. Principals can use the NAPLAN public demonstration site for this purpose. Practice tests will be made available in the training environment. Guidance on how to understand branching messages and how to assist students in managing test times is available in the NAPLAN test administration handbook for teachers.
- 7.4.2.** Host principals are responsible for ensuring that visiting students are familiar with the NAPLAN platform prior to taking the tests (see section 5.8.2 on hosted and visiting students).

8. ADMINISTERING THE TESTS

8.1. Responsibilities of test administration authorities (TAAs)

- 8.1.1. Content for this section can be found in the complete *NAPLAN national protocols for test administration*, on ACARA's NAP website www.nap.edu.au.

8.2. Responsibilities of principals

- 8.2.1. Principals have overall responsibility for ensuring that these protocols are followed in their school, including when they have delegated duties and system access for test administration. This includes ensuring that IT requirements are met; for example, minimum technical specifications for devices and technical readiness requirements, as well as monitoring the progress and submission of all online NAPLAN test attempts within their school within the online NAPLAN 9-day test window.
- 8.2.2. Principals are responsible for the administration of arrangements for students undertaking catch-up and rescheduled tests (see definitions in section 11) and the conditions under which they are taken.

8.3. Students registered for non-school-based locations

- 8.3.1. Arrangements for the administration of the tests for students who do not normally attend a regular school location will vary in accordance with the legislation, regulations and policies in each of the states and territories. These protocols do not override existing state and territory requirements and may not reflect or apply to all situations.
- 8.3.2. In accordance with jurisdiction-specific legislation or policy, TAAs must ensure that students registered for non-school-based education are able to participate in the tests. Where participation in the tests can only occur in non-school locations, TAAs must ensure that measures are in place to assure the security of the tests. Where this is not possible, students cannot sit the tests online.
- 8.3.3. Schools with students registered in non-school-based locations who are unable to attend a centralised testing location or local school to complete NAPLAN should contact their TAA to arrange alternative access. Schools are **not** to add student(s) to the platform if the student(s) is unable to attend a centralised testing location or school to complete NAPLAN. Schools **must** contact their TAA concerning the enrolment of these students.

8.4. Test durations

- 8.4.1. The following table shows the duration of each test:

Writing*	Reading	Conventions of language	Numeracy
Year 3: 40 min (paper)	Year 3: 45 min	Year 3: 45 min	Year 3: 45 min
Year 5: 42 min	Year 5: 50 min	Year 5: 45 min	Year 5: 50 min
Year 7: 42 min	Year 7: 65 min	Year 7: 45 min	Year 7: 65 min
Year 9: 42 min	Year 9: 65 min	Year 9: 45 min	Year 9: 65 min

*For the online writing test, the timer starts as soon as the prompt is shown. The online writing test allows students an additional 2 minutes (compared to the paper writing test) to read/listen to the prompt, noting that for paper tests, students read and listen to the prompt as it is read to them by the test administrator before the test starts.

8.5. Test sequence by domain

8.5.1. Tests will not be available before the start of the NAPLAN test window. The NAPLAN test window starts on Wednesday 13 March 2024 and finishes on Monday 25 March 2024. The test security period extends for 3 days past the end of the test window and finishes on Thursday 28 March 2024.

8.5.2. Domains must be tested in the following sequence:

Writing (W) - Reading (R) - Conventions of language (CoL) - Numeracy (N)

Writing:

- All Year 3 students must sit the writing test on day 1. It is recommended Year 3 writing tests be completed by all classes at the same time in the morning.
- Years 5, 7 and 9 students must sit the writing test on day 1, with day 2 only used where there are technical/logistical limitations to testing all students on day 1.

Catch-up sessions:

- Catch-up sessions are test sessions made available for students who were identified by the school they are enrolled in as absent for their scheduled NAPLAN test (see section 5.4).
- Catch-up sessions for whole classes should follow the usual test sequence. Individual catch-up tests should, if possible, also follow the test sequence. They are not available for students who have already logged into a session and started a test or to visiting students attending a host school.
- A test session can be run as a catch-up session, with students sitting different domains and/or year levels simultaneously. If this is the case, the correct test administration scripts must be read.

8.5.3. The test timetable is below:

			Year 3	Years 5, 7, 9
Week 1		Monday 11 March – Tuesday 12 March	Preparation only – NO tests permitted	
	NAPLAN Test Window	Wednesday 13 March Day 1	Writing (paper) R <i>(R only after writing)</i>	Writing R <i>(R only after writing)</i>
		Thursday 14 March Day 2	R-CoL-N Catch-up tests (All domains)	Writing <i>(Only to be used when technical/logistical issues prevent testing on day 1)</i> R-CoL-N Catch-up tests (All domains)
		Friday 15 March Day 3	R-CoL-N Catch-up tests (All domains)	R-CoL-N Catch-up tests (All domains)
		Monday 18 March Day 4	R-CoL-N Catch-up tests (All domains. Last day for Year 3 writing catch-up tests.)	R-CoL-N Catch-up tests (All domains)
Week 2	NAPLAN Test Window	Tuesday 19 March Day 5	Follow test sequence: Reading → Conventions of language → Numeracy (R-CoL-N) Catch-up tests for all domains (Except Year 3 writing)	
		Wednesday 20 March Day 6		
		Thursday 21 March Day 7		
		Friday 22 March Day 8		
		Monday 25 March Day 9		
Week 3	Test Security Period	Tuesday 26 March – Thursday 28 March	This security period may ONLY be used for testing with written permission from the relevant TAA.	
		Good Friday: 29 March		

Note: NAPLAN coordinators MUST ensure ALL test sessions are finalised by the end of the test window.

8.5.4. NAPLAN test materials must remain secure from the time they are delivered to the school, generated or made accessible via the platform, to the end of the test security period. Test materials are defined in section 11.

8.6. Scheduling

8.6.1. Schools must schedule tests as soon as possible within the NAPLAN test window, prioritising scheduling in week 1 over week 2 and the morning over the afternoon. Schools must follow the test sequence (see section 8.5).

8.6.2. Only schools with compelling reasons, who contact and receive approval from their TAA prior to the 9-day test window, may schedule tests outside the NAPLAN test window into the test security period. The reason must be of a serious order and beyond the school or school system's control; for example, where a local public holiday occurs during the testing period or where there are major technology issues/limitations. It must not include activities scheduled ahead of time, such as school excursions, camps or carnivals. It is only available to classes or groups, not individual students.

8.6.3. Where possible, each of the tests must be completed in a single, uninterrupted session. Tests may be paused and resumed in the case of rest breaks as disability adjustments or test disruptions (see definition section 11). See section 8.11 for information on managing test disruptions.

8.6.4. Where there is more than one test scheduled for the same students for any day, the order in the schedule in section 8.5 must be adhered to, with the exception of students sitting tests in catch-up sessions (see section 8.5.2 and definition in section 11). A minimum of 20 minutes break time for students must be provided between each test session.

8.6.5. Year 3 writing catch-up sessions must be completed by close of business Monday 18 March.

8.7. Rescheduling

8.7.1. Test sessions must be rescheduled as soon as possible within the NAPLAN 9-day test window if students or classes experience test disruptions and test sessions cannot be started or completed (see definition section 11).

8.7.2. Where test disruptions are likely to impact the ability of schools to successfully complete NAPLAN within the NAPLAN test window, principals must contact the TAA immediately (see section 8.11).

8.7.3. Schools that reschedule sessions due to technical disruptions must notify their TAA as soon as possible.

8.7.4. Rescheduling writing tests

- Rescheduled writing tests take precedence over scheduled, rescheduled or catch-up testing for other domains.
- If writing tests must be rescheduled after day 1 (Year 3) or day 2 (Years 5, 7 and 9), the schools must notify the TAA as soon as possible.
- Year 3 writing tests rescheduled after day 1 must be completed by close of business Monday 18 March.
- Years 5, 7 and 9 writing tests rescheduled after day 1 or day 2 may be completed up to the end of the 9-day test window.

8.8. Preparation for test administration

8.8.1. Responsibilities of the principal:

- The principal must determine, and appoint if required, relevant persons to act as NAPLAN coordinators, test administrators and school technical support officers.
- The principal must ensure that NAPLAN coordinators and test administrators, including those using the low-bandwidth solution, have sufficient training to complete their tasks within the platform's dashboards.
- The principal must ensure that test administrators are aware of the disability adjustments that students may need to access and any arrangements that must be in place for additional support.
- The principal must ensure NAPLAN coordinators and test administrators are provided with the relevant NAPLAN test administration handbook for teachers and all assessment materials, and are familiar with the requirements of the role, including implementation of disability adjustments for relevant students.
- The principal must ensure that technical readiness tests are run on all devices used for NAPLAN and that all devices meet the minimum technical specifications for delivering NAPLAN, including devices under a bring your own device (BYOD) policy.
- The principal must ensure that once the NAP locked down browser has been installed, students or the school's IT support person log into and test the NAP locked down browser before any student sits a NAPLAN test.
- The principal must ensure that test scheduling for NAPLAN complies with the requirements of the protocols
- The principal must ensure the school community is aware of the school's planned testing schedule in advance of the test window, including opportunities for catch-up sessions. School schedules may be subject to prior approval by the TAA. Schools are not obliged to offer catch-sessions beyond their advertised test schedule.
- The principal must ensure NAPLAN coordinators and test administrators are provided with a copy of the code of conduct (see section 2).
- With any other readiness activities, the principal must follow advice from the TAA.

8.8.2. The principal must ensure that:

- students undertake the tests according to the prescribed sequence, unless undertaking a test in a catch-up session
- students undertake tests with appropriate supervision. Appropriate supervision includes the delivery of the test administration script
- during the test, students are not able to view material within the test area that could assist them to respond to the writing task or answer questions in any of the tests. Examples of such material include, but are not limited to, multiplication tables, spelling lists and writing charts
- test materials are not provided to any teachers (regardless of year level or subject area) unless required for the delivery of the NAPLAN tests.

8.8.3. The principal has the responsibility to adhere to and enforce the procedures outlined in the *NAPLAN handbook for principals and NAPLAN coordinators*.

8.9. Administering the tests – appropriate behaviours

8.9.1. Test administrators must ensure that professional and ethical behaviour of staff members is demonstrated regarding all aspects of test administration. Any assistance that answers a test question for a student or advantages them in any way will be considered cheating (see section 11).

8.9.2. 'Cheating' refers to behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.

8.9.3. In the case of a teacher, test administrator or school, an advantage would generally be observed in the performance of the school or cohort, and cheating may include:

- viewing test materials before the test session and using this knowledge to prepare students
- accessing an unsecured browser without approval, or without adequate supervision
- explaining, paraphrasing or interpreting questions (including translating questions into another language or dialect)
- giving verbal or physical hints to students about the accuracy of their responses
- reminding students about related work completed in class
- providing extra time for students to complete a test unless authorised by the protocols (see section 6.13)
- informing individual students or groups of students undertaking the test in a catch-up session of test content
- changing student responses during or after the test
- knowingly allowing students to engage in behaviour amounting to cheating
- signing on as a student
- deliberately allowing a student to knowingly log into a test attempt using another student's code with the intent to deceive.

8.9.4. Student cheating is not, in itself, considered a breach of these protocols, but may reflect a breach by test administrators. In the case of students, an advantage would generally be observed in their individual result. Acts of academic misconduct by students during the tests, such as cheating, are to be dealt with through schools' existing procedures. Cheating may include intentionally:

- taking unauthorised equipment or prohibited information into the test room
- communicating with any person other than an administrator during the test introduction time, planning time or during the test. This includes communicating with any person outside of the test room via internet or texting
- accessing the internet, information stored on their device or functionality of their device by disabling the NAP locked down browser without permission
- accessing the internet, information stored on their device or functionality of their device without permission if using an unsecured browser
- copying another student's work.

8.9.5. Where a student is found to have cheated, or is reasonably suspected of having done so, the TAA must be contacted as soon as possible.

8.9.6. During the tests, students should be seated so they are not able to read work on other students' screens or, in the case of Year 3 writing, test books. If students take the tests in their classroom, the test administrator must be present at all times. If students are seated with a larger group (e.g. in a hall), the student to test administrator ratio must be comparable to that of a regular classroom.

8.9.7. It is expected that test administrators will actively supervise students at all times, including walking around the room, to ensure that test conditions are maintained.

8.9.8. Test administrators are responsible for ensuring that only permitted items are taken into the test area. This involves taking reasonable steps to ensure the security of the testing environment is maintained by students not bringing in cameras, mobile phones or devices that can connect to the internet. Where bluetooth-enabled devices can connect to the internet, test administrators must ensure this is not accessed during testing.

8.9.9. The following items are NOT permitted in the test area under any circumstances*:

- mobile phones (ensure that students are notified that mobile phones are not permitted)
- electronic devices (other than the devices being used for testing) that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries, scanning pens and computerised watches
- dictionaries
- rulers
- calculators (other than those approved for students with disability)
- smart pens (e.g. pens/pencils/stylus) capable of transcribing a student's handwritten response into digital text.

*Note: Where exceptional circumstances may apply, please refer to section 6.1.3.

8.9.10. Test administrators must ensure that students only have the items permitted in the test area. Principals are responsible for ensuring that these items are available to all students. The items permitted are:

- student session slip (may also be used as working-out paper during the test), to be collected at the end of the test session
- pencils or pens (as specified by the TAA)
- pencil sharpener
- eraser
- one blank piece of working-out paper for each of the tests, to be collected at the end of each session
- where necessary, assistive technology as a disability adjustment
- headphones that are compatible with the device being used for testing
- device, if school is using BYOD. For more information about device requirements, please refer to resources available at <https://www.assessform.edu.au/>.

8.9.11. Reading aloud to students

- The platform includes audio for questions that are permitted to be read aloud, and for the writing stimulus. Students can listen to the audio through headphones.
- If students request that test administrators read questions aloud, test administrators should encourage the students to use the platform audio. If there is any difficulty, the test administrator can provide assistance in using the platform audio.

Test administrators are permitted to:	Test administrators are NOT permitted to:
✓ read the writing stimulus	× read questions or stimulus material in the reading or conventions of language tests
✓ read the text in numeracy questions	× read numbers and symbols that are not embedded in text in the numeracy test questions
✓ read numbers and symbols when they are embedded in text in numeracy questions	× interpret diagrams, or explain or rephrase questions
✓ read test instructions	× paraphrase, interpret or give hints about questions or texts
✓ read practice questions (where applicable)	× translate any part of the test into another language
✓ provide students with assistance in using any of the technical functionality of the platform by, for instance, reminding how to flag an item, reminding how to navigate through the platform or reminding how to activate the reading aloud functionality embedded in the platform.	× manipulate the mouse, touch the screen or navigate through the NAPLAN test on behalf of the student. In the event that a student needs help because of difficulties with equipment, the test administrator should pause the student's test before inspecting equipment.

8.10. Instructions by test administrators

8.10.1. Test instructions must be delivered exactly as documented in the *NAPLAN test administration handbook for teachers*. Instructions outside those specified in the handbook should be minimal. Typically, these other instructions may be to:

- remind students of elapsed time
- maintain test conditions for all students
- remind students to check that they have completed all questions.

8.10.2. Under no circumstances is it appropriate to prompt students to record or change any response.

8.11. Time taken to complete tests and test disruptions

8.11.1. All students must be allocated the standard time set for each test, unless they are granted extra time in accordance with the protocols (see sections 6.11, 6.13 and 8.4).

8.11.2. Variations from the allocated time may be permitted only in cases where students have been granted extra time as a disability adjustment prior to the tests. Granting of extra time as a disability adjustment must be recorded in the platform by adding the appropriate DAC to the student's profile prior to the relevant test(s).

8.11.3. If a test session cannot be commenced or completed due to a test disruption, schools should follow rescheduling instructions (see section 8.7).

8.11.4. Schools are required to contact the TAA for advice as soon as possible where:

- they believe a test disruption may impact on test results
- they have had a significant or persistent test disruption
- rescheduled test sessions due to test disruptions cannot be scheduled within the test window.

8.11.5. If a student commences any online test and, due to illness (i.e. a medical or social/emotional condition) or injury, is unable to finish the test during the official test session, the TAA must be contacted. The student may complete the test in a rescheduled session. If the student cannot complete the rescheduled test, and if the TAA sanctions the reason for the student abandoning the test, the test attempt must be flagged as abandoned in the platform.

8.11.6. Where a student who commences a test using an alternative format test (paper and/or disability adjustment) and, due to illness (i.e. a medical or social/emotional condition) or injury, is unable to finish the test in the test session, the TAA must be contacted. If the TAA sanctions the reason, the test book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book/attempt must be submitted for marking. See section 5.5.4.

- 8.11.7.** If a student commences any test and is unable to finish the test due to test disruptions, and is absent for any rescheduled test opportunities, the TAA must be contacted. If the TAA sanctions the reason for the student's test being considered abandoned, the test attempt must be flagged as abandoned in the platform. If the TAA does not sanction the reason for the student abandoning the test, the test attempt must be flagged as finished by the test administrator or NAPLAN coordinator and the test session finalised so that tests are submitted for marking.
- 8.11.8.** Where student behaviour during the tests is disruptive to the point where it might impact on one or more students' results, the assessment environment should be appropriately managed. Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately or be deemed to have finished the test.

8.12. Collection of test materials and post-test procedures

- 8.12.1.** At the end of the test session, test administrators must collect all test materials as well as any paper provided to students, and hand them immediately to the principal or NAPLAN coordinator. No students, teachers (unless they are a test administrator) or any unauthorised person should remove any test materials from the test area.
- 8.12.2.** Alternative format test materials must be returned for processing. This must be done in the manner specified by the TAA, by the specified date. The absence of the principal (or NAPLAN coordinator) from the school is not a reason for the late return of test materials. Schools should have an alternative plan in place if the principal or NAPLAN coordinator is absent during the test window and security period.
- 8.12.3.** Schools must not copy, transcribe or transmit student responses or cause responses to be recorded except as outlined by these protocols. This prohibition includes taking photos or screenshots of items, photocopying or photographing completed Year 3 writing tests and/or asking students to record their answers separately from their online test (except as may be required for their disability adjustment). Any paper used by students for working out during the tests must be kept until the end of the test security period and then destroyed. Under no circumstances are the working out papers of students to be kept or passed onto classroom teachers or parents/carers.
- 8.12.4.** For the purpose of diagnosing technical issues, the TAA may grant a school permission to take videos or photos of a device. Schools must follow TAA instructions in taking videos or photos and send these via secure transmission using the method dictated by the TAA. Once the school is certain the TAA has received the image(s), the original must be deleted completely from all devices, including from digital recycle bins.
- 8.12.5.** Under no circumstances should test administrators mark any alternative format test books or provide results to teachers, parents/carers and/or students.
- 8.12.6.** Schools are responsible for returning or destroying any unused Year 3 writing materials or alternative format materials, following TAA instruction.
- 8.12.7.** Schools delivering the tests via low-bandwidth solutions must contact the TAA and confirm that all test attempts have reconciled successfully. Once confirmed, the TAA will instruct the NAPLAN coordinator to reset the device and remove all data.

9. MARKING

9.1. Responsibilities of ACARA

9.1.1. ACARA is responsible for the quality assurance procedures for marking.

9.1.2. A common set of quality assurance procedures and processes to ensure comparable marking standards across the country has been set at the national level.

9.1.3. The procedures include:

- a common set of marking criteria for the writing test
- common training procedures and materials for the writing test, including common marker manuals, training materials and training of lead markers from each TAA
- agreed common minimum procedures for quality assurance that will apply across all TAAs.

9.2. Responsibilities of test administration authorities (TAAs)

9.2.1. Content for this section can be found in the complete *NAPLAN national protocols for test administration*, on ACARA's NAP website www.nap.edu.au.

10. BREACHES OF TEST PROTOCOLS

- 10.1.1. Any allegation of a situation or incident that contravenes these protocols, including the code of conduct, or is suspected of breaching these protocols, is taken seriously and must be investigated and managed in line with the *NAPLAN guidelines for managing test incidents in schools*, available on the NAP website (www.nap.edu.au).
- 10.1.2. Whether an allegation of a breach of these protocols amounts to cheating is a question of whether there was an intent on the part of the person responsible for the breach to effect or obtain an unfair advantage (on behalf of a student, a cohort of students or a school). The question of intent, where relevant, should be determined during any subsequent investigation.
- 10.1.3. ACARA will publish an annual statement reporting NAPLAN test incidents to support the integrity of the testing process and to inform test administrators about appropriate behaviours.

10.2. Reporting of incidents

- 10.2.1. All allegations of test incidents or breaches of these protocols must be reported immediately to the relevant responsible entity and TAA.
- 10.2.2. Where an incident is reported or suspected at a school level, the school is required to document the allegation and follow the actions outlined in the *NAPLAN guidelines for managing test incidents in schools* as soon as possible. Failure to do so is itself a breach of these protocols.
- 10.2.3. Where an incident is reported directly to a TAA, the principal(s) concerned and/or the appropriate school authority, school owners and/or school boards must be notified as soon as possible.

10.3. Investigation of incidents

- 10.3.1. When a report alleging a breach of the protocols is received by a TAA, the relevant responsible entity will require that an investigation of the allegation is undertaken.
- 10.3.2. The investigation of an incident may involve other authorities in cases where the governance of the school does not reside with the state or territory education department or authority.
- 10.3.3. Similarly, any action taken against an individual or a school as the result of an investigation confirming a breach or cheating will be undertaken by the relevant authority or agency.
- 10.3.4. A record of all alleged incidents and breaches, together with the findings and subsequent outcome of the investigation, will be recorded in an incident register and reported to ACARA as soon as possible.

10.4. Types of incidents

- 10.4.1.** Situations or incidents cited in this document as examples are not inclusive of all possible situations or incidents. Any incident that occurs that compromises the security or integrity of NAPLAN testing, including behaviours listed as 'inappropriate', should be considered as a possible breach of protocol and reported accordingly for investigation.
- 10.4.2.** States and territories may be liable for additional costs of printing, distribution and marking associated with test incidents.

10.5. Breaches of security for the writing test

- 10.5.1.** While it is important that the security of all NAPLAN tests is maintained, the content of the writing test is particularly sensitive. Any publication of the content of the writing test, including staff or students posting on social media, poses a significant validity and fairness issue (see section 4.3.11).
- 10.5.2.** If the writing topic is known to students in advance, and they have had opportunity to practise their writing, this exposure provides a significant advantage to students and will compromise the test data.
- 10.5.3.** Any alleged breaches of writing test content must be immediately reported to ACARA. ACARA will have an action plan to deal with such incidents.

10.6. Consequences of substantiated incidents

- 10.6.1.** Any substantiated breach of protocol that is deemed to have affected the validity of any test data may result in a TAA or ACARA withholding these data.
- 10.6.2.** The responsible entity for each school, be it the TAA, education department or the school authority / school owners / school boards, is directly responsible for any disciplinary action in schools within their jurisdiction that follows from inappropriate behaviour by school staff or students in relation to security of test material and/or test administration.

11. DEFINITIONS

Absent student	A student who did not take the test because they were not present at the school in which they are enrolled when the test was administered and who was not able to complete the test in a catch-up session.
Alternative format tests	A test provided in a format outside the online national assessment platform, either as a paper test (e.g. Year 3 writing tests) or as a disability adjustment (e.g. Braille tests). All alternative format tests, apart from Year 3 writing tests, require approval from the relevant TAA in line with these protocols.
Alternative format (disability adjustment) tests	Alternative format (disability adjustment) tests refer to hard copy braille, large print, black and white masters for photocopying, and electronic PDF tests.
Alternative format (paper) tests	Alternative format (paper) tests are provided for the Year 3 writing test, and for all domains for schools with a TAA-approved alternative curriculum where technology is not introduced until Year 5 or above.
Alternative item (audio)	Test items that have been modified for students with hearing impairments. Most alternative items test the same skills or understandings at approximately the same difficulty level as the main item. When the skill or understanding being assessed is not able to be demonstrated by a student with a hearing impairment, such as a spelling item that depends on listening to an audio file, the alternative item will test a different skill or understanding (such as proofreading) at approximately the same difficulty level.
Alternative item (visual)	Test items that have been modified for students with visual impairments. Most alternative items test the same skills or understandings at approximately the same difficulty level as the main item. When the skill or understanding being assessed is not able to be demonstrated by a student with a visual impairment, such as a reading item that draws on viewing skills, the alternative item will test a different skill or understanding at approximately the same difficulty level.
Breach of protocol	Any breach of the <i>NAPLAN national protocols for test administration</i> that may relate to test security, cheating or any other breach.
Breach of security	Any breach of the <i>NAPLAN national protocols for test administration</i> that bears upon the security of the test materials prior to and during the test security period.
Catch-up session	Test sessions made available for students who were identified by the school they are enrolled in as absent for their scheduled NAPLAN test (see section 5.4). Catch-up sessions are not available for students who have already logged into a session and started a test (see section 8.7) or to visiting students attending a host school (see section 5.8.1).
Cheating	Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.

Disability adjustments	Adjustments intended to allow students with disability to participate in and access the tests on the same basis as students without disability, while upholding the integrity of the testing process. See section 6 for reasonable adjustments permitted in the tests.
Exempt	Students may be exempt from one or more of the tests (i.e. writing, reading, conventions of language, numeracy) on the grounds of English language proficiency or disability (see section 5.2.1).
Low-bandwidth solution	Test delivery software suitable for schools operating in low-bandwidth environments. The low-bandwidth solution allows schools with inadequate or intermittent bandwidth to participate in NAPLAN testing online.
NAPLAN coordinator	School staff member who has been delegated by the principal to manage aspects of NAPLAN test administration. Each NAPLAN coordinator requires their own login details for the platform and cannot use login details of another NAPLAN coordinator or the principal (where schools have more than one NAPLAN coordinator).
NAPLAN support person	A NAPLAN support person enables students with disability to access the test by clicking on the answers indicated by the student, or typing short responses or answers dictated by the student for the reading, conventions of language and numeracy tests. A NAPLAN support person is not used for the writing test, including the Year 3 writing test. A NAPLAN support person may read aloud only those elements of the test that can be read to all students (see section 8.9.11). A NAPLAN support person may be either a teacher or an official support person engaged by the school (not a parent/carer of the student or another student in their child's class). The role of NAPLAN support person is distinct and separate from the role of test administrator (see definition below). See section 6.12 for further information.
Platform	The online national assessment platform provides the online delivery of NAPLAN and other NAP assessment events. Schools may access the platform via test player applications.
Principal's role	The principal is accountable for NAPLAN administration at their school. If the principal is on extended leave and not able to sign into the platform, the relieving principal delegate must contact their TAA to have the principal's account transferred to them. The relieving principal must not use the login details received by the principal to sign into the platform on behalf of the principal. The TAA will send the relieving principal their own account details to perform the principal's role.
Released NAPLAN test materials	NAPLAN test materials that have been released for non-commercial educational use. NAPLAN materials will be released in a secure manner after the end of the test security period (see sections 4.3.13 and 4.3.14).
Reschedule	Rescheduled tests occur when a student's test attempt or a class's test session could not be started or resumed (see section 8.7).

Responsible entity	An entity that has authority in relation to any particular school or school system to receive and assess initial reports of possible breaches of the protocols (e.g. school board, system authority, government department, depending on school type). See <i>NAPLAN guidelines for managing test incidents in schools</i> (www.nap.edu.au) for more information.
Sanctioned abandonment	An abandoned test attempt that has been sanctioned and verified by the TAA. It applies only to students who have started a test but abandon it due to illness (i.e. a medical or social/emotional condition) or injury, or whose tests have been postponed due to a technical disruption, and who cannot complete their test attempt in a rescheduled test session during the test window (see sections 5.5 and 8.7).
Scribe	A person who assists a student with disability during the writing test. All other one-on-one support granted as adjustments is covered under the term 'NAPLAN support person'. Scribes are only appropriate for students with disability where all conditions in section 6.9.2 are met. More details on the rules and processes a scribe must follow are in section 6.9.
Test administration authority (TAA)	An education department or NAPLAN test authority in each state or territory, which has a responsibility for administration of the tests in their jurisdiction. TAAs are listed in section 12.
Test administrator	A teacher, school staff member and/or school support staff involved in delivering (administering) the NAPLAN tests to students. Test administrators are not permitted to assist students by typing answers or clicking on answers for them. See section 6 for information on adjustments available for students with disability who require assistance in order to access the tests.
Test attempt	A test sat by a student for one domain.
Test disruption	An unexpected disturbance that interrupts a test such as a fire alarm, electricity outage, technical issue, toilet break. Technical issues are related to the use of technology and might include technical failures. Test disruptions may impact one or more students.
Test materials	For the purposes of these protocols, test materials are all materials that must be kept secure throughout the test security period. These include any user login details, secure login cards, Remote key (low-bandwidth schools only), student session codes, test session codes and all versions of the tests, including alternative format (paper) tests and stimulus material, and alternative format (disability adjustment) tests. Note: Remote devices (low-bandwidth schools only) are to be secured as soon as the test materials are downloaded on the device.

Test player applications	<p>Applications (apps) are required for students to access NAPLAN online.</p> <ul style="list-style-type: none"> - Schools accessing the tests online are required to install a NAP locked down browser on student devices. - Schools using the low-bandwidth solution are required to install the Remote application on test administrator devices and the NAP locked down browser on student devices. - Schools using the single device solution install Remote and an alternative version of the NAP locked down browser on the same device.
Test security period	The period during which the NAPLAN tests remain secure. The test security period starts as soon as secure test materials are received by, or released to, a school, and continues for 3 days following the official test window for NAPLAN (refer to table in section 8.5.3).
Test session	An online test session created by a test administrator and composed of student test attempt(s). It may include students from different year levels and/or students doing tests in different domains.
Test window	The test window encompasses the official days of test administration (refer to table in section 8.5.3).
Withdrawn	Students may be withdrawn from the testing program by their parent/carer on the basis of issues such as religious beliefs and philosophical objections to testing.

12. TEST ADMINISTRATION AUTHORITY CONTACT DETAILS

TAAAs should be contacted for questions and advice relating to the administration of the NAPLAN tests, including state- and territory-based practices, advice regarding the appropriate implementation of the protocols, and any issues arising during the administration of the tests.

<p>ACT Senior Director, Performance and Systems Education Directorate GPO Box 158 Canberra ACT 2601 Tel: (02) 6205 9317 Web: www.education.act.gov.au</p>	<p>SA NAPLAN team Education Assessments and Collections 31 Flinders Street Adelaide SA 5000 Tel: 1800 316 777 Email: education.naplan@sa.gov.au Web: www.education.sa.gov.au</p>
<p>NSW NAPLAN Team NSW Education Standards Authority 117 Clarence Street Sydney NSW 2000 Tel: 1300 119 556 / (02) 9367 8382 Email: naplan.nsw@nesa.nsw.edu.au Web: educationstandards.nsw.edu.au</p>	<p>Tas Director Data, Systems and Insights - DSI Department for Education, Children and Young People GPO Box 169 Hobart TAS 7001 Tel: (03) 6165 5914 Email: naplan@decyp.tas.gov.au Web: https://www.decyp.tas.gov.au/</p>
<p>NT Assistant Director National and Systemic Assessment Systemic Assessment, Performance and Reporting Department of Education GPO Box 4821 Darwin NT 0801 Tel: (08) 8944 9245 Email: naplan@education.nt.gov.au Web: www.education.nt.gov.au</p>	<p>Vic Manager, Assessment Programs Victorian Curriculum and Assessment Authority Assessment Programs Unit Level 7, 2 Lonsdale Street Melbourne VIC 3000 Tel: 1800 648 637 Email: vcaa.naplan.help@education.vic.gov.au Web: www.vcaa.vic.edu.au</p>
<p>Qld NAPLAN Team Queensland Curriculum and Assessment Authority PO Box 307 Spring Hill QLD 4004 Tel: 1300 214 452 Email: NAPLAN@qcaa.qld.edu.au Web: www.qcaa.qld.edu.au</p>	<p>WA Manager, K–10 Testing School Curriculum and Standards Authority PO Box 816 Cannington WA 6987 Tel: (08) 9442 9442 Email: naplan@scsa.wa.edu.au Web: www.scsa.wa.edu.au</p>
<p>ACARA can be contacted for general enquiries about the NAPLAN program, by submitting an online enquiry: www.acara.edu.au/online-enquiry</p> <p>ACARA Level 13, Tower B, Centennial Plaza, 280 Elizabeth Street, Sydney NSW 2000 Web: www.nap.edu.au</p>	

PART B: IMPLEMENTING NAPLAN

13. PREPARING FOR NAPLAN ONLINE

Principals are expected to ensure all relevant information in this handbook is conveyed in a timely manner to staff members involved in the administration of NAPLAN tests at the school.

Principals and test administrators should not assume that what they have done in the past complies with the testing requirements for the 2024 tests.

Principals (or anyone who has access to the NAPLAN tests) are not permitted to provide the NAPLAN tests to parents/carers or members of the wider community, including the media, even after the test security period has ended.

To ensure the appropriate and efficient administration of the NAPLAN tests, principals should inform staff and the school community of the dates for the 2024 testing program (Wednesday, 13 March – Monday, 25 March) as early as possible. The test security period ends on Thursday, 28 March.

For detailed information on test dates, duration and scheduling, see sections 8.4 – 8.7 of Part A of this handbook.

The NAPLAN helpdesk can be contacted by phone on 9442 9442 or by email naplan@scsa.wa.edu.au

13.1. Online national assessment platform ESA user guides

ESA user guides provide technical instructions about using the online national assessment platform (the platform) and should be consulted in conjunction with this handbook. User guides are available from the Assessform website <https://www.assessform.edu.au/> under *Resources*.

The information in this handbook is supplemented by the *Principal and NAPLAN coordinators guide*. There is also relevant information contained in other user guides.

Videos available from www.assessform.edu.au provide a quick and efficient source of information and are referenced where relevant throughout this section of the handbook.

13.2. Handbooks

Principals should ensure the school has received all the handbooks below. The handbooks should be distributed to relevant staff.

- NAPLAN handbook for principals and NAPLAN coordinators
- NAPLAN test administration handbook for teachers

13.3. Test administration staff

Principals should identify test administration staff and ensure they are appropriately trained in all duties, standards, processes and assessment systems relevant to the online delivery of the NAPLAN tests.

13.4. Parent and carer information

When principals have scheduled the tests for their school, the planned test schedule should be communicated to staff and the school community. The NAPLAN Information for parents and carers 2024 brochures, developed by ACARA and provided to schools by SCSA, should be distributed to parents and carers as appropriate. Electronic copies of the brochure can be downloaded from the School Curriculum and Standards Authority (SCSA) website:

<https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan/parents>

14. SETTING UP YOUR SCHOOL ON THE PLATFORM

14.1. The platform and this handbook

All users of the platform must abide by the instructions in this handbook, including the *National protocols* in Part A.

Principals have ultimate responsibility within their school for ensuring that the tests are appropriately administered. Where a task can only be performed by the principal, this is noted. Principals can perform all tasks performed by NAPLAN coordinators and technical support officers.

For assistance with issues encountered during preparing for or delivering NAPLAN online, please send an email to naplan@scsa.wa.edu.au or call the NAPLAN helpdesk on 9442 9442.

14.2. Roles overview

There are three main school administrative roles associated with the online NAPLAN tests:

1. **Principal:** person accountable for NAPLAN administration
2. **NAPLAN coordinator:** can perform the majority of the principal's role as delegated by the principal (except for designating and managing the NAPLAN coordinators in the platform)
3. **School technical support officer:** can perform specific roles via the School technical support officer dashboard.

NOTE: Information about the duties of test administrator is at Section 17 below.

A person may only be assigned to one of these three roles within the platform for a school. If a person will be undertaking tasks allocated to multiple roles, they should be assigned the role with the highest permission level.

If a person such as a school technical support officer administers more than one school, they will need a separate login for each school.

The platform role of test administrator is separate to the three school administrative roles. In some schools, the principal or NAPLAN coordinator may also be the test administrator. Where this is the case, the principal or NAPLAN coordinator will need to switch from their administrator role to the role of test administrator in order to administer the tests to students.

Staff may not under any circumstances log in to the platform using the login details for someone else. Principals can invite as many NAPLAN coordinator users to register as are required to administer the NAPLAN assessments. If the principal is away for a prolonged period during the time when they would normally be completing the statement of completion (at the end of testing), a NAPLAN coordinator must contact the NAPLAN helpdesk to have the principal role reassigned appropriately.

14.3. The principal's role

The principal has the permissions necessary to perform all platform tasks for their school. This includes the tasks that can be actioned by the NAPLAN coordinator and school technical support officer. If the principal is going to undertake all the tasks for the school, the NAPLAN coordinator and school technical support officer roles will not be required. In the context of assessment delivery, a principal will:

- sign off on statement of completion
- invite and manage NAPLAN coordinator and school technical support officer
- perform any of the tasks of the NAPLAN coordinator
- perform any of the tasks of the school technical support officer.

14.3.1. Principal's registration

The principal of each school will receive details for the platform registration process with the pre-test materials. These registration details include five secure login cards and a letter with the school PIN. The school PIN and a login card are required for principal and NAPLAN coordinator registration. After registration, the card used to register needs to be retained by the same staff member for future logins. A card is bound to one staff member's account and cannot be used by other staff members. Any subsequent logins will require the use of the same card and password.

The card and school PIN will be required when accessing student results and reports. Therefore, these must be kept for later access to the platform.

Principals are invited to register in the platform via an email sent to the principal's email account. The email is from notifications@assessform.edu.au and includes a link to self-register. By registering, the principal is agreeing to the statement of compliance.

Once the principal has registered on the platform, they can then invite school staff and assign them roles within the platform as necessary.

If the self-register email has not been received by **Wednesday, 21 February**, the principal should contact naplan@scsa.wa.edu.au or the NAPLAN helpdesk on 9442 9442.

14.3.2. The dashboard

Once the principal has registered and successfully logged in to the platform, they will be presented with a dashboard screen. There are three distinct phases in the test preparation and delivery workflow:

1. Preparing
2. Delivering
3. Results

There is a dashboard for each of these three phases.

Along the top of the page is the home button, as well as the links to the three phases. Below the links there are different panels of information, referred to as 'tiles'. Tiles enable you to view information, complete checklists and go to pages where you can perform tasks such as managing test sessions.

14.4. Setting up roles within the platform

Once the principal has gained access to the 'Preparing' dashboard, they can invite staff members to the roles of NAPLAN coordinator and school technical support officer.

14.4.1. Inviting NAPLAN coordinators

Principals complete NAPLAN coordinator invitations by entering the email address in the platform for each coordinator. The principal is required to provide each invited user with a secure login card and the school PIN.

Once registered, the NAPLAN coordinator can assist the principal with all preparation activities for the NAPLAN assessment.

In the context of assessment delivery, a NAPLAN coordinator can:

- organise the school's testing schedule, ensuring the necessary devices are available
- manage students' registration and background data
- create test administration packs to include a TA session slip, student session slips, a participating student list and the *Test administration handbook for teachers*.
- print student session slips
- oversee test sessions that the school is administering, including providing support for test administrators in dealing with test disruptions, including any technical issues
- update student participation statuses
- perform any of the tasks of the school technical support officer (see below).

Relevant video: *Principal & NAPLAN Coordinator – Invite and Manage Users*

14.4.2. Inviting school technical support officers

The principal or the NAPLAN coordinator can invite appropriate staff to register as school technical support officers.

School technical support officers do not need to be specialist IT professionals or IT teachers. However, they will need sufficient IT skills to follow instructions on running the technical readiness tests and device checks, and communicate with the NAPLAN helpdesk to diagnose and fix simple technical issues.

A school technical support officer can ensure that the school is technically able to run NAPLAN tests, using the technical readiness tools in the platform.

A school technical support officer does not require the school PIN or a secure login card to set up their account. However, they will need a separate account for each school they administer.

If a school technical officer works at more than one school, they should contact naplan@scsa.wa.edu.au or the NAPLAN helpdesk on 9442 9442 for assistance in creating multiple platform accounts.

15. NAPLAN TEST PREPARATION

The platform, via the 'Preparing' dashboard, enables the principal or NAPLAN coordinator to perform tasks to prepare for NAPLAN.

Preparation tasks are listed on the 'Preparing' dashboard checklist. The tasks do not have to be performed sequentially and the checklist can be marked as complete if all tasks are in progress. (It may not be possible to complete all tasks fully before you are required to move to the 'Delivering' dashboard.)

The checklist should be marked as complete by the principal. The principal may delegate this to the NAPLAN coordinator, if necessary, but still retains ultimate responsibility.

15.1. Withdrawals and exemptions

Students may be exempted or withdrawn from one or more of the tests. See sections 5.2 and 5.3 in Part A of this handbook.

Applications for withdrawal and exemption can be made online at the following links:

- NAPLAN 2024 Withdrawal application <https://webforms.scsa.wa.edu.au/Forms/Withdrawal-Application/> **before Wednesday, 6 March 2024.**
- NAPLAN 2024 Exemption application <https://webforms.scsa.wa.edu.au/Forms/Exemption-Application/> **before Friday, 1 March 2024.**

These links are also available on the SCSA website <https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan> under 'Forms'.

Before submitting the online form, the school must obtain consent from the student's parent/carer to exempt or withdraw a student. A copy of the submitted form will be automatically emailed to SCSA, the parent/carer and the principal of the school. The school should retain a copy of this email.

The NAPLAN coordinator should change the student's participation status to withdrawn or exempt in the platform. Where SCSA does not approve a withdrawal or exemption, it will be removed from the platform.

15.2. Disability adjustments

Where a student's circumstances meet the criteria for adjustments to access the tests, their test conditions may be adjusted. See section 6 in Part A of this handbook.

The adjustments made should reflect the kind of support and assistance provided for assessment in the classroom, noting that adjustments that are appropriate in a learning environment may not be appropriate in a standardised assessment environment.

Each application should be discussed with the student's parent/carer, teacher, the student and specialist personnel to determine the most equitable and appropriate adjustment/s to enable the student to access the tests.

The principal may consult the NAPLAN accessibility videos and the *Guide for schools to assist students with disability to access NAPLAN*, at <https://www.nap.edu.au/naplan/accessibility> for further advice.

Schools must keep a copy of any authorisations or information for all disability adjustments applied to tests, irrespective of whether TAA approval is required (see Appendix 1 for more information).

Separate supervision may be provided to ensure students are not distracted. This is an administrative decision to be made by the school and is not considered to be an adjustment for disability.

15.2.1. Disability Adjustment Codes (DACs)

Disability adjustments are managed within the platform by adding DACs to the student profile.

DACs must be added to the platform by the NAPLAN coordinator against each relevant test domain the student will be sitting. The codes should be entered in the 'Preparing' dashboard under 'Manage student participation and disability adjustments' once student data is available from Monday, March 4.

These codes can be updated at any point in time up until the student logs into a test session.

The NAPLAN coordinator is responsible for seeking TAA approval for the following disability adjustments:

- writing test scribe (SCR)
- extra time – double total test time (ETD)
- technology that requires the use of an unsecured browser (AST and COL)
- Year 3 use of a computer for the Writing test (AST)
- Braille, large print, black and white masters (offline) tests (OFF).

NOTE: Student test attempts with the OFF DAC also need to have the participation status of *alternative format*. See section 18 below.

Where a student requires an adjustment needing TAA approval, the school should email naplan@scsa.wa.edu.au with details of the student and the adjustment required **by Friday, 1 March**.

Where a DAC that requires TAA approval is added to the platform but is not approved, it will be removed from the platform.

Test administrators are not able to add or amend DACs. For each test session, test administrators should be provided with a list of students allocated to the test session, including details of which students, if any, have been allocated disability adjustments. The *NAPLAN test administration handbook for teachers* and the Appendix in this handbook include information on what each DAC means and what actions (if any) the test administrator should take.

Once students join a test session, any DACs are indicated in the test administrator's dashboard by a blue cross in the Actions column, to the right of the dashboard display.

15.2.2. Incompatible DACs

Multiple codes can be added for each student if multiple adjustments are required. However, some combinations of codes which specify different levels of the same adjustment, such as different combinations of extra time DACs (ETA, ETB, ETC and ETD) or combinations of colour themes (BNW, BNB, BNL, BNG, BNY) are incompatible and should not be entered.

Relevant video: *Principal and NAPLAN coordinator – Bulk manage student participation and disability adjustments*

15.2.3. Assistive technology

Use of assistive technology is permitted if it is:

- consistent with the test construct (see section 6.3.4 of Part A of this handbook); and
- compatible with the platform.

This should be determined during technical readiness testing by using the assistive technology in conjunction with the tests on the ACARA public demonstration site or during a practice test in the Training environment, within the latest version of the locked down browser.

Some assistive technology may be incompatible with the locked down browser. Where the use of assistive technology requires access to an unsecured browser, TAA advice must be followed as the AST code will need to be applied to the platform.

Contact naplan@scsa.wa.edu.au or the NAPLAN helpdesk on 9442 9442 if assistance is required.

15.2.4. Application for tests in alternative formats

See section 6 of the NAPLAN handbook for principals and NAPLAN coordinators.

Alternative test formats are available for students with disability who regularly use alternative formats in the classroom and for whom platform adjustments are not sufficient to access the tests.

Contact naplan@scsa.wa.edu.au urgently with details of the student and the format of the test required.

15.3. Technical readiness testing

Technical readiness testing is a process that takes place in schools to confirm that they are technically ready to run NAPLAN online. Technical readiness will be undertaken by the technical support officer, principal or NAPLAN coordinator.

Minimum technical requirements are available at <https://www.assessform.edu.au/>

15.3.1. Locked down browser

In order to prevent students accessing prohibited tools or browsing the internet, they will use a secure, locked down browser.

It is a requirement of the school to ensure that all devices used by all students to undertake all tests are in locked down mode so that there is no access to or use of any other software while the tests are in progress. When students' computers are in this locked down mode, students are prevented from accessing software, switching applications and using operating commands such as functions accessed by Ctrl-Alt-Delete. Features on devices, such as the camera, spell check, screenshot, home and back buttons are disabled.

NOTE:

- All devices must have the current version of the locked down browser installed prior to testing.
- All devices (with the exception of WINDOWS devices) require secure settings to be manually set up prior to test sessions (see the file *Device issues – advice for schools.pdf* at <https://www.assessform.edu.au/naplan-online/device-requirements>)
- After the locked down browser is downloaded and installed, and prior to the NAPLAN tests, the browser must be opened, and a connection established to the server. This will allow any issues to be identified in advance.
- Schools should allow sufficient time before the test window to complete the locked down browser installation and connection to server, including opening and running the locked down browser.
- Principals are responsible for ensuring that test security and student and school privacy are maintained.

15.3.2. Technical readiness tools

The technical readiness process may include:

- The installation of the locked down browser on BYOD devices and those that do not have centralised software deployment.
- The device check tool to evaluate if each device meets the technical requirements for NAPLAN.
- The tool ensures that all school and student computing devices that will be used for the tests are checked for compatibility and set-up.
- The tool should be run through the locked down browser.
- The tool has the functionality to test each device's capacity to play sound. Conventions of language, writing and numeracy tests contain audio.

If a device does not pass the device check, the NAPLAN coordinator or technical support officer should review the minimum technical requirements outlined at <http://www.assessform.edu.au> under *Tools and Resources*.

The tool also provides advice on resolving any outstanding issues.

Relevant video: *Technical readiness tools - Device check*

15.3.3. Bring your own device (BYOD) policy

Some schools have adopted a BYOD program that allows students to use their own device at school. The use of a BYOD laptop or tablet for NAPLAN creates several issues around test security and privacy. These will need to be managed by schools to ensure that the online assessments run smoothly.

Where a BYOD program operates, the principal is responsible for ensuring the following practices are used:

- The device is used under an appropriate BYOD policy implemented by the school.
- The device meets the technical requirements located at <http://www.assessform.edu.au> under *Tools and Resources*.
- The device is compatible with the locked down browser application and this application has been successfully installed and validated on each BYOD prior to the test event.
- The device has had all required manual security settings made (see <http://www.assessform.edu.au> under *Tools and Resources*, then *Locked down browsers*)
- The device has been configured for school network access and can access the NAPLAN server successfully.
- The device has virus protection software installed, where appropriate.
- The device is fully charged prior to undertaking NAPLAN, with the school managing any unexpected unavailability or failure of a student's BYOD device.
- Sufficient network access points (wired and/or wireless) are available within the school to support the BYOD devices operating in test sessions.
- The use of BYOD devices takes into account any restrictions described in the document *Device Issues - advice for schools.pdf* at <https://assessform.edu.au>, under *Tools and Resources*, then *Device requirements*.

15.4. Public demonstration site

A Public demonstration site is available at <https://.nap.edu.au/naplan/public-demonstration-site>

This site allows students, parents/carers and teachers to familiarise themselves with the student test experience and functionality.

Principals must ensure that all students have prior access to the NAPLAN Public demonstration site, or other equivalent method negotiated with the TAA, to become familiar with the functionality of the platform and the range of item types.

Students should use the site with the same type of device that they will be using for NAPLAN.

15.5. NAPLAN Training environment

The NAPLAN Training environment is accessible from the <https://www.assessform.edu.au> home page.

The NAPLAN Training environment requires different login credentials to the NAPLAN 2024 environment. Login details for the Training environment are sent to schools via the Term 1 NAPLAN email update.

Schools can use the Training environment to:

- give students and test administrators an opportunity to become familiar with the assessment platform, the online test functions and the types of questions prior to the March NAPLAN tests;
- allow staff to familiarise themselves with the online platform and logistics involved in managing an online assessment; and
- conduct a Practice test session with the maximum number of students that will sit the tests at any one time during NAPLAN, to mirror the expected peak load that the assessment platform will experience during the March tests. This will help identify issues that need to be addressed to avoid unexpected device or connectivity issues on the first day of testing.

The Training environment contains only mock student data. Live student data should not be used in the Training environment.

'Expected peak load' is the biggest cohort of simultaneous tests that each school intends to run during the NAPLAN test window.

15.5.1. Tests

In the Training environment, schools can select from 3 Practice tests for each NAPLAN year group:

1. Omnibus Practice (a 50-minute test containing Reading, Conventions of language and Numeracy questions)
2. Practice Writing – narrative (42 minutes)
3. Practice Writing – persuasive (42 minutes)

16. SCHEDULING TEST SESSIONS

16.1. Test window and test order

The test window for NAPLAN is Wednesday, 13 March – Monday, 25 March 2024. The test security period runs until Thursday, 28 March 2024.

The NAPLAN coordinator must organise a schedule to allow all students to complete the NAPLAN tests during the test window. The school community must be aware of the school's planned testing schedule and opportunities for catch-up sessions in advance of the test window.

See section 8.5 *Test sequence by domain* and section 8.6 *Scheduling* in Part A of this handbook.

Schools must schedule the tests in the following order:

1. writing
2. reading
3. conventions of language
4. numeracy.

16.2. Scheduling the writing test

All Year 3 students sit the writing test on day 1. It is recommended Year 3 writing tests be completed by all classes at the same time in the morning. All Year 3 catch-up sessions must be completed by Monday, 18 March.

All Years 5, 7 and 9 students sit the writing test on day 1, with day 2 only used where there are technical/logistical limitations.

If for any reason schools cannot schedule all students' writing tests during the allocated two days, the TAA must be notified and approval sought to conduct the test outside the allocated days. Students must complete it as soon as possible. The writing test **must be prioritised** when rescheduling tests, and when holding catch-up test sessions.

16.3. Duration of tests

Writing	Reading	Conventions of language	Numeracy
Year 3: 40 min (paper)	Year 3: 45 min	Year 3: 45 min	Year 3: 45 min
Year 5: 42 min	Year 5: 50 min	Year 5: 45 min	Year 5: 50 min
Year 7: 42 min	Year 7: 65 min	Year 7: 45 min	Year 7: 65 min
Year 9: 42 min	Year 9: 65 min	Year 9: 45 min	Year 9: 65 min

Please note that an additional two minutes has been provided for the online writing test, compared to the paper writing test, to allow students equitable access to the writing prompt. For the paper test, students read/listen to the prompt before the test time starts. For the online test, the timer starts when the prompt is shown.

16.4. Test session schedule

When creating the school's test schedule, the principal and NAPLAN coordinator should consider the following:

- the number of classes and/or student groups to be tested
- room availability
- the time slots available
- the number of devices, and how the battery/charge will last in each device and the availability of recharging options between proposed test sessions
- extra time or rest break DACs that may be applied to students with disability. Schools should allow the necessary time and consider whether separate test sessions for students with extra time will need to be conducted so that these students are not disrupted by other students finishing
- the required minimum break time of 20 minutes between different test sessions for the same group of students
- multiple daily sessions including afternoon tests are permitted so that testing can be completed expediently.

The school's NAPLAN assessment timetable should be kept current.

16.5. Scheduling issues

If the NAPLAN coordinator has exhausted all options for scheduling in the test window and is unable to follow the parameters outlined above, they should contact the NAPLAN helpdesk as soon as possible for advice.

Sequence and dates can only be varied in situations that are of a serious order and which are outside the school or school system's control. Approval to vary the test sequence or dates must be sought from the TAA.

16.6. Catch-up tests

Catch-up tests for all online tests, including the Years 5, 7 and 9 writing tests, are available for students who were absent for a scheduled test. Catch-up tests must be sat during the online test window and the schools' planned test schedule.

NOTE: Year 3 writing catch up tests (paper) must be completed by Monday, 18 March.

Individual students should follow the test sequence where possible but can sit catch-up tests out of order if this is necessary.

A test session can be run as a catch-up session, with students sitting different domains and/or year levels simultaneously. If this is the case, the correct test administration scripts must be read.

16.7. Rescheduling a test session due to test disruptions

Tests can be rescheduled when students' or classes' tests cannot be started or completed due to test disruptions or technical issues.

The principal or NAPLAN coordinator must reschedule individuals and classes in the online test window when a student or class cannot complete or commence a test due to test disruptions. See section 8.7 in Part A of this handbook.

Principals must make administrative arrangements for rescheduling.

In general, rescheduled test sessions for classes should be held as soon as possible without impacting on the existing test schedule. Rescheduled classes must follow the test sequence of writing, reading, conventions of language then numeracy.

If a student was postponed due to test disruptions, and absent for any rescheduled sessions, the NAPLAN coordinator must contact the TAA to request a sanctioned abandonment for this student. If the TAA grants a sanctioned abandonment, the NAPLAN coordinator must update the student's participation status to 'abandon (sanctioned)'.

17. TEST ADMINISTRATORS

In the context of assessment delivery, a test administrator is an authorised user who administers a test and supervises a group of students within a test session. Test administration logins are not assigned to a specific person and can be used by any authorised staff member who will be administering a test session.

- The test administrator is responsible for:
- using the TA session login slip (created by the NAPLAN coordinator in the 'Delivering' dashboard) to log into the test administrator dashboard, creating a Test session code and writing it on the board
- providing students with their student session slip containing the student code
- starting and finalising a test session
- as required, performing various functions relating to student test attempt/s on the test administrator's dashboard during a test session
- managing test session disruptions
- managing student test attempt submissions or referring paused test attempts to the NAPLAN coordinator, as required.

17.1. Preparing test administrators

In the weeks before the test, the NAPLAN coordinator should meet with test administrators to:

- provide access to the NAPLAN Training environment and Public demonstration site to ensure they know how to use the test administrator's dashboard and NAP test player
- determine where the test sessions will be held
- determine the duration and organisation of breaks between test sessions
- discuss the organisational procedures required during the tests, including procedures for students bringing their own device (BYOD), if this is allowed
- review procedures for emergencies and problem situations, including how to seek technical assistance if needed
- review procedures for ensuring the tests of students with DAC codes are managed correctly, including what to do for students who require rest breaks
- review procedures where a student has entered a test and realises they don't have a code, or has been assigned an incorrect code
- explain the organisational arrangements for non-participating students
- establish procedures, such as training and preparation, in the event that the test is to be administered by a casual or relief teacher
- confirm that devices have passed device checks and arrangements for ensuring the devices are in the room on the day
- ensure that they are familiar with all the test administration instructions and procedures.

18. STUDENT PARTICIPATION

Student details, which include the test participation status, are required to facilitate the smooth administration of the tests and enable reliable analyses of student results. Confirmed data is also used for individual student reports.

All schools are required to check student details in the platform, following SCSA's transfer of student data from SIRS to the platform. The NAPLAN coordinator will need to continue to check and amend student details, participation statuses and disability adjustment codes (if allocated) in the NAPLAN platform until after the testing is complete and before moving to the 'Results' dashboard.

The NAPLAN coordinator will add exemptions, withdrawals and disability adjustments to the platform. Where exemptions, withdrawals and adjustments are not approved, the status will be removed.

Principals should ensure exemption forms are submitted by Friday, 1 March, and withdrawal forms before Wednesday, 6 March. Applications for disability adjustments should be submitted by Friday, 1 March.

See section 5 in Part A of this handbook, *Student participation cohorts*.

18.1. Student information

You will need to verify:

- student name
- year level
- student background data.

Student information held in the platform can be edited in the 'Preparing' dashboard via the Manage Students tile and selecting the Manage student information page.

Information on adding and managing student information is below. Contact the NAPLAN helpdesk by emailing naplan@scsa.wa.edu.au or phoning 9442 9442 for further assistance in managing student registration.

Relevant videos: *Principal and NAPLAN Coordinator – Create Student; Manage Student Information; Operational Reports*

18.1.1. Adding new students – visiting students

It may be necessary to create student accounts for hosted or newly enrolled students. For instructions on how to do this please refer to the Principal and NAPLAN coordinator guide, located at <https://www.assessform.edu.au/resources>

Under certain conditions, students may sit the tests at a school other than their own (i.e. a host school). This should only happen where the student's home school is also delivering online NAPLAN tests. Principals should contact the NAPLAN helpdesk for advice. Students may sit the tests at a host school if they are attending a cultural or sporting event at the host school, are on holiday, or are home-educated.

Host principals are responsible for ensuring that visiting students are familiar with the platform prior to taking the tests. Familiarisation can occur through the NAPLAN Public demonstration site.

Schools hosting visiting students are advised to keep a separate record of the names and details of these students for verification purposes and to assist with reporting queries.

Visiting students can be added to the platform in the same manner as new students.

Contact naplan@scsa.wa.edu.au or the NAPLAN helpdesk on 9442 9442 to arrange for the visiting student's completed test attempts to be transferred to their home school.

See section 5.8 in Part A of this handbook.

Relevant video: *Principal and NAPLAN coordinator – Create student*

18.1.2. Managing student participation status before test day

The platform allows a participation status to be set by the principal or NAPLAN coordinator for each student enrolled in the online testing event. Participation statuses are crucial for the correct handling of enrolled students.

Certain participation statuses can be set for a student before test sessions commence (see below). Other participation statuses are only appropriate for use during a test session, or after a test session or test window has closed and must not be used earlier in the test delivery process (see section 19.5.1 below, *Managing student participation status during and after the test window*).

The default status for a student enrolled in a school/class sitting an online testing event is:

- participating/open.

The following statuses can be selected for each student before a test session commences:

- exempt
- no longer enrolled
- withdrawn
- alternative format.

Relevant video: *Principal and NAPLAN coordinator – Bulk manage student participation and disability adjustments*

18.1.3. Removing students no longer enrolled

For students no longer enrolled at the school, the NAPLAN coordinator should ensure that the students' participation status is updated to 'no longer enrolled' for all test domains. This should be done prior to scheduling tests so that the data used for scheduling tests is as accurate as possible.

18.1.4. Excluded and suspended students

Students who are excluded or suspended from school during the test window are to be marked absent.

18.2. Repeating and accelerated students

Students repeating Year 3, 5, 7 or 9 must sit the tests with their current cohort. Students accelerated through a year level only sit NAPLAN if they are currently enrolled in Year 3, 5, 7 or 9.

19. DELIVERING THE TESTS

Once initial preparation is complete, the principal and NAPLAN coordinator will move on to the 'Delivering' dashboard for the tasks required to administer the NAPLAN tests.

The platform will not allow a user to progress to the 'Delivering' dashboard until all items on the 'Preparing' dashboard have been checked and the checklist marked as complete.

When the checklist on the 'Preparing' dashboard is completed, a *Checklist confirmation* popup is generated. While a NAPLAN coordinator has the ability to complete the checklist and submit the checklist confirmation, it is ultimately the responsibility of the principal to certify the information on the confirmation screen.

19.1. Delivering dashboard

The 'Delivering' dashboard displays tasks that are completed before, during and after the tests. These tasks are required to deliver and close the tests. The checklist on this dashboard details these tasks. The platform will not allow a user to progress to the 'Results' dashboard until all test attempts have been finalised and all items on the checklist have been checked and the checklist marked as complete.

While a NAPLAN coordinator has the ability to complete the checklist and submit the checklist confirmation screen, it is ultimately the responsibility of the principal to certify the information on the confirmation screen.

19.2. Creating test administrator session logins

Using the test schedule, the NAPLAN coordinator must create a TA session login slip for each test session required. These TA session login slips contain a username (a code generated by the platform) and a password.

Once the NAPLAN coordinator creates a test session, the TA session login slip can be printed. This slip is to be given to the test administrator as part of their test administrator pack.

TA session login slips are not assigned to a specific person and can be used by any authorised staff member who will be administering that particular test session. If a principal or NAPLAN coordinator is administering a test session, they will need to log out of their own account in the platform and use a TA session login slip to open the test administrator's dashboard.

A list of required materials specific to each domain is provided in the NAPLAN test administration handbook for teachers.

Relevant video: *Principal and NAPLAN coordinator – Test session preparation*

19.3. Test administrator pack

For all test sessions, test administrators will require:

- a device for their own use in administering the test session
- confirmation of which internet connection the test session will be using and instructions on how to connect the devices (i.e. password)
- the TA session login slip for the test session they will be administering (this has the username and password to access the session)
- student session slips for all students participating in the test session, containing the unique, one-time student code that each student needs in order to access a particular test
- a list of students allocated to the test session, including details of which students, if any, have been allocated disability adjustments. The list can be obtained from school records, or from the 'Preparing' dashboard, via the *Reports* tile and selecting *Participating student*.
- information on how many and which students are expected to bring their own device
- contact details for the school's IT support and the NAPLAN coordinator
- the relevant Test administration handbook for teachers
- any relevant supplementary instructions provided, e.g. pencils and working out paper.

The required documents should be printed out and packaged for test administrators by the NAPLAN coordinator.

Relevant videos: *Principal and NAPLAN coordinator – Operational reports* and *Principal and NAPLAN coordinator – Bulk add class groups*

19.4. Preparing test rooms

During the tests, students should be seated so they are not able to read work on other students' screens. If students take the tests in their classroom, the test administrator must be present at all times. If students are seated with a larger group (e.g. in a hall), the student – test administrator ratio must be comparable to that of a regular classroom. Any wall materials or posters should also be removed or covered up.

Students will also need enough desk space to use working-out/planning paper for the numeracy and writing tests.

19.5. Test supervision - responsibilities of test administrators

Test administrators are responsible for monitoring the test sessions according to the specific scripts set out in the relevant Test administration handbook for teachers, and according to the instructions in this section.

In delivering the test, the test administrator should encourage student participation and engagement in the tests, and actively supervise student conduct during the tests.

It is the test administrator's responsibility to ensure that students who require rest breaks are granted them, and that their test timer is stopped during the break. This is done by pausing the student's test attempt, then resuming it when the rest break is complete.

The test administrator should notify the NAPLAN coordinator immediately they become aware of a student who has entered a test and requires a DAC but does not have the code applied to their test, or a student who has been assigned an incorrect code.

For each test session, the test administrator must inform the NAPLAN coordinator as soon as possible after a test session of any:

- absent students
- students who refuse to log in or who logged in but did not attempt to complete the test
- students who abandon the test due to illness or injury
- test disruptions or incidents, including paused test attempts
- errors in the spelling of student names.

The test administrator is crucially important for the ultimate validity and fairness of the tests. There are limits to a test administrator's authority within the platform. The effective delivery of online assessments requires close cooperation between the test administrator and the NAPLAN coordinator.

Where test disruptions or incidents are major and cannot be solved by the test administrator, the test administrator must pause the test session for all students and seek advice from the NAPLAN coordinator.

For a full list of test administrator responsibilities, refer to the *NAPLAN test administration handbook for teachers*.

19.5.1. Managing student participation status during and after the test window

Only the principal and NAPLAN coordinator may enter or change the following participation statuses for students:

- Postponed: this status allows a student to resume/continue test
- Abandon [sanctioned]: this status is for a student who abandons a test due to injury or illness, or a disruption, and cannot complete the test in a rescheduled test session
- Refused to attempt: this status is for a student who was present but did not log in to the test.
- Absent: this status should only be applied after opportunities for rescheduled and catch-up sessions have expired and the test window has closed. It blocks a student's access to a test.

The test administrator does not have authority to change participation statuses for students. Student participation should not be changed during a test session.

NOTE: In situations where a participation status must be changed before the finalisation of a test session (e.g. where a student has been paused and did not complete their test attempt), the NAPLAN coordinator, not the test administrator, is responsible for finalising the test session. The NAPLAN coordinator will move the paused student's test attempt to 'postponed'.

The test administrator must alert the NAPLAN coordinator of any participation statuses that need to be changed after a test session. The NAPLAN coordinator must seek permission from the TAA to grant a sanctioned abandonment, before changing the student's participation status to 'abandoned (sanctioned)'.

The NAPLAN coordinator should change any student's participation status as necessary and finalise the test session as soon as possible. The NAPLAN coordinator should not finalise the test session unless they are certain all student participation statuses are correct. However, if the test is finalised incorrectly, the NAPLAN coordinator should contact the NAPLAN helpdesk for advice.

Student falls ill during a test

Where a student falls ill during a test and cannot continue their test attempt, the test administrator must pause the student's test and notify the NAPLAN coordinator. The NAPLAN coordinator must change the student's participation status to 'Postponed' so the test can be finalised. The student's test attempt may be rescheduled. If the student cannot complete the test in a rescheduled session within the testing window, the NAPLAN coordinator must contact the TAA to request a sanctioned abandonment for this student.

If the TAA grants a sanctioned abandonment, the NAPLAN coordinator must update the student's participation status to 'Abandon (sanctioned)'. Refer to section 5.5 in Part A of this handbook relating to *Sanctioned abandonment*.

If the TAA does not receive a request for a sanctioned abandonment, that student will be considered assessed on the basis of what they have completed.

Disruptive student behaviour

Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately or be deemed to have finished the test.

If the student is deemed to have finished the test, the test administrator should manually 'Finish' the student's test attempt and submit it prior to finalising the test session.

If a student has not logged in, the NAPLAN coordinator should be notified. The NAPLAN coordinator should select the correct participation status, 'Refused to attempt', for the student.

Absent students

Schools are encouraged to provide catch-up sessions for students who are absent from their scheduled test session. The NAPLAN coordinator should not set a student's participation status to 'Absent' until after the test window, when there are no further opportunities for catch-up sessions, as the 'Absent' status blocks the student's access to that test.

If a student is absent from a test session, the test administrator will inform the NAPLAN coordinator of the student's absence. The test administrator will also return the student's session slip to the NAPLAN coordinator. The student may sit the test in an alternative session. Their existing student code (found on their student session slip) is used for this new test session.

Catch-ups are only available for students when they return within the school's planned test schedule. The test schedule must be available to the school community prior to testing.

If a student was absent for any catch-up session, that student can be considered absent and the NAPLAN coordinator should change the student test attempt to 'Absent'.

19.5.2. Dealing with test disruptions

The national protocols relevant to dealing with test disruptions are provided in section 8.11 in Part A of this handbook. The test administrator is responsible for dealing with test disruptions as they arise within the test session. However, there may be occasions where the NAPLAN coordinator is required to take steps within the platform in response to a test disruption or needs to escalate an issue to the NAPLAN helpdesk. If there are issues with test rescheduling, contact the NAPLAN helpdesk.

The test administrator must inform the NAPLAN coordinator of the details of any test disruption as well as provide the details of the disruption within the platform, e.g. when a test administrator pauses a test, they are required to provide the reason for doing so (by selecting from a drop-down list) and record any further information or context in a free text field which is presented to them.

Test disruptions

A test disruption is an unexpected disturbance which interrupts a test and may impact one or more students. Technical issues, fire alarms and evacuations are the most common disruptions that lead to students' tests being interrupted.

In the event of a test disruption, the test administrator can pause the test session for all students. When the test session is paused, the timer on all students' tests will stop. Clicking 'Pause session' will stop the timer for all students. Clicking 'Pause student' will stop the timer for selected students.

Once the disruption is resolved, the test administrator can resume the test or test session. Students will restart their test at the same point and with the same amount of remaining time that they had when the session was paused.

If the test administrator was unable to pause the test session, they should note the time left when the session was disrupted and then add this amount of time to affected students' timers when they complete their test attempts.

Contact the NAPLAN helpdesk immediately for advice on any additional appropriate action to take to ensure that any potential impact on students' results is minimised.

If the issue is not able to be resolved in the session, the student(s) may be rescheduled and resume their test attempt in another session. For this to happen, the test administrator must not finalise the test session. If possible, the test administrator should pause the test session for all affected students. The affected students' test attempt statuses must be changed to 'Postponed' by the NAPLAN coordinator and the students should complete the test in another test session.

Schools must follow sections 8.6 and 8.7 in Part A of this handbook relating to *Scheduling and Rescheduling*.

For students to complete a postponed test attempt, the test administrator uses a new TA session login slip to login to a new test session. After logging in, a test session code will be generated for this new session. Students will use this new test session code with their original student session slip to login in and resume their test.

If a student was postponed due to test disruptions, and absent for any rescheduled sessions, the NAPLAN coordinator must contact the NAPLAN helpdesk to request a sanctioned abandonment for this student.

NOTE: the only way a postponed test attempt can be moved to 'Finished' and submitted is through a test session. A new test session must be started, postponed test attempts need to be added to the new test session, the test attempts finished, and the test session finalised.

Technical issues

Technical issues may disrupt tests. As technical disruptions do not stop the test timer, it is essential that the test administrator pause the affected student's test attempt, resolve the issue if possible and then resume the testing for that student. If the student's test attempt could not be paused, the test administrator must take note of the time lost and, if necessary, add this time to the student's test attempt.

If a student's or a class's test session could not be started or resumed within a reasonable amount of time due to a technical issue or disruption, the test session may be rescheduled.

Where technical issues are likely to impact the school's ability to successfully complete the tests within the NAPLAN test window, principals must contact the NAPLAN helpdesk as soon as possible for advice on appropriate actions.

Relevant video: *Principal and NAPLAN coordinator – Manage test sessions.*

20. AFTER ALL TEST SESSIONS ARE COMPLETED

20.1. All online tests

Once a school has completed all its planned online test sessions and all student test attempts have been 'Finished', the NAPLAN coordinator should ensure that all student participation statuses are updated and correct. See section 5 in Part A of this Handbook relating to *Student participation cohorts*.

If any are incorrect, the NAPLAN coordinator should contact the NAPLAN helpdesk.

TA session login slips and any unused test session codes, as well as all working-out paper used during the tests, should be returned to the NAPLAN coordinator. The NAPLAN coordinator should secure these materials and securely destroy them only when the school has moved to the 'Results' dashboard.

When the checklist in the 'Delivering' dashboard is completed, a *Checklist confirmation* popup is generated. While a NAPLAN coordinator has the ability to complete the checklist and the checklist confirmation screen, it is ultimately the responsibility of the principal to certify the information on the confirmation screen.

Once the checklist in the platform is marked as complete, the platform will move from the 'Delivering' to the 'Results' dashboard. Schools cannot go back to the 'Delivering' dashboard once on the 'Results' dashboard.

20.2. Year 3 writing test only

The participation statuses students who sat the Year 3 paper writing test should also be checked and updated correctly.

Once all absent, withdrawn, exempted, refused to attempt, and abandon (sanctioned) statuses are marked correctly for the writing test, NAPLAN coordinators should then mark the status of all remaining students who completed the test as 'Alternative format' (AF).

As the Year 3 paper writing tests, including catch-up testing, must be completed by **Monday, 18 March**, the Year 3 students' writing test participation statuses, including the 'Absent' status can be updated on or after that date. NAPLAN coordinators do not need to wait until the end of the online test window (Monday, 25 March), as they should for the online tests.

This change to AF of the Year 3 writing participation can be made in bulk, but only after all other statuses are checked and correct. Failure to mark completed Year 3 writing tests as 'Alternative format' will prevent the school moving to the 'Results' dashboard.

Relevant video: *Principal and NAPLAN coordinator – Bulk manage student participation and disability adjustments*

20.3. Return of test material

Year 3 writing books should be despatched as soon as possible after Wednesday, 13 March and no later than Monday, 18 March.

The books should be returned in accordance with packing and labelling instructions sent to schools in the box containing the test materials.

NAPLAN coordinators are required to go to the Fujifilm WA NAPLAN registration website at wanaplan.serviceportal.net.au/sc to indicate the number of boxes and their consignment note numbers, and indicate that the boxes are ready for collection.

20.3.1. Alternative format tests

Instructions for the return of alternative format test materials will be provided to schools with the materials. Instructions can also be found in Part D of this handbook, NAPLAN schedule of tasks.

Ensure that processes for management of braille test materials have been discussed with the TAA and actioned accordingly.

21. RESULTS

The 'Results' dashboard displays tasks that allow the delivery of the *Student and school summary report* (SSSR) and operational reports for NAPLAN.

The SSSR provides NAPLAN achievement information by school, class and student for all tests. This report will not be available for students who complete paper-based NAPLAN tests.

The SSSRs will be available for schools to access via the 'Results' dashboard on the *Reports* tile in June-July 2024.

For further information about the contents of the operational reports, refer to the ESA user guide *Principal and NAPLAN Coordinator guide* at assessform.edu.au.

The reports will not be available in the platform when it closes in September.

PART C: PLATFORM QUICK START GUIDE

Principal registration in the assessment platform

You will need:


- registration email (received from notifications@assessform.edu.au)
 - school PIN (provided with pre-test materials)
 - NAP secure login card (provided with pre-test materials).
-
- Click on the self-register link in the email you receive from notifications@assessform.edu.au
 - When prompted, set your password and enter the school PIN.
 - Once registered, invite NAPLAN coordinator/s and School technical support officer (if necessary)
 - Invited users will receive an email to self-register and NAPLAN coordinators must be given a secure login card and the school PIN.

After registration

To login to the platform as a principal or NAPLAN Coordinator:

1. Go to www.assessform.edu.au
2. Select NAPLAN 2024
3. Your username is your registered email address.
4. Enter the coordinates from the NAP secure login card used to register.

On the **Preparing** dashboard, complete the Checklist. This allows you to move to the **Delivering** phase.



The screenshot shows a 'Checklist' window with the following items:

- Handbook for Principals and Test Administration Handbook have been received and distributed
- Parent information packs have been distributed
- School technical readiness checks have been completed and delivery mode approved – online, low bandwidth school server, offline, paper.
- NAPLAN Coordinators are identified, trained and set up within the assessment platform.
- Need for withdrawal and exemption requests have been reviewed, if required request form completed and submitted to the TAA.
- Need for disability adjustment requests have been reviewed, if required request form completed and submitted to the TAA.
- Need for alternative format test material has been reviewed, if required request form completed and submitted to the TAA.
- Test administration staff are identified and trained within the assessment platform.
- Participating students' information within the ADS is complete and up-to-date.
- School and student device checks have been completed
- Initial test session timetable has been completed and distributed to staff

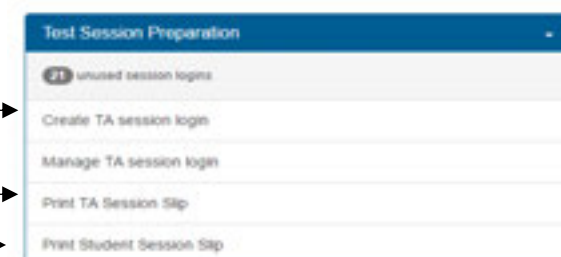
Annotations:

- Arrow pointing to the second item: Tick if parent/carer information brochures distributed
- Arrow pointing to the fifth, sixth, and seventh items: Tick if task is in progress
- Arrow pointing to the eighth item: Tick if student data is correct on the platform
- Arrow pointing to the 'Complete' button: After checklist is confirmed and you have moved to **Delivering**, you can return to **Preparing** at any time

Once on the **Delivering** dashboard, you can start preparing the Test administration packs.

Each pack must include:

- The Test administration handbook for teachers
- One TA session slip
- Student session slips
- A list of participating students



The screenshot shows the 'Test Session Preparation' window with the following options:

- 21 unused session logs
- Create TA session login
- Manage TA session login
- Print TA Session Slip
- Print Student Session Slip

Arrows from the list on the left point to the 'Print TA Session Slip' and 'Print Student Session Slip' options.

PART D: NAPLAN SCHEDULE OF TASKS

Test preparation	Key dates
<p>Writing marking applications</p> <p>Principals advise staff that NAPLAN writing marker applications are completed online on the School Curriculum and Standards Authority website.</p> <p>Go to https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan/markers for more information and a link to the application form.</p>	<p>Fri Nov 17 to Mon 29 Jan</p>
<p>Informing staff</p> <p>Principals nominate NAPLAN coordinators and test administration staff and inform all staff of the NAPLAN testing period to discuss preparation and implementation.</p>	<p>From Mon 29 Jan</p>
<p>Update school contact details in SIRS</p> <p>Update the principal and NAPLAN contacts in SIRS, using the 'Providers: Provider Search/Provider Members' tab.</p> <p>Provide principal and NAPLAN contacts names and email addresses. These are required for registration within the NAPLAN platform. The wrong details here will delay access to the platform.</p> <p>For assistance:</p> <ul style="list-style-type: none"> - Section 2 of the Data Procedures Manual at https://www.scsa.wa.edu.au/publications - Phone: Cristina Caruso, SIRS Coordinator on 9263 6317 - Email: cristina.caruso@scsa.wa.edu.au 	<p>Mon 29 Jan to Wed 31 Jan</p>
<p>Pre-test mailout is delivered to schools</p> <p>Pre-test packages will be delivered to schools by Team Global Express (TGE) courier and must be signed for. Packages contain:</p> <ul style="list-style-type: none"> - cover letter for the principal - NAPLAN handbook for principal and NAPLAN coordinators - SCSA letter with school PIN for the NAPLAN 2024 environment - 5 x secure login cards - NAPLAN Information for parents and carers 2024 brochures - Test administration handbooks for teachers <p>On receipt of materials, the principal should read the <i>NAPLAN Handbook for principals and NAPLAN coordinators 2024</i> which outlines protocols, responsibilities and procedures.</p> <p>If the pre-test package has not been delivered by Friday, 2 February, contact:</p> <p>Fujifilm DMS help desk: 1300 990 265 or naplan.wa.qd@fujifilm.com</p> <p>NAPLAN helpdesk: 9442 9442 or naplan@scsa.wa.edu.au</p>	<p>Mon 29 Jan to Fri 2 Feb</p>
<p>Applications for Special Print test materials: no later than Tuesday 6 February</p> <p>See section 6 of the NAPLAN handbook for principals and NAPLAN coordinators. Alternative test formats are available for students with disabilities who regularly use alternative formats in the classroom and for whom platform adjustments are not sufficient to access the tests.</p> <p>To ascertain whether the adjustments are sufficient for a student, schools are encouraged to provide an opportunity for them to access a test via the Public Demonstration site or the NAPLAN online Training environment, with the relevant platform adjustments applied.</p> <p>Should the platform adjustments not be sufficient and the student is unable to access the tests, you may make a late application for an alternative format test for the student. Applications for alternative format tests for the Year 3 writing test may also be made. Applications are sent to the NAPLAN helpdesk at naplan@scsa.wa.edu.au and should be made as a matter of urgency with the details of the student/s and test format/s provided.</p>	<p>no later than Tues 6 Feb</p>

<p>Register students in SIRS</p> <p>Upload Student Registration and Demographic information (via SRGDG file) for all students in Years 3, 5, 7 and 9.</p> <p>For assistance:</p> <ul style="list-style-type: none"> - Section 4 of the Data Procedures Manual or Section 3 of the Primary Student Registration Procedures Manual at: https://www.scsa.wa.edu.au/publications - Email: dataservices@scsa.wa.edu.au - Phone: Data Services on 9273 6352 	<p>Wed 31 Jan to Thurs 8 Feb</p>
<p>Complete SCSA training modules</p> <p>Principals, NAPLAN coordinators, test administrators, and school technical support officers complete training modules.</p> <p>See NAPLAN email update for login details.</p>	<p>From Mon 29 Jan</p>
<p>Identify and rectify potential technical issues</p> <p>Set up Practice test sessions in the Training environment https://www.assessform.edu.au/ to:</p> <ul style="list-style-type: none"> - test expected maximum load on school network - give students opportunity for familiarisation with platform and tests - provide NAPLAN coordinators and test administrators with practice in using the test administrator dashboard. <p>See NAPLAN email update for login details.</p>	<p>Mon 29 Jan to Fri 1 Mar</p>
<p>Prepare Practice test session packs in the Training environment</p> <p>In the Training environment's 'Delivering' dashboard, prepare test administrator packs for Practice test sessions, containing:</p> <ul style="list-style-type: none"> - the test administration session login slip - student login slips - a list of students expected to attend the session, with DAC codes (if any) noted. <p>NOTE: live student data cannot be used.</p>	<p>Mon 29 Jan to Fri 1 Mar</p>
<p>Informing parents/carers</p> <p>Inform parents/carers about NAPLAN participation.</p> <p>Distribute NAPLAN <i>Information for parents and carers</i> 2024 brochures to parents/carers, received with the pre-test materials.</p> <p>Soft copies of the brochure are available on the SCSA website at https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan</p>	<p>from Mon 5 Feb</p>
<p>Handbooks</p> <p>Distribute handbooks to relevant staff:</p> <ul style="list-style-type: none"> - <i>NAPLAN handbook for principals and NAPLAN coordinators</i> - <i>Test administration handbooks for teachers</i> <p>Soft copies of all handbooks are available on the SCSA website at https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan</p>	<p>from Mon 5 Feb</p>

<p>Adjustments for disability requiring TAA approval are due by Friday, 1 March</p> <p>See section 6 of the <i>NAPLAN handbook for principals and NAPLAN coordinators</i>, noting that adjustments applied to NAPLAN tests must be documented at the school in students' Individual Learning Plans and be used on a regular basis in classroom assessments.</p> <p>Identify students who qualify for adjustments for disability and liaise with their parents/carers.</p> <p>Adjustments requiring TAA approval</p> <p>These are: <i>Year 3 computer for writing; Writing test scribe; Unsecured browser; Extra double total test time</i>. To seek approval to apply these adjustments, please email SCSA at naplan@scsa.wa.edu.au with details of the student/s and the adjustment/s required.</p> <p>Adjustments NOT requiring TAA approval</p> <p>These are: <i>rest breaks, extra time (one minute for every 6, 3, or 2 minutes of test time), alternative items, colour themes and support person</i>. No notification to SCSA is required, but records are to be kept for auditing purposes.</p> <p>School staff should enter the adjustment(s) in the <i>Preparing</i> dashboard under 'Manage student participation and disability adjustments' when student data is available in the platform on Monday, March 4.</p> <p>If an adjustment requiring TAA approval is entered into the platform without contacting SCSA, the adjustment will be removed from the platform.</p>	<p style="text-align: center;">by Fri 1 Mar</p>
<p>Exemption applications due by Friday, 1 March</p> <p>See section 5.2 of the <i>NAPLAN handbook for principals and NAPLAN coordinators</i>. Identify students who qualify for exemption and liaise with their parents/carers. Parent/carer consent is required for exemption.</p> <p>Applications for exemption can be made online at https://webforms.scsa.wa.edu.au/Forms/Exemption-Application/</p> <p>The form is also available from https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan under the heading 'Forms'.</p> <p>Once submitted, a copy of the application will be automatically forwarded to SCSA, the principal, the parent/carer, the school sector (AISWA, CEWA or DoE SSEN-D) and the NAPLAN coordinator (if submitted by them).</p> <p>Schools will be contacted by their sector if there is a query with the form, otherwise schools should assume the exemption is approved.</p> <p>School staff should enter the exempted student's participation status as 'Exempted' in the 'Preparing' dashboard under 'Manage student participation and disability adjustments'.</p> <p>If the exemption is not approved, SCSA will remove it from the platform.</p>	<p style="text-align: center;">by Fri 1 Mar</p>
<p>Withdrawal forms due by Wednesday, 6 March</p> <p>See section 5.3 of the <i>NAPLAN handbook for principals and NAPLAN coordinators</i>. Student withdrawal must be initiated by the parent/carer.</p> <p>Applications for withdrawal can be made online at https://webforms.scsa.wa.edu.au/Forms/Withdrawal-Application/</p> <p>The form is also available from https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan under the heading 'Forms'.</p> <p>Once submitted by the school, a copy of the application will be automatically forwarded to SCSA, the principal, the parent/carer, and the NAPLAN coordinator (if submitted by them).</p> <p>School staff should enter the withdrawn student's participation status as 'Withdrawn' in the 'Preparing' dashboard under 'Manage student participation and disability adjustments'.</p> <p>If the withdrawal is not approved, or a form is not received, SCSA will remove it from the platform.</p>	<p style="text-align: center;">by Wed 6 Mar</p>

<p>Familiarise students with the online national assessment platform</p> <ul style="list-style-type: none"> - Provide opportunity for students to use the Public Demonstration Site at https://www.nap.edu.au/naplan/public-demonstration-site <p>AND/OR</p> <ul style="list-style-type: none"> - Administer a practice NAPLAN test using the Training environment 	<p>Wed 7 Feb to Tues 12 Mar</p>
<p>Platform registration invitations sent to principals</p> <p>Principal only: check email for Invitation to self-register in the assessment platform. The email is from notifications@assessform.edu.au</p> <p>If the self-registration email has not been received by Wednesday, 21 February, contact the NAPLAN Helpdesk on 9442 9442.</p> <p>Invitations will be sent to the principal's email address that was listed in SIRS on Wednesday, 31 January.</p> <p>NOTE: student data will not be available in the platform until Monday, 4 March.</p>	<p>Mon 19 Feb to Wed 21 Feb</p>
<p>Platform registration</p> <p>Principals register in the platform and invite NAPLAN coordinators, then NAPLAN coordinators register in platform.</p> <p>NOTE: logins for the NAPLAN 2024 environment differ to the Training environment logins. The training environment logins will not work in the NAPLAN 2024 environment.</p>	<p>Mon 19 Feb to Fri 1 Mar</p>
<p>Check mail for arrival of Special Print test papers</p> <p>Special print test papers will be dispatched on Wednesday, 28 February from SCSA by registered mail (Australia Post) to those schools requiring them.</p> <p>If the special print papers have not been received by Friday, 8 March, contact:</p> <p>NAPLAN helpdesk: 9442 9442 or naplan@scsa.wa.edu.au</p>	<p>Wed 28 Feb to Fri 8 Mar</p>
<p>Public holiday</p>	<p>Mon 4 Mar</p>
<p>Student data available in platform from Monday, 4 March</p> <p>The NAPLAN 2024 student data is available in the https://www.assessform.edu.au/ platform from Monday, 4 March for schools to:</p> <ul style="list-style-type: none"> - check student data - add new enrolments - create class groups - add/update participation status (withdrawals, exemptions) - add DACs where necessary - prepare test administrator test session packs <p>Withdrawals, exemptions and DACs that are not approved by SCSA or for which no form is received will be removed from the platform.</p>	<p>Mon 4 Mar to Tues 12 Mar</p>

<p>Test administrator preparation</p> <p>Refer to section 8.8, Preparation for test administration, of Part A of the <i>NAPLAN handbook for Principals and NAPLAN coordinators</i>.</p> <p>Brief all test administrators and support persons, ensuring you emphasise the following points:</p> <ul style="list-style-type: none"> - The <i>NAPLAN test administration handbook for teachers 2024</i> must be read carefully and followed exactly. - No assistance whatsoever, beyond that described in the <i>Test administration handbook</i>, can be given to students, including reminding them of work recently completed in class. - Photos or videos must not be taken in the test room. - Word lists, posters, displays, charts or other materials which may assist students to answer test questions and unfairly advantage them must be covered over or removed. - Incidents such as late arrival, illness, disruptions, refusal or abandonment must be recorded. - Rules for adjustments for students with disability must be followed. See section 6 in Part A of <i>NAPLAN handbook for Principals and NAPLAN coordinators</i>. <p>Distribute test administrator test session packs to test administrators.</p> <p>Advise test administrators of students who are exempt, withdrawn, visiting or need adjustments for disability.</p>	<p>Tues 5 Mar to Tues 12 Mar</p>
<p>NAPLAN online test window</p>	<p>Wed 13 Mar to Mon 25 Mar</p>
<p>NAPLAN security period</p>	<p>ends Thurs 28 Mar</p>

Test preparation: Year 3 writing	Key dates
<p>Year 3 student writing test books</p> <p>Year 3 writing test books have been printed and personalised with student and school details using information taken from the WA NAPLAN registration website in December 2023. This website is managed by FUJIFILM DMS.</p>	<p>January 2024</p>
<p>WA NAPLAN registration website</p> <p>The website is used by schools receiving paper test books to acknowledge receipt of the Year 3 writing test papers, to record details of test materials being returned, and to notify the Team Global Express (TGE) courier that completed test material is ready for collection.</p> <p>It is accessed via the Fujifilm DMS portal at https://wanaplan.serviceportal.net.au/sc/</p> <p>School accounts have been active since November 2023 when principals and NAPLAN coordinators checked last year's Year 2 student list in preparation for personalisation of the Year 3 writing test books.</p> <p>If you are a new principal at the school in 2024, please email the NAPLAN helpdesk naplan@scsa.wa.edu.au so an account can be set up for you.</p> <p>You will receive an account activation email from noreply@fujifilm.com. Please look in your junk/spam folder if you are expecting this email. The link to activate your account is live for 48 hours only.</p> <p>You will be the account holder and your username will be your email address. You will create your own password. The website requires multi-factor authentication, which will occur via the account holder's email.</p> <p>Once the new principal is an account holder, an account for a NAPLAN coordinator can be arranged, if necessary.</p> <p>Once logged in, click on the word 'REGISTRATION' immediately below the Fujifilm logo and your data will appear.</p> <p>More information will be supplied in NAPLAN email updates.</p> <p>For assistance in accessing your account, contact:</p> <p>Fujifilm DMS help desk: 1300 990 265 or naplan.wa.qd@fujifilm.com</p> <p>NAPLAN helpdesk: 9442 9442 or naplan@scsa.wa.edu.au</p>	<p>from Mon 29 Jan</p>
<p>Year 3 writing materials arrive in schools</p> <p>Year 3 writing materials will arrive on or before Thursday, 29 February. The materials are couriered to schools by Team Global Express (TGE) and will arrive during school hours.</p> <p>The box/es will be labelled 'IMPORTANT: FOR THE PRINCIPAL'.</p> <p>NOTE: a very small number of schools in remote areas will receive their test packages via Australia Post Express.</p> <p>Advise staff who are to take receipt of the test materials that they must sign for them legibly and notify the principal and NAPLAN coordinator immediately.</p> <p>The principal or NAPLAN coordinator must organise the secure storage of the test materials.</p> <p>If the materials have not been received by Thursday, 29 February, contact:</p> <p>Fujifilm DMS help desk: 1300 990 265 or naplan.wa.qd@fujifilm.com</p> <p>NAPLAN helpdesk: 9442 9442 or naplan@scsa.wa.edu.au</p>	<p>up to Thurs 29 Feb</p>

<p>Check Year 3 writing materials as soon as possible</p> <p>Retain packaging for return of completed test materials.</p> <p>Check contents of the package using the package label and by counting the number of books (spines) through the clear plastic window in the side of the tamper evident bag.</p> <p>DO NOT OPEN TAMPER-EVIDENT PACKS.</p> <p>Ensure that the materials received include:</p> <ul style="list-style-type: none"> - cover letter to principal - writing test books, personalised with student details on the front cover - a writing stimulus page for each student - extra test materials, including non-personalised (blank) test books - envelope containing instructions for returning test materials. <p>Store the test materials securely.</p>	<p style="text-align: center;">up to Thurs 29 Feb</p>
<p>Acknowledge receipt of Year 3 materials on the WA NAPLAN registration website</p> <p>Go to the WA NAPLAN registration website at https://wanaplan.serviceportal.net.au/sc/ on or before Thursday, 29 February to confirm receipt of materials and record the number of books and stimulus materials received.</p> <p>For assistance, contact</p> <p>Fujifilm DMS help desk: 1300 990 265 or naplan.wa.qd@fujifilm.com</p> <p>NAPLAN helpdesk: 9442 9442 or naplan@scsa.wa.edu.au</p>	<p style="text-align: center;">up to Thurs 29 Feb</p>
<p>Request additional materials</p> <p>If any test materials are missing, or there are insufficient materials, go to the WA NAPLAN registration website at https://wanaplan.serviceportal.net.au/sc/ and request additional materials by Thursday, 7 March.</p> <p>These will be couriered by TGE and must be signed for.</p> <p>If additional orders have not arrived at the school by Monday, 11 March, contact:</p> <p>Fujifilm DMS help desk: 1300 990 265 or naplan.wa.qd@fujifilm.com</p> <p>NAPLAN helpdesk: 9442 9442 or naplan@scsa.wa.edu.au</p>	<p style="text-align: center;">by Thurs 7 Mar</p> <p style="text-align: center;">by Mon Mar 11</p>
<p>Providing student details on the front cover of non-personalised test books</p> <p>For students who do not have a personalised book and will be using a non-personalised book for the test, a teacher should clearly write the student details on the front cover of the test book before the test day.</p> <ul style="list-style-type: none"> - Student's given and family name (in block capitals) - Western Australian Student Number (WASN) - Date of birth <p>Students should not write this information on their test books during the test session.</p>	<p style="text-align: center;">Before the test</p>

Test delivery	Key dates
<p>Classroom preparation</p> <p>Advise teachers to prepare classrooms for test conditions, including removal of charts and printed material.</p> <p>See sections 8.8 and 8.9 of Part A, and sections 17–19 of Part B, of the <i>NAPLAN handbook for Principals and NAPLAN coordinators</i>.</p>	<p>Tues 12 Mar to Mon 25 Mar</p>
<p>Test administrator packs</p> <p>Distribute the test administrator test session packs prior to each test session.</p>	<p>Wed 13 Mar to Mon 25 Mar</p>
<p>NAPLAN writing test window</p> <p>Year 3 writing</p> <p>Year 3 writing must be administered on the morning of Wednesday, 13 March.</p> <p>Years 5, 7 and 9 writing</p> <p>Administer the writing test on Day 1 (Wednesday, 13 March) and only use Day 2 (Thursday, 14 March) if there are technical or logistical issues that prevent testing on Day 1.</p> <p>All years: non-writing tests</p> <p>Writing is to be followed by reading, conventions of language, then numeracy in that order.</p>	<p>Wed 13 Mar to Thurs 14 Mar</p>
<p>Final day for Year 3 writing</p> <p>Final day for Year 3 writing catch-up tests and date for return of Year 3 writing test papers via courier is Monday, 18 March.</p>	<p>Mon 18 Mar</p>
<p>Years 5, 7 and 9 writing catch-up testing</p> <p>Years 5, 7 and 9 students who are absent for their scheduled writing test may complete a catch-up writing test when they return to school within the test window. The catch-up writing test must occur as soon as possible after the student returns to school, and must take priority over catch-up tests for other domains.</p>	<p>by Mon 25 Mar</p>
<p>Adjustments for students with an injury or temporary disability</p> <p>Adjustments for students who sustain an injury or temporary disability prior to the test may be applied in line with section 6.16 of Part A of this handbook.</p> <p>The adjustment for disability, <i>use of a computer for the Year 3 writing test</i>, requires TAA approval. Please email SCSA at naplan@scsa.wa.edu.au with details of the student and the injury/disability incurred.</p> <p>NOTE: a scribe may NOT be used for the writing test for a temporary disability, in line with section 6.16 In Part A of this handbook.</p> <p>Schools should enter disability adjustments in the 'Preparing' dashboard before the test. Keep records of adjustments for auditing. Refer to Appendix 1 Disability adjustment codes, to determine which adjustments require TAA approval.</p>	<p>Wed 13 Mar to Mon 25 Mar</p>
<p>Collect test materials</p> <p>Collect all test material used in the online tests (including all working-out/planning paper) at the completion of each test session and store securely.</p>	<p>Wed 13 Mar to Mon 25 Mar</p>
<p>Test breaches</p> <p>Report any test breaches to SCSA (the TAA) by phoning 9442 9464.</p>	<p>Wed 13 Mar to Mon 25 Mar</p>

<p>Final date for online testing</p> <p>Monday, 25 March is the final day for scheduled, rescheduled and catchup tests, for individual students. This relates all online tests, including Years 5, 7 and 9 writing.</p> <p>NOTE: the Year 3 writing paper test concluded with catch-up testing on Monday, 18 March.</p>	<p>Mon 25 Mar</p>
<p>Test security period</p> <p>All test materials must be kept secure up to and including Thursday, 28 March.</p> <p>NOTE: all Year 3 writing test papers (used and unused) and stimulus sheets should have been returned to the NAPLAN processing centre via courier, no later than Monday, March 18.</p>	<p>Thurs 28 Mar</p>
<p>Update student participation status in platform</p> <p>Update student participation status where necessary:</p> <ul style="list-style-type: none"> - No longer enrolled - Absent - Sanctioned abandonment - Refusal/non-attempt. <p>All withdrawn and exempt student statuses should already be in the platform.</p> <p>Year 3 writing test only:</p> <p>After you have updated the Year 3 writing test participation statuses, change all students' status to 'Alternative format'. This can be done in bulk, rather than student-by student. See section 20.2 of Part B of the <i>NAPLAN handbook for Principals and NAPLAN coordinators</i>.</p>	<p>Mon 25 Mar to Thurs 28 Mar</p> <p>Mon 18 Mar to Thurs 28 Mar</p>
<p>Visiting and hosted students</p> <p>Contact the NAPLAN helpdesk at naplan@scsa.wa.edu.au or 9442 9442 to arrange for visiting or hosted students' completed test attempts to be transferred to their home school.</p>	<p>before Thurs 28 Mar</p>
<p>Move to the Results dashboard</p> <p>Finalise all test sessions, complete the Platform checklist and move to the Results dashboard.</p>	<p>Thurs 28 Mar</p>
<p>After the test security period</p> <p>All test materials remain secure AFTER Thursday, 28 March, in accordance with sections 4.3.13 and 4.3.14 in Part A of the <i>NAPLAN handbook for Principals and NAPLAN coordinators</i>.</p> <p>The following materials must be returned to the processing centre:</p> <ul style="list-style-type: none"> - Year 3 writing prompt sheets - Year 3 writing test books, used and unused - All special print test papers. <p>Securely destroy any other test material, such as working-out pages, TA session login slips and student session slips used by students during test sessions.</p>	<p>Thurs 28 Mar</p>

Year 3: return of writing tests and special print material	Key dates
<p>Packing instructions</p> <p>Personalised books Pack any used and unused personalised Year 3 paper writing books into their original box. Attach any typed scripts to the students' personalised books.</p> <p>Non-personalised books Ensure student details (WASN, given and family names and dates of birth) are on the front cover of the test book and are accurate and clearly legible. Teachers should rewrite where necessary. Pack into the original box. Attach any typed scripts to student books.</p> <p>Writing prompt sheets Pack all prompt sheets separately to the test books and return in the original box, with the test papers.</p> <p>Special Print Pack all used and unused special print Year 3 tests (large print, black & white masters, electronic PDF and any stimulus material) into the original box. If the materials do not fit into the original box, please contact NAPLAN helpdesk on 9442 9442 for advice.</p> <p>Label the box Instructions for labelling and returning test materials were provided in a separate envelope, found within the box containing the test material.</p> <p>Login in to the WA NAPLAN Registration website at https://wanaplan.serviceportal.net.au/sc/</p> <p>Once test materials are packed and labelled for return, go to the website, click the label's consignment number and indicate they are ready for the courier to collect.</p> <p>Courier pick-up A courier from Team Global Express (TGE) will arrive during school hours to collect the materials. The principal should ensure a staff member has the materials ready for collection. The staff member should note the day and time the materials are collected, then inform the principal the courier has collected them.</p> <p>For assistance, contact: Fujifilm DMS help desk: 1300 990 265 or naplan.wa.qd@fujifilm.com NAPLAN helpdesk: 9442 9442 or naplan@scsa.wa.edu.au</p>	<p>no later than Mon 18 Mar</p>
<p>Returns of visiting or hosted students</p> <p>Return any Year 3 writing test books and writing prompt sheets for visiting or hosted students:</p> <ul style="list-style-type: none"> - to the TAA of their home state or territory for interstate students - to the WA TAA (SCSA) for WA students. <p>See section 12 of Part A of the <i>NAPLAN handbook for Principals and NAPLAN coordinators</i> for address details.</p>	

Years 5, 7 and 9: return of Special Print material	Key dates
<p>Packaging for returning Special Print test materials</p> <p>Pack all used and unused test papers and stimulus materials (large print, Braille, Black and white masters, USB tests) into the return material packaging. This may be the box they were originally packed in, or a clean plastic satchel sent with the test materials. Return labels will be provided with the materials. Please ensure the return address label and the Australia Post Registered mail label are clearly visible on the outside of the package.</p> <p>Return address</p> <p>The materials will be returned via Australia Post to: FUJIFILM Data Management Solutions Pty Ltd ATTN: DHAVAN GALA 9 Jackson St Bassendean WA 6054</p> <p>Retain receipt</p> <p>Take your materials to your local post office and retain your receipt.</p> <p>For assistance, contact:</p> <p>NAPLAN helpdesk: 9442 9442 or naplan@scsa.wa.edu.au</p>	<p>on or before Mon 25 Mar</p>
Marking and reporting	Key dates
<p>Marking</p> <p>Marking of writing and short-response questions takes place in each state and territory by professional markers who are trained to mark the NAPLAN tasks.</p>	<p>from Tues 19 Mar to 20 April</p>
<p>Analysis</p> <p>Analysis of data and preparation of reports takes place.</p>	<p>April–June</p>
<p>SSSRs available in platform</p> <p>School and student summary reports (SSSR) available in the platform from the 'Results' dashboard.</p>	<p>June</p>
<p>Individual student reports arrive in schools</p> <p>Following NAPLAN testing and data analyses, hard copy individual student reports (ISRs) will be posted to schools. The materials are couriered to schools by Team Global Express (TGE) and will arrive during school hours.</p> <p>The box/es will be labelled 'IMPORTANT: FOR THE PRINCIPAL'.</p> <p>Advise staff who are to take receipt of the reporting package/s they must sign for them legibly and notify the principal and NAPLAN coordinator immediately.</p> <p>The principal or NAPLAN coordinator must organise the secure storage of the test materials until they are distributed to parents.</p> <p>Schools receive the following:</p> <ul style="list-style-type: none"> - cover letter for the principal - hard-copy individual student reports (ISRs) for distribution to parents/carers - reporting information brochure for distribution to parents/carers - Administrator's guide to reporting handbook <p>The Writing test performance profile will be available on the SCSA NAPLAN website at https://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan/schools</p> <p>School data will be available electronically through the relevant sector's reporting system:</p> <ul style="list-style-type: none"> - DoE schools: SAIS dashboards - CEWA schools: Powerbi App - AISWA schools: Valuate 	<p>TBC</p>

<p>Check results</p> <p>Schools check all ISRs and data. Schools distribute the ISRs to parents/carers within a week of receipt.</p>	<p>from receipt of reports</p>
<p>Request for review of student results</p> <p>To request a review of a student’s results, principals (or delegates with a cc to the principal) should email the request to naplan@scsa.wa.edu.au, clearly outlining the basis for the request, e.g.</p> <ul style="list-style-type: none"> - check of results and re-marking - replacement report - missing report. 	<p>as reports are checked</p>
<p>Electronic copies of ISRs and writing scripts</p> <p>Electronic copies of ISRs and writing scripts will be available for all schools through the Fujifilm DMS portal at https://wanaplan.serviceportal.net.au/sc/</p> <p>Schools with students who completed paper tests activated their accounts in November 2023. Principals of all other schools, you will receive an account activation email from noreply@fujifilm.com, after the testing and data analyses have taken place.</p> <p>You should look in your junk/spam folder if you are expecting this email. The link to activate an account is live for 48 hours only.</p> <p>You will be the account holder and your email address will be the username. You will create your own password. The website requires multi-factor authentication, which will occur via the account holder’s email.</p> <p>Once the principal has activated their account, an account for a NAPLAN coordinator can be arranged, if necessary.</p> <p>Further details will be provided in NAPLAN email updates.</p> <p>The principal should ensure that the writing scripts and ISRs are stored securely, by saving to a secure location on the school network computer for writing.</p> <p>More information will be supplied in NAPLAN updates.</p> <p>For assistance in accessing your account, contact:</p> <p>Fujifilm DMS help desk: 1300 990 265 or naplan.wa.qd@fujifilm.com NAPLAN helpdesk: 9442 9442 or naplan@scsa.wa.edu.au</p>	<p>June-July</p>
<p>Release of 2024 NAPLAN National report</p>	<p>TBC</p>

APPENDIX 1: DISABILITY ADJUSTMENT CODES

The following table shows the available disability adjustment codes (DACs), the online assessment platform adjustment, the action required during the test session by test administrators, and whether TAA approval is required.

The principal or NAPLAN coordinator is responsible for adding and updating DACs to students' tests and for the scheduling of tests.

DAC	Name	Platform adjustment	Action required by test administrator	TAA approval required
SUP	NAPLAN support person	No platform adjustment. Applies only to reading, conventions of language and numeracy	Test room arrangements should ensure that these adjustments do not impact other students.	NO
OSS	Oral/sign support	No platform adjustment		NO
SCR	Scribe	No platform adjustment. Applies only to writing		YES
RBK	Rest break	No platform adjustment.	Pause student's test attempt when it is time for them to take a break. When student returns from their rest break, resume the test attempt.	NO
Adjustments providing extra time				
ETA	Extra Time – one minute for every 6 minutes of test time	Platform will automatically calculate and allocate extra time to the individual student's timer.	Ensure that the time allowed for the test session caters for the total test duration for students with extra time. The principal or NAPLAN coordinator is responsible for adding and updating the DAC for students and overall test time scheduling.	NO
ETB	Extra Time – one minute for every 3 minutes of test time			
ETC	Extra Time – one minute for every 2 minutes of test time			
ETD	Extra Time – double total test time.	Platform will automatically calculate and allocate extra time to the individual student's timer.		YES NOTE: Only approved in exceptional circumstances. See section 6.11 of Part A of this handbook)

DAC	Name	Platform adjustment	Action required by test administrator	TAA approval required
Adjustments when platform functionality is not sufficient to access the tests				
AST	Assistive technology	Use unsecured browser (e.g. chrome/edge) with device settings applied to allow student access to the test.	NAP locked-down browser cannot be used when this adjustment is applied. See NAPLAN coordinator for the URL to access the test. Students will require additional supervision to ensure they are not using prohibited functionality, such as external websites or calculators.	YES NOTE: AST is also applied where a Year 3 student has TAA approval to sit the Y3 writing test on a computer.
COL	Colour contrast modification	Use unsecured browser (e.g. chrome/edge) with colour contrast device settings applied to allow student access to the test.		
Adjustments through offline testing				
OFF	Braille, large print, black and white, electronic test format	No platform adjustment	Student will sit an alternative format (paper) version of the NAPLAN tests.	YES
Adjustments providing alternative items				
AIA	Alternative items – audio	Platform will swap <i>audio items</i> for alternatives if alternative items are defined for this DAC.	None – the platform will automatically substitute affected items with appropriate alternative items.	NO
AIV	Alternative items – visual	Platform will swap <i>visually detailed items</i> for alternatives if alternative items are defined for this DAC.		
Adjustments providing alternative colour themes				
BNW	Black text with white background	Platform will use student's preferred colour scheme	None – the platform will automatically substitute student's preferred colour theme.	NO
BNB	Black text with blue background			
BNL	Black text with lilac background			
BNG	Black text with green background			
BNY	Black text with yellow background			
White text on Black Background	Use device colour settings/filters to invert colours, then apply BNW DAC code	Invert colours on device before opening locked down browser and applying BNW.		NO

