Handbook for principals — NAPLAN online
National Assessment Program

Literacy and Numeracy

Handbook for principals – NAPLAN online

2019
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Handbook overview

NAPLAN tests are held in May each year. The purpose of the ‘Handbook for principals – NAPLAN online’ (this document) is to make sure that principals, and their delegates, NAPLAN coordinators and school technical support officers, understand what is required to administer NAPLAN online.

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 on which the NAPLAN online tests are delivered.

- **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.

There are three parts to this handbook:

**Part A:** Relevant sections of ‘National protocols for test administration – NAPLAN online’, including the code of conduct. These protocols apply to all schools administering NAPLAN online.

**Part B:** Describes the tasks for which school principals and their delegates are specifically responsible. Includes jurisdiction specific information.

**Part C:** Quick start guide which will support principals in accessing the platform.

For all tests completed in paper mode, including year 3 writing and approved reversions to paper testing, principals must refer to the ‘Handbook for principals ’ for paper tests for the relevant protocols and instructions.
Part A: Extract of the National Protocols for Test Administration

1. Introduction

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 in accordance with nationally agreed protocols. NAPLAN tests are held during May each year for students in years 3, 5, 7 and 9. Education Services Australia (ESA) manages the online national assessment platform (the platform) on which the NAPLAN online tests are delivered.

The ‘National protocols for test administration – NAPLAN online’ (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 ‘Handbook for principals – NAPLAN online’ and ‘NAPLAN online test administration handbook for teachers’.

The protocols set out the principles to manage security of the tests, the test environment and other relevant factors to ensure valid, reliable, 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 provided at the school in consultation with the school and the relevant TAA.

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. To assist TAAs and schools in determining what appropriate and inappropriate behaviours are, a code of conduct is included, along with information on how breaches are dealt with.

ACARA, in cooperation with states and territories, will continue to review the protocols to ensure the NAPLAN Online tests are delivered in an appropriate and consistent manner across all states and territories.

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**

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.

This code provides a summary of acceptable and unacceptable behaviours. At all times educators must ensure the 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.

<table>
<thead>
<tr>
<th>2.1</th>
<th>Participation and accessibility: NAPLAN is a national assessment, and all eligible students are expected to participate. NAPLAN should be accessible to all eligible students to demonstrate their actual skills and knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Disability adjustments that are appropriate for students to access and participate in the tests should be granted.</td>
</tr>
<tr>
<td>2.1.2</td>
<td>It is unacceptable to exert influence on parents to withdraw their children from testing.</td>
</tr>
<tr>
<td>2.2</td>
<td>Test integrity: 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, as well as the presence of unauthorised teaching or support material.</td>
</tr>
<tr>
<td>2.2.1</td>
<td>The integrity of the tests must be maintained at all times. Cheating is not permitted.</td>
</tr>
<tr>
<td>2.2.2</td>
<td>The test environment must neither advantage nor disadvantage any student.</td>
</tr>
<tr>
<td>2.2.3</td>
<td>Tests must be appropriately administered. In deciding what is appropriate, principals should take into consideration time, location, supervision and technical support requirements, where applicable, for the test sessions.</td>
</tr>
<tr>
<td>2.2.4</td>
<td>Active supervision of students during the tests is required (see section 8.6.6).</td>
</tr>
<tr>
<td>2.2.5</td>
<td>Providing unauthorised assistance to students during the tests is not permitted.</td>
</tr>
<tr>
<td>2.2.6</td>
<td>Providing unauthorised additional time for the tests is not permitted.</td>
</tr>
<tr>
<td>2.2.7</td>
<td>Allowing students access to unauthorised materials and aids during the tests is not permitted.</td>
</tr>
<tr>
<td>2.2.8</td>
<td>Allowing students unauthorised internet access, beyond that necessary to access the tests, is not permitted.</td>
</tr>
<tr>
<td>2.2.9</td>
<td>Test administrators should ensure their actions before, during and after the tests do not unduly impact on students’ results.</td>
</tr>
</tbody>
</table>
2.2.10 Any attempt by school staff to unfairly or dishonestly manipulate test results is not permitted.

2.2.11 Any attempts by any party to modify an answer after the test is completed by the student are not permitted.

2.3 Test preparation: 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.

2.3.1 The best preparation schools can provide for students is teaching the Australian Curriculum, as implemented in all states and territories.

2.3.2 Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skills are inappropriate.

2.3.3 The preparation of possible responses for any test is inappropriate.

2.3.4 Any attempt by students to gain an unfair advantage is inappropriate.

2.3.5 Principals must ensure all students are familiar with the functionality of the NAPLAN Online tests and range of item types in each domain (see sections 3.3.2 and 7.3).

2.3.6 Principals must ensure that all students are familiar with the type of device that they will be using for NAPLAN Online.

2.4 Test security: 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.

2.4.1 The security and confidentiality of the test materials must be maintained from the time they are delivered to the school, generated or accessible via the platform, to the end of the test security period. Secure test materials for online are defined in section 11.

2.4.2 The content of NAPLAN Online tests must not be disclosed prior to or during the test security period. For more details on post-security period use of test materials, see section 4.3.12.

2.4.3 Tests cannot be conducted outside the secure school location unless prior permission has been granted by the TAA.

2.4.4 All secure test materials, including student session codes, must be secured and returned to NAPLAN coordinators immediately after each test session (not left in the possession of test administrators, classrooms or other insecure storage areas).

2.4.5 Schools should ensure that students have logged out of test attempts at the completion of each test session and that students’ test attempts are submitted at the completion of testing.
2.4.6 Schools must not copy, store, transcribe or transmit tests or student responses, or cause responses to be recorded, except as outlined by these protocols.

2.4.7 If schools are provided with paper test materials, then test security should be maintained in line with the ‘National protocols for test administration’ for paper tests.

2.5 **Communication: Effective communication at all levels is essential for the efficient and transparent delivery of the tests.**

2.5.1 Principals and all relevant school staff must read and understand the ‘Handbook for principals – NAPLAN online’ and ‘NAPLAN online test administration handbook for teachers’.

2.5.2 Failure to read, or become aware of, these protocols and documents is not a valid reason for breaching protocols.

2.5.3 Principals, NAPLAN coordinators and test administrators must adhere to the instructions outlined in the ‘Handbook for principals – NAPLAN online’ and ‘NAPLAN online test administration handbook for teachers’. Principals should seek clarification from their TAA if unsure of any points.

2.5.4 Dishonest and inappropriate practices should be actively discouraged and will not be tolerated. Allegations of breaches of the ‘National protocols for test administration – NAPLAN online’ should be reported promptly.

2.5.5 It is the responsibility of the principal to make parents and carers aware of the main aspects of the online testing program.

2.6 **Paper tests in online schools.**

2.6.1 ALL year 3 students in online schools will complete the writing test on paper and the ‘National protocols for test administration’ for paper tests will apply.

2.6.2 Schools may not revert from online tests to paper tests without direction by their TAA. Schools must follow TAA direction where rescheduling for paper tests is required.

2.6.3 Where schools have been directed by the TAA to conduct paper tests, the ‘National protocols for test administration’ for paper tests will apply.
3. Communications

3.1 Responsibilities of ACARA

3.1.1 ACARA is responsible for:

- maintaining a website for NAPLAN information (the NAP website, www.nap.edu.au) with updates on all aspects of the national tests
- a communications strategy clearly outlining the respective roles played by ACARA and the TAAs. This includes communication to schools that ACARA will make available to TAAs. Materials arising from this strategy that ACARA is responsible for will be made available on the NAP website (www.nap.edu.au)
- maintaining the ‘National protocols for test administration – NAPLAN online’, 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)

Content for this section can be found in the complete ‘National protocols for test administration – NAPLAN online’, on ACARA’s NAP website www.nap.edu.au.

3.3 Responsibilities of principals

3.3.1 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, withdrawals and exemptions
- record on the platform:
  - disability adjustments
  - withdrawals
  - exemptions
  - sanctioned abandonments
  - absences
  - refusals
  - students no longer enrolled.
• ensure that all relevant staff are aware of the scheduling and IT requirements (for example, minimum technical specifications for devices, technical readiness requirements) during the NAPLAN Online test window (see section 8.4)

• 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 NAPLAN student reports, after they are made available, are delivered to parents/carers in a timely manner, as prescribed by their TAA and/or jurisdiction

• be aware of any additional jurisdiction-specific responsibilities outlined in Part B of the ‘Handbook for principals – NAPLAN online’.

3.3.2 Principals are responsible for ensuring that all students have access to the NAPLAN Online public demonstration site, or using other equivalent methods as advised by their TAA, to become familiar with the functionality of the NAPLAN Online tests and range of item types in each domain.

3.3.3 Principals are responsible for acknowledging that they have read and understood the ‘Handbook for principals – NAPLAN online’, which includes the relevant sections of these protocols. This acknowledgment must be done by the principal and cannot be delegated to the NAPLAN coordinator.
4. **Security and integrity of test materials**

4.1 **Responsibilities of Test Administration Authorities (TAAs)**

Content for this section can be found in the complete ‘National protocols for test administration – NAPLAN online’, on ACARA’s NAP website [www.nap.edu.au](http://www.nap.edu.au).

4.2 **Responsibilities of Test Administration Authorities with contractors**

Content for this section can be found in the complete ‘National protocols for test administration – NAPLAN online’, on ACARA’s NAP website [www.nap.edu.au](http://www.nap.edu.au).

4.3 **Responsibilities of principals**

4.3.1 The principal will receive account and log-in details for the platform prior to the beginning of NAPLAN Online test window. The principal is responsible for creating accounts to provide access to the platform for school staff. 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 (see definition in section 11).

4.3.2 The principal is responsible for ensuring that test materials are appropriately secured.

4.3.3 The principal must notify the TAA immediately if test material security has been breached in any way from the time of receipt of access details for the platform or other test materials.

4.3.4 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.

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

4.3.6 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 must be checked for tampering.

4.3.7 In the event of incorrect/incomplete delivery or evidence of tampering or other compromise in security during transit, the relevant TAA must be notified immediately and jurisdiction-specific process followed. Any additional test materials dispatched to schools will use the same level of security as that used for the original dispatch.

4.3.8 These procedures must be followed for all test materials, including platform access materials, low bandwidth test options and alternative formats.
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 **Videos and photographs:** The principal must ensure that videos or photographs are not taken during test sessions. This is to protect students from being distracted and to ensure the security of the test. Videos and photographs for media opportunities, including social media, must be taken outside the test sessions and must not show test materials.

4.3.11 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.

4.3.12 **Post-security period use of test materials:** Principals (and their teaching staff) are permitted to use released NAPLAN items and tests\(^1\) for non-commercial educational use within their school after the test security period has ended. Permitted NAPLAN tests include the paper NAPLAN test and released NAPLAN Online test materials.

Principals (and their teaching staff) are not permitted to upload NAPLAN tests to any website, intranet site or equivalent media and are not permitted to provide NAPLAN tests to parents/carers or members of the wider community, including the media, even after the test security period has ended. This applies to NAPLAN test materials from 2008.

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\(^1\) Not all NAPLAN Online 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.
5. **Student Participation Cohorts**

All students in years 3, 5, 7 and 9, except those listed below, are expected to participate in NAPLAN tests. Students in all other year levels do not participate in NAPLAN tests.

5.1 **Assessed students**

5.1.1 Assessed students include students who attempt the test (and are not otherwise treated as absent because of sanctioned abandonment) and students exempt from testing.

5.1.2 Students in years 3, 5, 7 and 9 in each state and territory attending government and non-government schools are expected to participate in the testing.

5.1.3 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 national tests.

5.2 **Exempt students**

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

5.2.1 English language proficiency

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 exempted.

5.2.2 Students with disability

Students with significant intellectual disability and/or students with significant coexisting conditions that severely limit their capacity to participate in the tests may be exempted from taking NAPLAN. This is decided after consultation between the principal, the student and the relevant parent/carer has determined that the student is not able to access the tests even with adjustments.

5.2.3 Parent/carer signed consent for exemptions

Principals must obtain signed parent/carer consent for all exempted students prior to the online test window. Principals can expect information from TAAs on the preferred method for collecting and recording this information.

**Treatment of exempt students’ data and results**

5.2.4 Students who qualify for exemption and do not submit a test attempted under test conditions are considered as assessed students and are counted in the ‘below minimum standard’ calculations for reporting purposes in national and jurisdictional summary data. Results for exempt students are not included in school-level calculations of means.
5.2.5 Students who meet the criteria for exemption, but who 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.

5.2.6 Exempt students who are absent on the testing day will still be reported as exempt students, rather than absent students.

5.2.7 The text that will appear on the individual student report for tests for which students are exempted will read: *Your child was exempt from this test and is considered not to have achieved the national minimum standard.*

5.2.8 Where a student is exempted from all tests, it is recommended that an individual student report not be issued.

5.3 **Absent students**

5.3.1 Absent students are students who do not take the test because they are not present when the test is administered, and are identified as absent by the school for the purpose of the test session.

5.3.2 Students who are present at school but are unable to take the test as a result of an accident or mishap preventing their participation (including catch-up sessions) are to be recorded as absent for the purpose of the test session.

5.3.3 Students who are present for the tests but who do not attempt any part of a test must be recorded as present and are considered as assessed students and cannot sit the tests in catch-up sessions.

5.3.4 Principals are encouraged to facilitate students’ participation in the tests by holding a catch-up session for those students who were identified as absent on the day they were scheduled to do the test but return to school within the school’s planned test schedule (see section 8.5.1).

**Treatment of absent students’ data and results**

5.3.5 Absent students are not counted as part of the cohort of assessed students.

5.3.6 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.*

5.3.7 Where a student is absent from all tests it is recommended that an individual student report be issued.
5.4 Withdrawn students

5.4.1 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. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

5.4.2 A formal notification in the manner specified by the TAA must be received by the principal prior to the testing.

Treatment of withdrawn students’ data and results

5.4.3 Withdrawn students are not counted as part of the cohort of assessed students.

5.4.4 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.

5.4.5 Where a student is withdrawn from all tests it is recommended that an individual student report not be issued.

5.5 Sanctioned abandonment

5.5.1 Abandonment of a test refers only to students who have started a test but who abandon the test due to illness, injury or who could not complete a rescheduled test during the test window, as sanctioned and verified by the TAA.

5.5.2 A student’s participation status may only be recorded on the platform as ‘sanctioned abandonment’ 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 assessed with the score that they achieve (see non-attempts). These students may not complete the test in a catch-up session.

5.5.4 All instances of students who have started a test but who then abandon the test due to illness or injury must be reported to the TAA as soon as practicable for advice on appropriate actions. The student may not complete the test in a catch-up session.

Treatment of students’ results and data where abandonment applies

5.5.5 Reasons for abandonment must be recorded and sanctioned by the TAA to avoid the student being considered assessed. When abandonment is reported to, and sanctioned by, the TAA, these students are not counted as part of the cohort of assessed students.

5.5.6 Where the school fails to contact the TAA regarding a potential sanctioned abandonment, the student will be considered as assessed, with the mark based on any test items completed.
5.5.7 The text that will appear on the individual student report for tests that students have an abandonment sanctioned by the TAA is: *Your child does not have a result for this test due to illness, injury or other reason.*

5.6 **Non-attempts and refusals**

5.6.1 Students in attendance at school for the test session but who do not log in to or attempt any part of a test or who abandon the test session in a non-sanctioned manner must be recorded as present for the purpose of the test and are considered assessed. Students will receive an individual student report.

*Treatment of students’ results where the test is not attempted*

5.6.2 Students who are present for the entire test session but do not complete any part of the test must be counted as assessed students with a score of zero. Students who chose not to attempt a test must not be treated as absent. This includes students who do log in to the test but do not complete any part of the test, and students who do not log in to the test.

5.6.3 The text that will appear on the individual student report for tests where a student was present but did not log in to the test 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 (for example visiting interstate), it may be possible for the student to be given an opportunity to take the tests at a school in the student’s temporary location. Principals should contact the relevant TAA for further information.

5.8.2 Principals of potential 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. Where the test mode is different, principals must contact the relevant TAA for advice.

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 home school.
5.8.4 The student’s results will be included in the data set for their home school and state/territory.

5.8.5 The student will receive a student report through their own school.
6. Adjustments for students with disability

Student participation in NAPLAN is the joint responsibility of schools and TAAs, as outlined in these protocols.

Adjustments permitted in the tests are detailed in this section and apply only to students with disability. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. For the NAPLAN program, disability is defined as per the Commonwealth Disability Discrimination Act 1992.2

Adjustments are intended to enable access to the tests on an equivalent basis to students without disability.

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 ‘scenarios’ published on the National Assessment Program website (www.nap.edu.au).

6.1 Disability Discrimination Act and Disability Standards for Education

6.1.1 The Disability Standards for Education 2005 provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students and outlines the obligations of school education providers under the Disability Discrimination Act 1992.

The standards 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.

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 other students. 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.

6.2 Adjustments, test requirements and student participation

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

6.2.2 Adjustments 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 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 normally required for assessment in the classroom in order for students 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, as outlined in section 6.2.3.

6.2.3 The NAPLAN tests are designed to provide a summative, nationally comparable understanding of student performance in reading, writing, 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. Adjustments are not appropriate (even if they are usually provided for the student in their classroom) if they compromise the following constructs and skills:

- **Writing**: The NAPLAN writing tests assess a student’s ability to convey thoughts, ideas and information through an 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. One component of the spelling is assessed using a dictation format provided via an audio file. Reading questions aloud to a student during the conventions of language test is not 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 not any numbers or symbols that are not embedded within text.
For further information, see section 8.6.10.

6.3 Responsibilities of Test Administration Authorities (TAAs)

6.3.1 Each TAA will:

- comply with a consistent approach across all states and territories where students access any adjustments as set out in the ‘National protocols for test administration – NAPLAN online’.
- provide test materials in an alternative format (see definition in section 11) for those students who meet the criteria.

6.4 Responsibilities of principals

6.4.1 The principal must:

- identify students with disability who require access to adjustments and, where necessary, apply in writing to the relevant TAA for permission and/or alternative formats, well in advance of the test
- ensure that parents/carers are informed about, and have agreed to, the nature of the adjustment(s) the student will receive
- document all adjustment arrangements, ensure disability adjustment codes (DACs) are uploaded to the platform, 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
- apply for alternative format test materials to the relevant TAA, well in advance of the test, according to the timelines set by the TAA
- 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 protocols related to adjustments and their administration.

6.5 Use of a scribe: permitted for the writing test only

6.5.1 A scribe (as defined in these protocols in section 11) may be permitted to assist a student with disability to complete the writing test only. A scribe may type a student’s response. Students with disability might be permitted the use of a NAPLAN support person for the other NAPLAN tests if appropriate (see section 6.6). Students should access an appropriate amount of extra time (see section 6.10).

6.5.2 The role of a scribe is to provide access to the writing test, including logging in to the test for a student, not to improve a student’s performance in this test. Scribes are only appropriate for students with disability if using a scribe is regular literacy assessment practice and where
other adjustments are not sufficient or available. Lack of familiarity with computers or poor keyboarding skills are not a sufficient justification for the use of a scribe. Where appropriate, students should be encouraged to undertake the tests independently of a scribe using alternative adjustments.

6.5.3 A scribe may be provided for a student with disability in the writing test who meets all of the following criteria:

- has significant difficulty with the physical act of typing due to a 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 in the same way as outlined in section 6.5; and
- would be unable to access the writing tests by any of the other adjustments available.

6.5.4 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 from, and given by, the respective TAA. Failure to do so may result in results being invalidated.

6.5.5 A scribe must have experience working as a scribe, be an adult, be officially and regularly engaged by the school to carry out this function, and be familiar with the NAPLAN scribe rules (section 6.5.6).

A scribe should, wherever possible, be familiar with the student in question.

A scribe cannot be a parent of any student in the class of students being tested.

6.5.6 A scribe must be fully aware of, and adhere to, the test administration procedures and the following conditions (scribe rules)³.

**Scribe rules**

- The scribe should type the following words at the beginning of the document: This student has approval for a scribe and all scribing rules are acknowledged.
- Test instructions should be delivered exactly as outlined in the ‘NAPLAN online test administration handbook for teachers’.
- After allowing the student time to reflect and consider, the scribe will type as the student dictates and must neither suggest ideas or words to use, nor prompt the student in any other way. The student must be aware of the need to advise the scribe to add punctuation.

³ Please note for Year 3 writing, the paper test scribe rules apply.
• As the student dictates, the scribe will type word for word to reproduce the student’s own language.

• Scribes type without inserting any punctuation except as and where dictated by the student.

• Scribe must type all words in lower case except as and where dictated by the student.

• Scribes 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 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 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, if necessary. The scribe will select four (4) simple words, four (4) common words and four (4) difficult words that have been used in the text and ask the student to orally spell each one. The scribe will 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 cannot see the scribed text by scrolling past the text, and show the student only the 12 spelling words. The scribe 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 for the student to edit their work. 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 text, and the scribe will type these where indicated by the student.

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4 A test administrator should use their professional judgement when adding time.
5 See 4.
6.6 Use of a NAPLAN support person: reading, conventions of language and numeracy tests

6.6.1 A NAPLAN support person (see definition in section 11) 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 moving answers indicated by the student, or typing short responses or answers dictated by the student for the tests
- 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 8.6.10)
- be either a teacher or a person officially engaged by the school to carry out this function.

The role of a NAPLAN support person is distinct and separate from the role of a test administrator (see definitions in section 11).

6.6.2 See section 6.5 for information on supported access to the writing test.

6.6.3 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 (for example, due to fine motor difficulty), or any other adjustments available, including students whose usual assistive technology is not compatible with the platform, or who usually use such a support person to participate in classroom assessments.

6.6.4 A NAPLAN support person is permitted to provide access to the tests only and must adhere to the relevant requirements outlined in sections 8.6 and 8.7, and 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. 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.

6.6.5 Parents and family members as a NAPLAN support person:

- If a parent 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 he/she may be permitted to be a NAPLAN support person, however,
- A NAPLAN support person cannot be the parent or family member of any student in the class of students being tested.
- If the parent or family member is not employed by the school in a formal position, then he/she is not permitted to assist in the NAPLAN tests as a NAPLAN support person.
- Principal and school discretion and common sense should be applied, and the TAA should be consulted if necessary.
6.7 Use of assistive technology

6.7.1 Assistive technology may be used as an adjustment in line with equity principles (see section 6.2.2). TAA procedures for granting adjustments for the use of assistive technology must be followed. Schools must seek advice and/or approval from their TAA for this adjustment prior to testing.

6.7.2 Assistive technology that provides text-to-speech outputs may be used by students to listen to their typed responses, where appropriate, in the numeracy test. Students using this type of technology may need to be supervised by a support person to ensure that the text-to-speech output only reads allowable parts of the test.

6.7.3 Where the use of assistive technology requires access to an unsecured browser, TAA advice must be followed.

6.7.4 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 6.10.1 for more details on allocating extra time. If it is decided to allocate double time (only available for students using assistive technology), TAA approval is required.

6.8 Braille

There are currently technical limitations that prevent NAPLAN Online being implemented for braille students. As such, braille students will continue to do NAPLAN using hardcopy, fixed pathway tests, as per previous years’ arrangements. These braille tests contain the same questions as the NAPLAN paper tests.

6.8.1 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.

6.8.2 Each set of braille test materials will include:

- braille format of all test books and stimulus
- a print transcript of the braille format of each braille test book and stimulus
- models for items in the numeracy test, where required.
6.8.3 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:

- writing: 10 minutes per half an hour
- reading: 15 minutes per half an hour
- conventions of language: 15 minutes per half an hour
- numeracy: 20 minutes per half an hour.

These times are a guide only. The allocation of extra time for a braille user should be decided on a case-by-case basis.

6.8.4 Schools wishing to access this adjustment must apply to their TAA in line with these protocols.

6.8.5 Completed braille tests must be returned in the manner prescribed by the TAA.

6.9 Temporary injuries

6.9.1 Where a temporary injury, which 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.

6.9.2 A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test.

6.9.3 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.

6.9.4 Schools must ensure they obtain the relevant approvals from their TAA for adjustments for students with temporary injuries, if required by these protocols.

6.9.5 If no available adjustment is appropriate to enable participation, the student must be marked absent from the test.

6.10 Extra time and rest breaks

6.10.1 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 disabilities that necessitate regular breaks when completing assessment tasks. 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.
6.10.2 It is recommended that no more than five minutes of extra time per half hour 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 any 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. Granting of extra time as a disability adjustment must be recorded in the platform by adding the appropriate DAC to the student’s profile for the relevant test(s). For double time, only available where needed for students accessing assistive technology, TAA approval is required.

6.10.3 Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there will be instances where both adjustments are necessary.

6.10.4 Students are not permitted to have access to the test during rest breaks.

6.10.5 Braille users: see section 6.8.3. Assistive technology users: see section 6.7.4.

6.11 Summary of adjustments for students with disability

6.11.1 It is anticipated that students will have their usual access to standard non-educational facilities and furniture that form part of their everyday assessment adjustments under the Disability Discrimination Act and Disability Standards for Education. Standard non-educational facilities and furniture may include, for example, usual medication, food or medical equipment.

6.11.2 The following table outlines some of the types of adjustments that may be provided for NAPLAN Online. This list is not exhaustive, and granting of a listed adjustment is not automatic: each application should be assessed individually according to the relevant state/territory process and the student’s needs.
<table>
<thead>
<tr>
<th>Disability adjustments</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Alternative items**  | Visual alternative items: simplify or enlarge images, where identified as necessary, including text within images, for easier viewing.  
Audio alternative items: replace audio files for spelling with text passages for proofreading. |
| **Assistive technology – hardware/software** | Students can use assistive technologies that are compatible with the platform and the test construct. Schools must follow TAA procedures.  
Where the use of assistive technology requires the use of an unsecured browser, TAA advice must be followed.  
Software providing text-to-speech outputs is permitted, when consistent with the test construct, to enable students with disability who normally use this type of adjustment to access their own responses, where appropriate. It may only be used in the numeracy test.  
Unacceptable aspects of assistive technology use include:  
× word prediction  
× spelling and grammar checking  
× text-to-speech software for writing, conventions of language and reading tests  
× calculator use during the non-calculator numeracy section. |
| **Black and white print format** | Black and white print test books are available for students who generally access their classroom assessments in this manner. Black and white test books may be copied onto coloured paper or used with coloured overlays. Schools are responsible for copying onto coloured paper and/or providing the coloured overlays.  
Black and white print materials must be ordered in advance through the TAA.  
Schools should first consider the use of colour themes (see colour themes below). |
| **Braille format** | Braille test books are available for students who normally use braille in their classroom assessment.  
Braille materials must be ordered in advance through the TAA.  
See section 6.8 for more details on braille format. |
| **Colour contrast modification** | Students will have the ability to control brightness and background colours through the student’s device while using an unsecured browser. |
Different colour themes are available 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
- black text with blue background
- black text with lilac background
- black text with green background
- black text with yellow background.

Generally, it is recommended that no more than 5 minutes of extra time per half hour of test time be granted; however, in some cases additional extra time may be provided. See sections 6.10 for more information about extra time, 6.7.4 for guidance on extra time for assistive technology users and 6.8.3 for guidance on extra time for braille users.

Various formats of large print test books are available for students with, for example, vision impairment who generally access their classroom assessment in this manner. Large print materials must be ordered in advance through the TAA. The formats available are:

- A4, N18 font
- A4, N24 font
- A3, N18 font
- A3, N24 font
- A3, N36 font

A NAPLAN support person may be either a teacher or a person officially engaged by the school to assist students with disability to access the test by clicking on the answers indicated by the student or writing/typing short responses or answers dictated by the student for the reading, conventions of language and numeracy tests.

Students who are deaf or have a hearing impairment may access oral or signed communication (eg Auslan). The support person must be a skilled and familiar communication partner with the 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 non-hearing impaired students (see section 8.6.10).

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6 This theme can be inverted by system settings for white text with black background.
<table>
<thead>
<tr>
<th>Disability adjustments</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rest breaks</strong></td>
<td>When a rest break is taken, the test timer must be paused, and resumed on completion of the rest break. The student must not have access to the scrap paper, writing implements, device being used to take the test or text entry device during a rest break. It is recommended that no more than 10 minutes of rest time per half an hour of test time be granted; however, in some cases additional rest break time may be provided.</td>
</tr>
</tbody>
</table>
| **Scribe**             | Scribes can be used for the writing test if all requirements in section 6.5 are met.  
- ✓ A scribe is permitted for the writing test where the disability is of an enduring nature.  
- ✗ A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test.  
All scribes must be officially and regularly engaged by the school to carry out this function and be aware of, and agree to adhere to, the NAPLAN scribe rules prior to commencing duties. Scribe rules can be found in section 6.5.6.  
A scribe may be a teacher, teacher’s aide, or other appropriate person who is familiar with, and adheres to, the NAPLAN scribe rules and who is able to type under direction of a student. A parent of the student must not act as their scribe. Another student must not act as a scribe. |
7. Preparing students for the test

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 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 online and the platform, but excessive practice is not recommended. Students must also be familiar with using the device that they will be using to undertake the tests.

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 is inappropriate.

7.1 Practice for the NAPLAN writing test

7.1.1 It is appropriate for students to gain experience in producing writing scripts on a device under timed test conditions using practice topics.

7.1.2 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.

7.2 Practice for other NAPLAN tests

7.2.1 It is appropriate for students, particularly students participating in the NAPLAN tests for the first time, to be made familiar with the format, language, item and 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).

7.3 Familiarisation with NAPLAN online

7.3.1 Principals must ensure all students are familiar with the functionality of the NAPLAN Online tests and the range of item types in each domain. Principals can use the online public demonstration site for this purpose or equivalent method as advised by TAA.
8. Administering the tests

8.1 Responsibilities of test administration authorities (TAAs)

Content for this section can be found in the complete ‘National protocols for test administration – NAPLAN online’, 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 NAPLAN Online test attempts within their school within the NAPLAN online 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 test online.
8.4 Time for testing

Testing sequence: writing → reading → conventions of language → numeracy

NAPLAN online security period

<table>
<thead>
<tr>
<th>Monday 13 May</th>
<th>Tuesday 14 May</th>
<th>Wednesday 15 May</th>
<th>Thursday 16 May</th>
<th>Friday 17 May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official test date</td>
<td>Official test date</td>
<td>Official test date</td>
<td>Official test date</td>
<td>Official test date</td>
</tr>
<tr>
<td>Preparation day – no tests permitted</td>
<td>Day 1 testing</td>
<td>Day 2 testing</td>
<td>Day 3 testing</td>
<td>Day 4 testing</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing</td>
<td>Catch-up tests permitted.</td>
<td>Catch-up tests permitted.</td>
<td>Catch-up tests permitted.</td>
</tr>
<tr>
<td>Year 3 writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 5 testing</td>
<td>Day 6 testing</td>
<td>Day 7 testing</td>
<td>Day 8 testing</td>
<td>Day 9 testing</td>
</tr>
<tr>
<td>Catch-up tests permitted.</td>
<td>Catch-up tests permitted</td>
<td>catch-up tests permitted</td>
<td>catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
</tr>
<tr>
<td>Day 10 testing</td>
<td>Day 11 testing</td>
<td>Day 12 testing</td>
<td>Day 13 testing</td>
<td>Day 14 testing</td>
</tr>
<tr>
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<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
</tr>
<tr>
<td>Day 15 testing</td>
<td>Day 16 testing</td>
<td>Day 17 testing</td>
<td>Day 18 testing</td>
<td>Day 19 testing</td>
</tr>
<tr>
<td>Catch-up tests permitted.</td>
<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
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<tr>
<td>Day 20 testing</td>
<td>Day 21 testing</td>
<td>Day 22 testing</td>
<td>Day 23 testing</td>
<td>Day 24 testing</td>
</tr>
<tr>
<td>Catch-up tests permitted.</td>
<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
</tr>
<tr>
<td>Day 25 testing</td>
<td>Day 26 testing</td>
<td>Day 27 testing</td>
<td>Day 28 testing</td>
<td>Day 29 testing</td>
</tr>
<tr>
<td>Catch-up tests permitted.</td>
<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
<td>Catch-up tests permitted</td>
</tr>
<tr>
<td>Day 30 testing</td>
<td>Day 31 testing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Test security to be maintained by all schools to 31 May 2019.
This week may only be used for testing with permission from the TAA.

Duration of test

<table>
<thead>
<tr>
<th>Writing</th>
<th>Reading</th>
<th>Conventions of language</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5: 42 min</td>
<td>Year 3: 45 min</td>
<td>Year 3: 45 min</td>
<td>Year 3: 45 min</td>
</tr>
<tr>
<td>Year 7: 42 min</td>
<td>Year 5: 50 min</td>
<td>Year 5: 45 min</td>
<td>Year 5: 50 min</td>
</tr>
<tr>
<td>Year 9: 42 min</td>
<td>Year 7: 65 min</td>
<td>Year 7: 45 min</td>
<td>Year 7: 65 min</td>
</tr>
<tr>
<td>Year 9: 65 min</td>
<td>Year 9: 65 min</td>
<td>Year 9: 45 min</td>
<td>Year 9: 65 min</td>
</tr>
</tbody>
</table>
8.4.1 Tests will not be available before the start of the NAPLAN Online test window. The NAPLAN Online test window starts on 14 May 2019 and finishes on 24 May 2019. The test security period finishes on 31 May 2019. At the end of the test security period, NAPLAN paper-based tests are considered released (see section 4.3.12 for guidance on post-test use of materials). NAPLAN Online test materials must remain secure from the time they are delivered to the school, generated or accessible via the platform, to the end of the test security period. Test materials for online are defined in section 11.

The test sequence is as follows for online tests:

i. writing
ii. reading
iii. conventions of language
iv. numeracy

Scheduling

8.4.2 Schools must schedule tests so that they are undertaken during the NAPLAN Online test window. Schools must follow the test sequence (see sections 8.4.1, 8.4.11). Schools may schedule test sessions in both the morning and the afternoon.

8.4.3 Only schools with compelling reasons may be given prior permission by TAAs to vary the test sequence or dates outside the NAPLAN Online test window, during the test security week from 27 to 31 May 2019. The reason must be of a serious order and outside 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.

8.4.4 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). See section 8.8 for information on managing test disruptions.

8.4.5 Where there is more than one test scheduled for the same students for any day, the order in the schedule in section 8.4.2 must be adhered to, with the exception of students sitting catch-up tests (see section 5.3 and definition in section 11). A minimum of 20 minutes break time for students must be provided between each test session.
### Rescheduling

8.4.6 Rescheduled tests (see definition in section 11) must be provided when students’ or classes’ tests cannot be started or completed due to test disruptions. Principals do not need to seek permission to reschedule within the NAPLAN Online test window.

8.4.7 Rescheduling must occur in the NAPLAN Online test window (14 to 24 May 2019) unless the school has permission from the TAA to vary test dates and sequence.

8.4.8 Where test disruptions are likely to impact the ability for schools to successfully complete NAPLAN within the NAPLAN Online test window, principals must contact the TAA immediately (see section 8.8.5).

### Writing

8.4.9 Schools must schedule writing tests from the first day of the NAPLAN Online test window and all classes must be scheduled to finish the writing test by the end of the second day. Where this is not possible, principals should contact the TAA.

8.4.10 Year 3 students must sit the writing test on Tuesday 14 May. Year 3 catch-up sessions must be complete by Friday 17 May.

8.4.11 All classes in a school, including rescheduled classes, must complete the writing test before any students in the school are able to commence the reading test. (Reading sessions may commence concurrently to final writing sessions.)

8.4.12 Individual students sitting catch-ups and rescheduled tests should sit the writing test first and as soon as possible.

### Reading

8.4.13 All individual classes, including rescheduled classes, must complete the reading test before the conventions of language test as there is a link between the reading test and the conventions of language test.

8.4.14 Individual students sitting catch-ups and rescheduled tests should sit the reading test before the conventions of language test wherever possible.

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7 Catch-up tests are available for absent students who did not take the test because they were not present when the test was administered. See section 5.3 for details.
8.5 Preparation for test administration

8.5.1 Responsibilities of the principal:

- The principal will determine and appoint, if required, relevant persons to act as NAPLAN coordinators and test administrators.

- The principal will ensure NAPLAN coordinators and test administrators are provided with the relevant ‘NAPLAN online 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. This also includes ensuring that NAPLAN coordinators and test administrators have sufficient training to complete their tasks within the platform.

- The principal must ensure that technical readiness tests are run within their school and that all devices meet the minimum technical specifications for delivering NAPLAN online, including devices under a BYOD policy.

- The principal must ensure that test-scheduling for NAPLAN online complies with the protocols and the NAPLAN Online test window (see section 8.4).

- 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.

- The principal must ensure NAPLAN coordinators and test administrators are provided with a copy of the code of conduct.

- With any other readiness activities, the principal must follow advice from the TAA.

8.5.2 The principal must ensure that:

- students undertake the tests within agreed sequences, unless undertaking a catch-up test

- students undertake tests with appropriate supervision. Appropriate supervision includes the delivery of the test administration script

- during the test, students do not view material within the test area that could assist them to answer questions or assist with the writing test. 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.

8.5.3 The principal has a responsibility to adhere to and enforce the procedures outlined in the ‘Handbook for principals – NAPLAN online’.
8.6 Administering the tests – appropriate behaviours

8.6.1 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 also section 11).

8.6.2 ‘Cheating’ refers to behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.

8.6.3 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
- 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
- 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 in to a test attempt, using another student’s code with the intent to deceive.

8.6.4 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 (see section 8.6.8)
- 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, or functionality of their device by disabling the locked-down browser without permission

• accessing the internet, information stored on, or functionality of their device without permission if using an unsecured browser

• looking at another student’s work

• 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.

8.6.5 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, it is expected that the test administrator will be present at all times. If students are seated with a larger group (eg in a hall), the student/test administrator ratio must be comparable to that of a regular classroom.

8.6.6 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.

8.6.7 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 and mobile internet or Bluetooth-enabled devices.

8.6.8 The following items are NOT permitted in the test area under any circumstances:

• mobile phones (test administrators must ensure that students are notified mobile phones are not permitted)

• electronic devices (other than the device 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.
8.6.9 Test administrators must ensure that students take only the items permitted into the test area. Principals are responsible for ensuring that these items are available to all students.

The items permitted are:

- pencils or pens (as specified by the TAA)
- pencil sharpener
- eraser
- one blank piece of paper in the conventions of language test, which is to be collected by the test administrator at the end of the test
- one blank piece of paper for planning in the writing test, which is to be collected by the test administrator at the end of the test
- one blank piece of paper for working in the numeracy tests, which is to be collected by the test administrator at the end of the test
- 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.

8.6.10 Reading aloud to students

The test player includes audio for questions where those questions are allowed to be read aloud, and for the writing stimulus, which students can listen to through headphones.

If students request that test administrators read aloud questions, 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:

✓ read the writing stimulus
✓ read the text in numeracy questions
✓ read numbers and symbols when they are embedded in text in numeracy questions
✓ read test instructions
✓ read practice questions
✓ provide students with assistance in using any of the technical functionality of the platform, 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.
Test administrators are **NOT** permitted to:

- read questions or stimulus material in the reading or conventions of language tests
- read numbers and symbols that are not embedded in text in the numeracy test questions
- interpret diagrams, or explain or rephrase questions
- paraphrase, interpret or give hints about questions or texts
- translate any part of the paper into another language
- manipulate the mouse, touch the screen or navigate through the NAPLAN Online 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.

### 8.7 Instructions by test administrators

**8.7.1** Test instructions must be delivered exactly as documented in the ‘NAPLAN online test administration handbook for teachers’. Instructions outside those specified in the ‘NAPLAN online test administration handbook for teachers’ 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.

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

### 8.8 Time taken to complete tests and test disruptions

**8.8.1** All students must be allocated the standard time set for each test, unless they are granted extra time in accordance with the protocols (see section 8.4).

**8.8.2** 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 Disability Adjustment Code to the student’s profile prior to the relevant test(s).

**8.8.3** If a test session cannot be commenced or completed due to a test disruption, schools should follow rescheduling instructions (see sections 8.4.7–8).

**8.8.4** Schools must 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 online test window.

8.8.5 If a student commences any test, and due to illness or injury (migraine, nausea, etc.) is unable to finish the test during the official test session, the TAA must be contacted. If the TAA sanctions the reason for the student abandoning the test, the test attempt must be flagged in the platform as abandoned. For students using alternative test formats, 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 and will be marked.

8.8.6 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 submitted and will be marked.

8.8.7 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.

8.9 **Collection of test materials and post-test procedures**

8.9.1 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.

8.9.2 Where alternative format test materials, such as braille booklets, 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 online test window and security period.

8.9.3 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 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.
8.9.4 Where directed by the TAA, for the purpose of diagnosing technical issues, the school may take photos or screenshots of a device. Schools must follow TAA direction in taking photos or screenshots and send these via secure transmission using the method dictated by the TAA.

8.9.5 Under no circumstances should test administrators mark any alternative format test books or provide results to teachers, parents and/or students.

8.9.6 Schools are responsible for destroying or de-identifying paper test booklets if they wish to keep them. Schools are permitted to keep unused, unnamed copies of the paper test booklets (excluding braille copies) for future reference for internal educational purposes. Refer to section 4.3.12 for guidance on appropriate post-security period use of the test materials.
9. **Marking**

9.1 **Responsibilities of ACARA**

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

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

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)**

Content for this section can be found in the complete ‘National protocols for test administration – NAPLAN online’, on ACARA’s NAP website [www.nap.edu.au](http://www.nap.edu.au).
10. Breaches of test protocols

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 ‘Guidelines for managing test incidents in schools’, available on the NAP website (www.nap.edu.au).

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.

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.

10.1 Reporting of incidents

10.1.1 All allegations of test incidents or breaches of these protocols must be reported immediately to the relevant responsible entity and TAA.

10.1.2 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 ‘Guidelines for managing test incidents in schools’ as soon as possible. Failure to do so is itself a breach of these protocols.

10.1.3 Where an incident is reported directly to a TAA, the principal(s) concerned and/or the appropriate school authority / school owners / school boards must be notified as soon as possible.

10.2 Investigation of incidents

10.2.1 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 be undertaken.

10.2.2 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.

10.2.3 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.

10.2.4 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.
10.3 **Types of incidents**

10.3.1 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.

10.3.2 States and territories may be liable for additional costs of printing, distribution and marking associated with test incidents.

10.4 **Breaches of security for the writing test**

10.4.1 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 poses a significant validity and fairness issue. The writing prompts must be kept secure until the end of the test security period.

10.4.2 If the writing topic is known to students in advance, and students have had opportunity to practise their writing, this exposure provides a significant advantage to students and will compromise the test data.

10.4.3 Any alleged breaches of writing test content must be immediately reported to ACARA. ACARA will have an action plan to deal with such incidents.

10.5 **Consequences of substantiated incidents**

10.5.1 Any substantiated breach of protocol, which is deemed to have affected the validity of any test data, may result in the TAA or ACARA withholding these data.

10.5.2 The responsible entity for each school, be it the TAA, the 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 of test administration.
## 11. Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent student</td>
<td>A student who did not take the test because they were not present when the test was administered, and was not able to complete the test in a catch-up session.</td>
</tr>
<tr>
<td>Alternative test format</td>
<td>A test provided in braille, large print or black and white as a disability adjustment.</td>
</tr>
<tr>
<td>Breach of protocol</td>
<td>Any breach of the ‘National protocols for test administration – NAPLAN online’ that may relate to test security, cheating, or any other breach.</td>
</tr>
<tr>
<td>Breach of security</td>
<td>Any breach of the ‘National protocols for test administration – NAPLAN online 2019’ that bears upon the security of the test materials prior to and during the test security period.</td>
</tr>
<tr>
<td>Catch-up session</td>
<td>Catch-up sessions may be available for students who were identified by the school as absent when their class sat a NAPLAN test (see section 5.3).</td>
</tr>
<tr>
<td>Cheating</td>
<td>Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.</td>
</tr>
<tr>
<td>Disability adjustments</td>
<td>Students with disability may require adjustments to allow for participation in the tests. Disability adjustments are intended to enable students with disability to access the tests on an equivalent basis to students without disability, while upholding the integrity of the testing process. Disability adjustments permitted in the tests are detailed in section 6 of these ‘National protocols for test administration – NAPLAN online’.</td>
</tr>
<tr>
<td>NAPLAN coordinator</td>
<td>School staff member who has been delegated by the principal to manage aspects of NAPLAN test administration. Each NAPLAN coordinator requires their own log-in details for the platform and cannot use log-in details of another NAPLAN coordinator (where schools have more than one NAPLAN coordinator).</td>
</tr>
<tr>
<td>NAPLAN support person</td>
<td>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. A NAPLAN support person may read aloud only those elements of the test that can be read to all students (see section 8.6.10). A NAPLAN support person may be either a teacher or an official support person engaged by the school (not a parent of the student or another student). The role of NAPLAN support person is distinct and separate from the role of test administrator (see below definition). More information on use of a NAPLAN support person can be found at section 6.6.</td>
</tr>
</tbody>
</table>
### 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 principal’s delegate must contact their TAA to have the principal’s account transferred to an appropriate delegate.

The principal’s delegate must not use the log-in details received for the principal to sign in to the platform on behalf of the principal.

The TAA will send the principal’s delegate 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. For schools doing NAPLAN online, these materials will be released to them in a secure manner after the end of the test security period.

### Reschedule

Test sessions are rescheduled when a student’s or a class’s test session could not be started or resumed due to test disruptions (see sections 8.4.6–8).

### 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 (for example, school board, system authority, government department, depending on school type. See Guidelines for managing test incidents in schools (www.nap.edu.au) for more information).

### Sanctioned abandonment

Test attempts are abandoned when a student has started a test but abandons the test due to illness or injury, or for another reason if sanctioned by the TAA (see section 8.8.6). The test attempt can only be considered as sanctioned abandonment (see section 5.5) if the TAA provides approval. The student cannot sit a catch-up test.

### 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 for whom this is regular literacy assessment practice. More details on the processes a scribe must follow can be found in section 6.5.

### 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. For information on adjustments available for students who require assistance in order to access the tests, refer to section 6 ‘Adjustments for students with disability’.
<table>
<thead>
<tr>
<th>Test attempt</th>
<th>A test sat by a student for one domain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test disruption</td>
<td>An unexpected disturbance that interrupts a test such as fire alarm, electricity outage, technical issue, toilet break, etc. Technical issues are related to the use of technology and might include technical failures. Test disruptions may impact one or more students.</td>
</tr>
<tr>
<td>Test materials</td>
<td>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, grid cards, student session codes, test session codes and all versions of the tests including alternative format tests.</td>
</tr>
<tr>
<td>Test security period</td>
<td>The test security period starts as soon as secure test materials are received by, or released to, a school, and runs until Friday in the week following the official test days for NAPLAN online (31 May 2019). The test security period is the period during which the NAPLAN tests remain secure.</td>
</tr>
<tr>
<td>Test session</td>
<td>A test session created by a test administrator composed of test attempt(s). This may include students from different year levels and/or students doing tests in different domains.</td>
</tr>
<tr>
<td>Test window</td>
<td>The test window encompasses the official days of test administration. For NAPLAN Online, the online test window is from 14 to 24 May 2019.</td>
</tr>
</tbody>
</table>
12. Test administration authority contact details

TAAs 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.

**ACT**
Senior Manager, Performance and Systems Education Directorate
GPO Box 158
Canberra ACT 2601
Tel.: (02) 6205 9317

**SA**
NAPLAN team
Department for Education
31 Flinders Street
Adelaide SA 5000
Tel.: 1800 316 777

**NSW**
NAPLAN Team
NSW Education Standards Authority
117 Clarence Street
Sydney NSW 2000
Tel.: 1300 119 556
Email: NAPLAN.nsw@nesa.nsw.edu.au
Web: [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au)

**Tas.**
Director
Education Performance and Review
Department of Education
GPO Box 169
Hobart Tas. 7001
Tel.: (03) 6165 5706
Web: [www.education.tas.gov.au](http://www.education.tas.gov.au)

**NT**
Senior Manager National & Systemic Assessment
Education Policy and Programs
Department of Education
GPO Box 4821
Darwin NT 0801
Tel.: (08) 8944 9245
Web: [www.education.nt.gov.au](http://www.education.nt.gov.au)

**Vic.**
Manager, Assessment Programs
Victorian Curriculum and Assessment Authority
Assessment Programs Unit
Level 7, 2 Lonsdale Street
Melbourne Vic. 3000
Tel.: 1800 648 637
Web: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

**Qld**
Manager, NAPLAN
Queensland Curriculum and Assessment Authority
PO Box 307
Spring Hill QLD 4004
Tel.: (07) 3864 0481
Web: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

**WA**
Manager, K–10 Testing
School Curriculum and Standards Authority
PO Box 816
Cannington WA 6107
Tel.: (08) 9442 9460
Web: [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

**ACARA** can be contacted for general queries about the NAPLAN program:
Level 13, Tower B, Centennial Plaza, 280 Elizabeth Street Sydney NSW 2000
Tel.: 1300 895 563
Web: [www.nap.edu.au](http://www.nap.edu.au)
Part B: Instructions for schools in South Australia
1. **Introduction**

This handbook is for principals who will administer NAPLAN Online in their school.

All tests will be conducted online, except for year 3 writing which will continue to be administered as a paper test in 2019.

For all tests completed in paper mode, including year 3 writing and approved reversions to paper testing, principals must refer to the ‘Handbook for principals ’ for paper tests for the relevant protocols and instructions.

NAPLAN Online will provide better assessment, more precise results and faster turnaround of information. NAPLAN Online tests will also better meet the needs of all students, including those with a disability, and will allow ‘tailored testing’ which will give students questions that are more suited to their ability.

The introduction of online testing requires a significant change to the test administration process. This handbook provides a comprehensive guide to these changes and a step-by-step approach to assist schools in meeting the timelines, expectations and technical requirements.

All information supplied in this handbook is correct at time of printing, but may be subject to amendments.

Thank you in advance for the care and diligence you apply to ensure that the results from NAPLAN continue to make a positive difference to the education provided in South Australia’s schools.

**Sector representatives**

<table>
<thead>
<tr>
<th>Department for Education</th>
<th>NAPLAN team</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><a href="mailto:education.NAPLANonline@sa.gov.au">education.NAPLANonline@sa.gov.au</a> / 1800 316 777</td>
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<tr>
<th>CESA</th>
<th>Ray Moritz, Senior Education Adviser Educational Measurement</th>
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<tbody>
<tr>
<td></td>
<td><a href="mailto:ray.moritz@cesa.catholic.edu.au">ray.moritz@cesa.catholic.edu.au</a> / (08) 8301 6136</td>
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<tr>
<th>AISSA</th>
<th>Lynda Secombe, Senior Educational Consultant</th>
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<tbody>
<tr>
<td></td>
<td><a href="mailto:secombel@ais.sa.edu.au">secombel@ais.sa.edu.au</a> / (08) 8179 1400</td>
</tr>
</tbody>
</table>

**Important information**

**Platform:** The NAPLAN Online tests will be conducted using the online national assessment platform (‘the platform’).

**Demonstration site:** An online demonstration site is available at: [http://www.nap.edu.au/online-assessment/public-demonstration-site](http://www.nap.edu.au/online-assessment/public-demonstration-site). This site enables students, parents and teachers to familiarise themselves with the student test experience and functionality.
Principals must ensure that all students have prior access to the NAPLAN online public demonstration site to become familiar with the functionality of the NAPLAN Online platform and the range and types of questions. Where possible students should access the online demonstration site using the device type they are using for the NAPLAN tests in May.

**National Coordinated Practice Test:** On 28 March, there will be a National Coordinated Practice Test (NCPT) involving all schools across the country that will be conducting NAPLAN online in May 2019. The NCPT is a national confirmation of ICT and administrative systems in place for NAPLAN Online.

**Practice test sessions:** Schools will have the option of running practice test session/s prior to the NAPLAN Online test window. The practice test gives principals the opportunity to confirm their school’s technical readiness and the processes for conducting an online test. Further details about the practice test will be made available by the school sector representative.

**Test window:** The NAPLAN Online test window commences on Tuesday 14 May and ends on Friday 24 May 2019. The online test security period ends on 31 May 2019.

**Scheduling:** A summary of the key requirements are as follows:

1. All tests must be scheduled in the following sequence wherever possible:
   
   i. writing
   
   ii. reading
   
   iii. conventions of language
   
   iv. numeracy

2. All writing tests must be scheduled within the first 2 days of the test window. Year 3 students must sit the writing test in paper mode on Tuesday 14 May. Year 3 writing catch-up sessions must be completed by Friday 17 May.

3. All classes in a school, including rescheduled classes, must complete the writing test before any students in the school are able to commence the reading test. Individual students sitting catch-ups and rescheduled tests should sit the writing test first and as soon as possible.

4. All tests must be scheduled within the NAPLAN Online test window (14 May to 24 May 2019).

**Statement of compliance:** A link to the statement of compliance will be included in the registration email. By registering and logging on to the platform, the principal agrees to the content in the statement of compliance. All schools with year 3 students must also complete the statement of compliance in the Student Participation Website used by paper schools.

**Contingency strategy:** In the event that a school encounters significant technical issues, or an issue outside the control of the school (eg flood or fire) that prevents the school from completing NAPLAN online, the school must obtain approval from the TAA to use the week commencing 27 May for online testing, or to revert to paper testing.
## 2. Critical tasks

### Preparing for the test

<table>
<thead>
<tr>
<th>1</th>
<th>Start-up</th>
<th>February – March</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Principal receives online registration pack with registration letter, school PIN and grid card</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Principal receives registration email containing username and URL link to platform</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Read ‘Handbook for principals – NAPLAN online’</td>
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</tr>
<tr>
<td>-</td>
<td>Distribute NAPLAN Online privacy notice to parents/carers and advise sector representative of any students whose parents/carers do not consent to the disclosure of their personal information</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Technical Readiness</th>
<th>February – May</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Prepare session planner and submit to sector representatives (if required)</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Complete technical readiness checklist</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Undertake device checks and install locked down browsers on devices</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Complete any other specific device / network requirements</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Prepare staff</th>
<th>February – May</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Principal invites NAPLAN coordinator and technical support officer to register onto platform</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>NAPLAN coordinators complete face-to-face or online refresher training</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Identify and train Test Administrators (TAs)</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Brief staff on test administration and security requirements</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Confirm school readiness</th>
<th>March – May</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Undertake National Coordinated practice test on 28 March</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Undertake additional practice sessions (optional)</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Review outcome and address any issues prior to testing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Organise paper testing</th>
<th>March – May</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Order alternative format test materials by 15 March</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Review ‘Handbook for principals’ for paper tests for year 3 writing (if applicable)</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Receive contingency pack, check to ensure there are sufficient booklets and store securely</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Prepare students and community</th>
<th>March – May</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Arrange for students to gain familiarity with NAPLAN online testing and the device they will use for testing</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Determine appropriate adjustments for students with disabilities</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Distribute NAPLAN information and dates to parents</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>Update student data and print session slips</th>
<th>March – May</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Check student data in platform and update if required (new students, no longer enrolled etc.)</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Process withdrawal and exemption forms and record in the platform</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Record disability adjustments in the platform</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Create TA session logins and print TA session slips, student session slips and student participation report</td>
<td></td>
</tr>
</tbody>
</table>
## Delivering the test

<table>
<thead>
<tr>
<th></th>
<th>Prepare rooms and equipment</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arrange seating of rooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure any laptops or tablets are charged</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure all equipment is available eg mouse, keyboards and headphones</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure headphones are available and working</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Oversee test sessions</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distribute test administrator packs and the ‘Test administration handbook for teachers 2019’ and to test administrators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assist test administrators to manage issues and disruptions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure test sessions are finalised and secure materials</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Manage test schedule changes</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In case of any test disruptions, reschedule test sessions within the scheduling protocols</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrange catch-ups for students who were absent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seek assistance from sector representatives (if required)</td>
<td></td>
</tr>
</tbody>
</table>

## After the test

<table>
<thead>
<tr>
<th></th>
<th>Finalise student participation</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Update the student list to reflect any changes eg abandoned (sanctioned), absent and withdrawals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confirm the participation status for each test domain for each student</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Submit and finalise test</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Finalise all test sessions in the platform</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete platform checklist and submit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finalise student records in Student Participation Website for any paper tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Return any completed paper tests to TAA</td>
<td></td>
</tr>
</tbody>
</table>
3. NAPLAN Online materials

Schools will receive materials for conducting NAPLAN testing online, as well as paper test materials for the year 3 writing test.

A full set of paper test materials will also be provided to schools for contingency purposes in the event the school is not able to complete the NAPLAN tests online. These materials are to be kept securely and only opened if approval has been granted to revert to the paper test.

<table>
<thead>
<tr>
<th>Pack</th>
<th>Contents</th>
<th>Delivery Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online registration pack</td>
<td>• Registration letter with secure PIN</td>
<td>Week 5 – 6, term 1</td>
</tr>
<tr>
<td></td>
<td>• ‘Handbook for principals - NAPLAN online 2019’ (this document)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ‘Handbook for principals’ for paper tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ‘Principal and NAPLAN coordinator guide’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• NAP secure login cards (‘grid cards’) for 2019 platform</td>
<td></td>
</tr>
<tr>
<td>Online test administration pack</td>
<td>• ‘NAPLAN online test administration handbook for teachers’ for each year level</td>
<td>Week 1 – 2, term 2  (Remote schools: week 9 – 11, term 1)</td>
</tr>
<tr>
<td></td>
<td>• ‘NAPLAN test administration handbook for teachers’ (for NAPLAN paper testing) - one for each class in year 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing test - 1 test book for each student in year 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing stimulus - 1 page stimulus for each student in year 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Request form for additional materials, checklist, return address labels (‘eParcel labels’)</td>
<td></td>
</tr>
<tr>
<td>Alternative test materials (as ordered)</td>
<td>• Test stimulus and booklets in alternative format eg large print and braille</td>
<td>Week 1 – 2, term 2</td>
</tr>
<tr>
<td>Contingency pack</td>
<td>• ‘Test administration handbooks for teachers 2019’ for paper tests: 1 for each class at each year level</td>
<td>Week 1 – 2, term 2  (Remote schools: week 9 – 11, term 1)</td>
</tr>
<tr>
<td></td>
<td>• Language conventions and writing test: 1 flip test book for each student in each year level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing stimulus: a 1 page stimulus for each student that is the same for years 3 and 5, and for years 7 and 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading test and stimulus: 1 test book and magazine for each student in each year level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Numeracy test (non-calculator): 1 test book for each student in year 3 and year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Numeracy test (non-calculator and calculator allowed): 1 flip test book for each student in year 7 and year 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Request for additional materials form, principal checklist, return address labels (‘eParcel labels’)</td>
<td></td>
</tr>
</tbody>
</table>
4. Resources

What you require:

- Handbooks
- Platform guides
- Training environment in the platform
- Further information

Handbooks

There are several handbooks that contain the protocols and procedures for administering NAPLAN at online schools:

- ‘Handbook for principals – NAPLAN online 2019’ (this document)
- ‘NAPLAN online test administration handbook for teachers 2019’ (1 version for each year level).

For all tests completed in paper mode, including year 3 writing and reversions to paper testing, schools must also refer to the ‘Handbook for principals’ for paper tests and the ‘Test administration handbook for teachers 2019’ for paper tests.

Copies will be distributed to schools along with other test materials as detailed in the NAPLAN online materials schedule. Handbooks should be distributed to relevant assessment and support staff. Additional copies can be downloaded from your school sector website.

While principals have ultimate responsibility within their school for ensuring that the tests are appropriately administered, this document is designed for both principals and NAPLAN coordinators to use. Where a task can only be performed by the principal, this is noted.

Platform guides

Guides provide technical instructions relating to the use of the online assessment platform. They may be downloaded from [www.assessform.edu.au](http://www.assessform.edu.au) and include the:

- ‘Principal and NAPLAN coordinator guide’ (platform login required)
- ‘Test administrator guide’
- ‘Locked down browser guide’
- ‘Technical guidance and firewall requirements guide’ (platform login required).

The ‘NAPLAN online coordinator checklist’ and ‘NAPLAN online technical readiness checklist’ will reference the above documents as part of completing readiness activities.

The training environment in the platform

A separate version of the platform has been setup as a resource for training purposes only. It uses a different username, password and grid card than those issued for the NAPLAN 2019 environment.
This training environment can be accessed from the ‘NAPLAN Training Environment’ link on www.assessform.edu.au. NAPLAN coordinators should train test administrators using the training environment to familiarise staff with online test administration. Details on how to access the training environment will be provided during NAPLAN coordinator training.

Further information

National Assessment Program
www.nap.edu.au/NAPLAN/the-tests

Department for Education website

Department for Education intranet (login required)

Catholic Education South Australia
https://online.cesa.catholic.edu.au/docushare/dsweb/View/Collection-6499

Association of Independent Schools of South Australia
http://www.ais.sa.edu.au
## 5. Roles in the NAPLAN Online platform

### Key sections
- Roles overview
- Managing principal absence
- Role descriptions

### Roles overview

There are 4 different user roles available in the platform:

- Principal
- NAPLAN coordinator
- School technical support officer
- Test administrator.

The NAPLAN coordinator and technical support officer roles may be set up if they are required within the school. If a staff member will be undertaking tasks allocated to multiple roles, they should be assigned the role with the highest permission level. This will allow them to perform the tasks for their key role, as well as the roles below them. For example, the principal can perform the tasks of the NAPLAN coordinator and technical support officer without setting up additional accounts.

Principals and NAPLAN coordinators will need a username, password and a 2019 NAP secure login card (‘grid card’) to access the platform. Please note, the grid cards for 2019 are orange and the blue grid cards for 2018 are not be able to be used for the 2019 platform.

Access credentials and the grid cards need to be handled with the same level of security as test papers and be kept securely when not in use. Staff may not under any circumstances log in to the platform using the login details for another staff member.

### Managing principal absence

If a principal is away from school for a prolonged period, in particular at the start of the registration process or at the end of testing, the school should contact the sector representative to have the principal account reassigned appropriately.
## Role descriptions

The following table describes the main responsibilities and functions of each role in the platform.

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility</th>
<th>Platform tasks</th>
<th>System set-up notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Overall responsibility for NAPLAN assessment administration in the school</td>
<td>Start up access to the platform for the school</td>
<td>Only one principal account permitted</td>
</tr>
<tr>
<td></td>
<td>Ensure all staff are aware of, and adhere to NAPLAN online protocols</td>
<td>Set up principal account</td>
<td>To set up the principal account in the platform, a self-register link is sent to the principal’s email account</td>
</tr>
<tr>
<td></td>
<td>Appoint NAPLAN coordinator and / or technical support officer (where appropriate)</td>
<td>Invite NAPLAN coordinator(s) to register account(s) on the platform</td>
<td>If the self-register email has not been received by 1 March, the principal should contact the sector representative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree to the statement of compliance by registering onto the platform through the registration link</td>
<td>Log in to the platform using the secure PIN and grid cards provided in the online registration pack</td>
</tr>
<tr>
<td>School technical support officer</td>
<td>Run technical readiness activities</td>
<td>Ensure network and all devices meet minimum technical requirements</td>
<td>Multiple accounts permitted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Install locked down browser on all devices to be used for NAPLAN online testing</td>
<td>The principal or NAPLAN coordinator can create an account for the school technical support officer using the platform</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This role only has access to technical readiness tools (no access to student or test data)</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility</td>
<td>Platform tasks</td>
<td>System set-up notes</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NAPLAN coordinator</td>
<td>Organise the school’s testing schedule using the SA NAPLAN Online session planner</td>
<td>Invite technical support officer (where appropriate)</td>
<td>Multiple accounts permitted</td>
</tr>
<tr>
<td></td>
<td>Ensure sufficient devices and test materials are available</td>
<td>Manage student registration, background data and participation statuses</td>
<td>The principal uses the platform to set up the NAPLAN coordinator account. As part of this process, a self-register link will be sent to the NAPLAN coordinator’s email address</td>
</tr>
<tr>
<td></td>
<td>Train test administrators</td>
<td>Record disability adjustments</td>
<td>The coordinator logs in using the secure PIN and grid cards provided in the online registration pack</td>
</tr>
<tr>
<td></td>
<td>Setup and manage test administrator logins</td>
<td>Generate test administration and student session slips and participating student reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oversee test sessions</td>
<td>Able to perform the majority of the principal's tasks as delegated by the principal, except:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide support to test administrators for test disruptions or technical issues</td>
<td>• initiating school access to the platform</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• managing NAPLAN coordinator account(s).</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility</td>
<td>Platform tasks</td>
<td>System set-up notes</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Test administrator (TA)</td>
<td>Provide students with their student session slips</td>
<td>Note: platform tasks are limited to a specific test session</td>
<td>Multiple logins permitted, no accounts required</td>
</tr>
<tr>
<td></td>
<td>Supervise student test attempts during the test session according to the procedures set out in the ‘NAPLAN online test administration handbook for teachers 2019’</td>
<td>Use the test administration slip provided by the NAPLAN coordinator to create a test session and generate the session code for students to logon to platform</td>
<td>The principal or NAPLAN coordinator must create one TA login for each of the test sessions, and provide it to the TAs ahead of test sessions</td>
</tr>
<tr>
<td></td>
<td>Manage and report test session disruptions</td>
<td>Monitor the test session dashboard and respond to flags/warnings</td>
<td>TA logins are set up for test sessions, not for particular staff members. There is a unique TA login for each test session and it can be used by any authorised staff member who is administering that session</td>
</tr>
<tr>
<td></td>
<td>Escalate paused test attempts to the NAPLAN coordinator</td>
<td>Manage disruptions, including using pause and resume functions appropriately</td>
<td>TAs will be provided with a new TA login for each test session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure all finished test attempts are submitted (or ‘paused’ if appropriate)</td>
<td>If a principal or NAPLAN coordinator is acting as the TA for a test session, they will need to use the TA login for that session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finalise the test session in the platform if all tests are submitted or, if required, escalate to the NAPLAN coordinator to adjust and finalise the test session</td>
<td></td>
</tr>
</tbody>
</table>
6. Technical preparations for the test

Before the tests:

- Complete the SA NAPLAN Online technical readiness checklist
- Complete the SA NAPLAN Online session planner
- Undertake a device check on all devices
- Ensure NAP locked down browser is installed on all devices

The success of NAPLAN tests using the online platform is highly dependent on the ability of schools to prepare and plan ahead for the technical needs of the process.

Schools need to ensure that for each online test session, every student and the test administrator has access to a suitable device, and that there is sufficient internet bandwidth available to support each student. Schools should also ensure firewall requirements are met. More information can be found on the platform website: www.assessform.edu.au

Technical readiness checklist

The SA NAPLAN Online technical readiness checklist provides important guidance to schools on preparing devices and the school’s network for NAPLAN Online testing.

There are 3 essential components to achieving technical readiness. These are:

- Completing the SA NAPLAN online session planner.
- Checking the devices to be used for NAPLAN testing are compatible.
- Installing NAP locked down browsers or locked down browser apps.

Completing the SA NAPLAN online session planner

Schools in South Australia must use the spreadsheet based SA NAPLAN online session planner to generate the NAPLAN online test schedule. The capacity planning tool in the online national assessment platform is not approved for use in South Australia.

Instructions are provided in the session planner spreadsheet, a session planner guide and training videos available on each sector’s intranet page.

The spreadsheet requires information on the school’s devices, rooms, student numbers, internet bandwidth and network capacity to check if there is sufficient technical capacity to complete NAPLAN Online within the testing period. This information is used by the session planner to facilitate the development of a finalised test schedule, and the management of any rescheduling that occurs during the test window.

Schools should schedule time for catch-ups when determining their test schedule.
Checking the devices to be used for the test are compatible

To determine the suitability of devices, schools should refer to the NAP minimum technical requirements available on www.assessform.edu.au.

Schools must test each device to be used by students and test administrators. There are 2 methods:

1. Using the device check tool provided on the www.assessform.edu.au website. This does not require logging in to the platform, but the results of the device checks are not stored, or
2. Logging on to the platform and selecting ‘Device Check’ under the ‘Technical Readiness’ tile. If this method is used, the platform will keep a list of the checked devices.

It is also recommended that the school ensures that back-up devices are on hand for both students and test administrators to reduce the impact of minor technical issues during testing.

In addition to a suitable device, students will require working headphones, earphones or earbuds for certain test domains and a mouse or keyboards if required.

Schools that have adopted a Bring Your Own Device (BYOD) program can use these devices for NAPLAN Online testing provided they meet the requirements outlined in the SA NAPLAN online technical readiness checklist available on each sector’s intranet page.

Installing NAP locked down browsers or apps

A locked down browser (LDB) must be downloaded and installed to all student devices prior to testing to ensure the fairness and validity of NAPLAN results.

The locked down mode regulates access to utilities and system functions, and prevents application switching and the use of unauthorised features such as the camera, screenshot or spell check.

Schools with a BYOD policy will need to decide the most effective means for ensuring the NAP locked down browser or app is installed on all student devices.

Links to all versions of the secure app/locked down browser can be found at www.assessform.edu.au under the ‘Technology’ menu and ‘Locked down browser’ submenu.

The latest version of the locked down browser or app should be installed on all devices to be used for NAPLAN testing.
7. National Coordinated Practice Test

On 28 March, there will be a National Coordinated Practice Test (NCPT) involving all schools across the country that will be using the online platform in May 2019.

This testing is to take place on the same day at a time to be advised by your sector representative. The NCPT is a national confirmation of ICT and administrative systems in place for NAPLAN Online. The activities undertaken to prepare for this test will also prepare the school for online testing in May 2019.

Schools will undertake 1 or more test sessions at this time. The sessions undertaken should replicate the most complex session with the maximum number of students that will sit a NAPLAN test at any one time, as identified in your session planner. Refer to the ‘session planner guide’ for more information on identifying your most complex session.

When student details are uploaded to the platform by the TAA, they will be automatically enrolled in a ‘practice test’ in addition to the standard NAPLAN domains (writing, reading, conventions of language and numeracy). Students participating in the NCPT will sit this ‘practice test’.

The practice test runs for 45 minutes and includes questions from the numeracy, conventions of language and reading tests, but not the writing test. Student performance will not be assessed.

The practice test can be used to familiarise students with the numeracy, conventions of language and reading test domains. Students who undertake the practice test will need to be familiarised with the writing domain using the demonstration site prior to NAPLAN testing in May. Refer to section 12 for further information.
8. Managing student information

Before the tests:

- Update student details for online tests in the platform
- Update student details for paper tests in the Student Participation Website

Updating student details

The principal and/or NAPLAN coordinator will need to check, amend and confirm student information in the platform for all students eligible to participate in the 2019 NAPLAN tests. Accurate student details are required to ensure the platform provides students with the correct tests and to generate accurate student results.

Student information will be available in the platform from 18 March 2019. The NAPLAN coordinator must check that all enrolled students are loaded in the platform. Schools may use the participating student listing report on the ‘Preparing’ dashboard to assist with this.

Student information in the platform should be verified and can be edited via the ‘Manage students’ tile.

Student information for students sitting paper tests, including the year 3 writing test and approved reversions to paper testing, must be recorded in the Student Participation Website. The website will be available from 15 March 2019. Login details and a User Guide will be emailed to principals in March 2019. The guide will also be available to download from your sector website.

Managing student details - action required

<table>
<thead>
<tr>
<th>Student type</th>
<th>Student circumstances</th>
<th>Action required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students no longer enrolled</td>
<td>Students who have left the school.</td>
<td>Record students as no longer enrolled through the ‘Manage students’ tile. Ensure this is done prior to testing so that the student list used during the tests is as accurate as possible.</td>
</tr>
<tr>
<td>New students</td>
<td>Students recently enrolled in the school.</td>
<td>Create student in the platform. Ensure new students are familiar with the functionality of the NAPLAN Online tests and range of item types in each domain. The online public demonstration site provides resources for this purpose.</td>
</tr>
<tr>
<td>Student type</td>
<td>Student circumstances</td>
<td>Action required</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Full fee-paying overseas students (FFPOS)</td>
<td>Students holding a student visa under the Education Services for Overseas Students Regulations.</td>
<td>Encourage students to participate. Mark student as absent in the platform if they do not participate. Mark as FFPOS in the student information section of the platform. A student report will be available but the results are not included in the school’s reports.</td>
</tr>
<tr>
<td>Visiting students</td>
<td>Students visiting or ‘hosted’ at the school, such as those:</td>
<td>Confirm the student is from a student undertaking online tests in 2019. If the visiting student is from a school undertaking paper tests, contact your sector representative to locate a school undertaking paper tests. Create student in the platform. Ensure visiting students are familiar with the functionality of the NAPLAN Online tests and range of item types in each domain. The online public demonstration site is provided for this purpose. Contact your sector representative to arrange for a visiting student’s test attempts and results to be transferred to their home school.</td>
</tr>
<tr>
<td></td>
<td>• attending a sporting or cultural event at the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• on holiday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• home-schooled.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visiting students who are from a school undertaking paper tests in 2019 cannot undertake NAPLAN Online.</td>
<td></td>
</tr>
<tr>
<td>Suspended or excluded students</td>
<td>Students who have been excluded or suspended from school during the NAPLAN test window.</td>
<td>Mark student as absent in the platform.</td>
</tr>
<tr>
<td>Exchange students</td>
<td>Students on short exchanges from other countries.</td>
<td>Exchange students should not sit the tests.</td>
</tr>
</tbody>
</table>
9. Managing disability adjustments

Before the tests:
- Determine adjustments for students
- Order alternative format test materials
- Obtain approvals for adjustments
- Record adjustments in the platform

Overview of adjustments

Part A, section 6 of this handbook sets out the types, criteria and requirements for disability adjustments.

Students with disability may use system adjustments, additional time and rest breaks, scribes, NAPLAN support persons or assistive technology to access NAPLAN Online tests. Where a student cannot access the online test with the available adjustments, the student may access alternative test materials such as black and white test, large print test and braille test.

What adjustments to apply

Disability adjustments 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.

Every student has different needs and adjustments that must be determined on a case by case basis. Adjustments should be discussed with the student and their parent/carer, teacher and specialised personnel to determine the most equitable and appropriate adjustment/s to enable the student to access the tests.

A student may access more than one adjustment in any one test, and adjustments may be different for different tests for a given student.

Students with disability can access the public demonstration site to determine if the relevant system adjustments enable them to access the NAPLAN Online test. More information on the public demonstration site is provided in ‘Section 12 Preparing students and the school community’.

For further information, refer to the Guide for schools to assist students with disability to access NAPLAN Online available on the NAP website (www.nap.edu.au).

Recording adjustments and gaining approvals

When considering adjustments for students, schools must consult with parents or caregivers.
Schools must contact their sector representative prior to the test to obtain approval from the TAA for the use of the following adjustments:

- scribe
- assistive technology or any other adjustment that requires the disabling of the NAP locked down browser
- alternative format tests (eg braille).

The adjustments must then be recorded in the platform. Record adjustments using Disability Adjustment Codes (DAC) via ‘Manage student information’ in the ‘Manage student’ tile on the ‘Preparing’ dashboard of the platform.

Adjustments must be recorded against each relevant test domain for the student.

Adjustments can be recorded and updated by the NAPLAN coordinator at any point up until the student logs into a test session.

**DACs cannot be added or amended once the student has started the test.**

The codes for each disability adjustment are listed in the table in Appendix A.

**Alternative format test materials**

Alternative format test materials include braille, black and white and large print.

Alternative format test materials must be ordered for all students who would normally require them as a contingency in the event the school is authorised to revert to paper testing.

For students not registered with the South Australian School for Vision Impaired (SASVI), alternative format test materials must be ordered by Friday 15 March. Order forms can be downloaded from [www.education.sa.gov.au/NAPLAN](http://www.education.sa.gov.au/NAPLAN).

The platform does not currently cater to students who require a braille format test, therefore these students must complete the braille format of the NAPLAN paper test.

In addition, if a student cannot access the online test with the available adjustments to the platform, the school may obtain approval from the TAA for the student to access alternative format test materials.

**Administering disability adjustments during tests**

The participating student report, which NAPLAN coordinators can print out from the platform for each test session, indicates any DAC/s relating to students in that session.

Test administrators and other relevant school staff should be made aware of the specific protocols that apply to each of the adjustments.

The ‘NAPLAN online test administration handbook for teachers 2019’ includes information about the codes and what actions (if any) the test administrator needs to take. This is also summarised in Appendix A.
Supervision

Separate supervision may be provided to any student in the school and is not considered a disability adjustment. It is recommended that separate supervision is considered if an adjustment is likely to distract other students.

Careful supervision is required for students with adjustments that disable the locked down browser.

South Australian sector contacts for disability adjustments

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact Person</th>
<th>Contact Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>CESA</td>
<td>Mary Carmody</td>
<td><a href="mailto:mary.carmody@cesa.catholic.edu.au">mary.carmody@cesa.catholic.edu.au</a></td>
<td>(08) 8301 6643</td>
</tr>
<tr>
<td>AISSA</td>
<td>Alice Duffield</td>
<td><a href="mailto:duffielda@ais.sa.edu.au">duffielda@ais.sa.edu.au</a></td>
<td>(08) 8179 1400</td>
</tr>
<tr>
<td>Department for Education</td>
<td>NAPLAN team</td>
<td><a href="mailto:education.naplanonline@sa.gov.au">education.naplanonline@sa.gov.au</a></td>
<td>1800 316 777</td>
</tr>
</tbody>
</table>
10. Managing student participation information

You need to record:

- Before the test: student exemptions and withdrawals
- During the test period: postponed tests, sanctioned abandonments and refusals
- After the test: students absent for tests

All students listed under the school in the platform will have the default status of ‘Participating’ and the platform will allocate tests to them. To ensure tests proceed smoothly, action is required to ensure the students’ participation statuses are correct and updated when appropriate.

Participation statuses are set by the NAPLAN coordinator or principal via ‘Manage student participation and disability adjustments’ in the ‘Manage students’ tile.

The participation status for each of the test domains in which the student is enrolled must be updated as applicable.

For all paper tests completed at online schools, the student participation must be recorded in the Student Participation Website and not the NAPLAN Online platform. This includes the year 3 writing test, alternative format test materials and approved reversions to paper testing.

Information on each participation status and the required actions is provided in the following table.
<table>
<thead>
<tr>
<th>Participation status</th>
<th>Circumstance</th>
<th>Further information</th>
<th>Actions required</th>
<th>When to act</th>
</tr>
</thead>
</table>
| **Exempt**           | A student may be exempted from 1 or more test domains if they have a non-English speaking background and arrived in Australia from overseas after May 2018, or if they have significant intellectual disability and/or significant co-existing conditions which severely limit capacity to participate in the tests. | Part A, section 5.2  
‘Principal and NAPLAN coordinator guide’ - section: Manage Student Information  
In platform, update student’s participation status to ‘Exempt’ for each applicable test. | Before the NAPLAN test period. |
| **No longer enrolled** | Student has left the school. | ‘Principal and NAPLAN coordinator guide’ - section: Manage Student Information | In the platform, update student’s test participation status to ‘No longer enrolled’. | Before the NAPLAN test period. |
| **Withdrawn**        | A student may be withdrawn from 1 or more test domains if the parent/carers do not wish their child to take the test for religious or philosophical reasons. | Part A, section 5.4  
‘Principal and NAPLAN coordinator guide’ - section: Manage Student Information  
Form available in Appendix B and in multiple languages at www.education.sa.gov.au/NAPLAN | Obtained signed Record of Student Withdrawal (by parent/carer). Retain on file at the school.  
In the platform, update student’s participation status to ‘Withdrawn’ for each applicable test. | Before the relevant test starts. |
| **Refused to attempt** | Student has not logged in and refuses to start the test.  
The student is not allowed to sit a catch-up or rescheduled test. | Part A, section 5.6  
‘Principal and NAPLAN coordinator guide’ - section: Manage Student Information | The test administrator should notify the NAPLAN coordinator.  
In the platform, the NAPLAN coordinator should update the test attempt to ‘Refused to attempt’. | During test period. |
<table>
<thead>
<tr>
<th>Participation status</th>
<th>Circumstance</th>
<th>Further information</th>
<th>Actions required</th>
<th>When to act</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Postpone</strong></td>
<td>If a student experiences disruptions and technical problems once the test is</td>
<td>Part A, section 8.4&lt;br&gt;Part B, section 14&lt;br&gt;‘Principal and NAPLAN coordinator</td>
<td>In the platform, the test administrator should pause the test attempt (for individual students) or session (if whole class affected) and inform the NAPLAN coordinator.</td>
<td>During test period.</td>
</tr>
<tr>
<td></td>
<td>started and is not able to finish the test. Postponed test attempts can be</td>
<td>coordinator guide’ - section: Manage Test Sessions</td>
<td>In the platform, the NAPLAN coordinator should update the test attempt to ‘postpone’ and finalise the test session.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>resumed in a different test session.</td>
<td></td>
<td>Arrange a rescheduled session for students to continue at another time. For how to reschedule, refer to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section 11.</td>
<td></td>
</tr>
<tr>
<td><strong>Abandoned</strong> (sanctioned)</td>
<td>Student starts a test and cannot finish it for a reason which is approved by the TAA. This is usually due to illness or injury during the test. The student is not allowed to sit a catch-up or rescheduled test.</td>
<td>Part A, section 5.5&lt;br&gt;‘Principal and NAPLAN coordinator guide’ - section: Manage Test Sessions</td>
<td>In the platform, the test administrator should pause the test attempt and inform their NAPLAN coordinator. The NAPLAN coordinator should update the test attempt to ‘postpone’ and finalise the test session. The NAPLAN coordinator should call sector representatives for approval. If approved, the NAPLAN coordinator should update the status to ‘Abandoned (sanctioned)’.</td>
<td>During test period.</td>
</tr>
<tr>
<td><strong>Absent</strong></td>
<td>Student did not take the test because they were not present when the test was administered and were not able to complete the test in a catch-up session.</td>
<td>Part A, section 5.3&lt;br&gt;‘Principal and NAPLAN coordinator guide’ - section: Manage Student Information</td>
<td>Arrange for the student to sit a catch-up session if they return within the test window. If not, update test attempt to ‘Absent’ in the platform.</td>
<td>End of test period, after all opportunities for catch-ups are exhausted.</td>
</tr>
</tbody>
</table>
11. Scheduling test sessions

Key elements

- NAPLAN online test window
- Key scheduling requirements
- Catch-up tests
- Rescheduled tests

The requirements for scheduling test sessions are different for online schools than for paper schools.

The test window for NAPLAN Online is nine days, compared to three days for paper-based NAPLAN. This extended test window allows schools more flexibility in scheduling and accommodates schools which have fewer devices than students.

The graphic below provides a summary of the test schedule for NAPLAN Online in 2019.

**NAPLAN Online test window**

The test window for NAPLAN Online is 14 May to 24 May 2019. The test security period runs until 31 May 2019.

As part of the flexible test window, schools are permitted to schedule multiple daily sessions including afternoon tests to complete testing as expeditiously as possible.
Key requirements for test scheduling

NAPLAN Online tests will need to be taken in a specific order. This will increase security of the writing prompt and is required for some test linkages.

The key requirements for scheduling test sessions are:

1. Testing must be completed within the 9-day test window.
2. Tests must be scheduled in the following sequence:
   i. writing
   ii. reading
   iii. conventions of language
   iv. numeracy.
3. Year 3 students must sit the writing test in paper mode on Tuesday 14 May between 9am and 12pm. Year 3 writing catch-up sessions must be completed by Friday 17 May.
4. Writing must be completed within the first 2 days of the test window.
5. All classes in the school must complete the writing test before any class can commence the reading test.
6. Each individual class must complete the reading test before commencing the conventions of language test.

In the event your school is not able to meet all the above requirements, you must seek advice from your sector representative as soon as possible.

Schools must also communicate the school’s planned testing schedule and opportunities for catch-up sessions to the school community before the test window.

Test durations

The test times for online tests are provided below.

<table>
<thead>
<tr>
<th>Writing</th>
<th>Reading</th>
<th>Conventions of language</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5: 42 min</td>
<td>Year 3: 45 min</td>
<td>Year 3: 45 min</td>
<td>Year 3: 45 min</td>
</tr>
<tr>
<td>Year 7: 42 min</td>
<td>Year 5: 50 min</td>
<td>Year 5: 45 min</td>
<td>Year 5: 50 min</td>
</tr>
<tr>
<td>Year 9: 42 min</td>
<td>Year 7: 65 min</td>
<td>Year 7: 45 min</td>
<td>Year 7: 65 min</td>
</tr>
<tr>
<td>Year 9: 65 min</td>
<td>Year 9: 65 min</td>
<td>Year 9: 45 min</td>
<td>Year 9: 65 min</td>
</tr>
</tbody>
</table>

8 If a test disruption, such as a technical issue, prevents the writing test from being completed on Day 1 or 2, it may be rescheduled to another day in the test window.
The year 3 writing paper test is 40 minutes in duration. The test durations for all other paper tests are available in Part A of the ‘Handbook for principals’ for paper tests.

Additional time must be allowed for before and after test sessions for test administrators to provide instructions to students as outlined in the ‘test administration handbook for teachers – NAPLAN online’.

**Catch-up tests due to student absence**

Catch-up tests should be provided during the 9-day test window for students who were absent for a test. Schools are encouraged to use every opportunity to maximise participation in NAPLAN testing.

Students should follow the test sequence wherever possible, but may sit catch-ups out of order if required.

A student can attend any scheduled test session to undertake a catch-up test, even if the student is from a different class, year level, or is undertaking a test of a differing domain. Alternatively, a test session can be run as a catch-up session, with students sitting different domains and/or year levels simultaneously. The correct test scripts must be read to each student in each test session.

**Rescheduled tests due to test disruption**

Rescheduled tests should be provided when a test cannot be started or completed due to a test disruption, such as a technical issue or fire alarm.

Schools must make administrative arrangements for rescheduling, and ensure that any rescheduled tests occur during the 9-day test window and follow the scheduling requirements. Rescheduled test sessions for classes should be held as soon as possible and follow the test sequence.

If possible, rescheduled test sessions should not impact on the existing testing schedule.

Instructions for rescheduling tests are provided in Section 14.

**Scheduling considerations**

When setting the test timetable, it is recommended schools schedule:

- Standby sessions in between tests to accommodate potential rescheduled test sessions
- Test sessions for student catch-ups

If a school requires advice or encounters difficulty in meeting any scheduling requirements, they should contact the sector representative.

The TAA may provide approval for schools to access the final week of the NAPLAN test security period (27 May to 31 May 2019). The test security week can only be used in situations that are of a serious order, and which are outside the school or school system's control.
12. Preparing students and the school community

Ensure students are familiar with:

- Types of test questions
- The online test environment and tools
- Devices to be used
- Working on a computer under test conditions

Student familiarisation

All students sitting NAPLAN tests online, including visiting and newly-enrolled students, must be provided with the opportunity to become familiar with the online test. This familiarisation should help students navigate the test environment smoothly during the actual test sessions.

There is a public demonstration site for NAPLAN online:

www.nap.edu.au/online-assessment/public-demonstration-site

To prepare students prior to the tests, schools should arrange for their students to:

- use the demonstration site to become familiar with the online test environment, available tools (eg magnification tool, ruler, clock) and range of question types
- access the demonstration site through the locked down browser or app, as this is the process for the actual test
- use the same device as for the test
- experience using devices and headphones under simulated test conditions.

Providing opportunity for students to explore and discuss the public demonstration site, ask questions, and receive help is recommended. Schools can undertake as much familiarisation with the test environment as appropriate to prepare students. The site consists of a series of mini-tests covering all domains for each NAPLAN year level and for each of the disability adjustments which alter the online tests for the students.

Communicating with parents and the wider school community

All parents/caregivers must be sent a copy of the NAPLAN Online privacy notice.

It is also important that parents understand the purpose of NAPLAN tests. Prior to the tests, schools should inform parents about the nature, purpose and timing of the tests through one or more of the following methods:

- a letter sent directly to parents
- articles in the school newsletter
- discussion at parent/teacher interviews.
Parent information distributed to schools by the school sector representative should also be forwarded to parents as appropriate.

The NAPLAN website at www.nap.edu.au/NAPLAN/parent-carer-support has further information for parents, including a parent information brochure which can be downloaded and made available on your school website.

Communications with the school community may include the following details and key messages:

• From 2018, NAPLAN started a three-year transition from paper testing to an online mode of testing.

• In 2019, year 3 students will undertake the writing test on paper.

• NAPLAN is a nationally developed program that provides schools, states and territories with information about how education programs are working and what areas need to be prioritised for improvement.

• NAPLAN tests are administered simultaneously in all schools across Australia and the content of the tests are aligned to the Australian Curriculum: English and Mathematics.

• NAPLAN tests are just one of many assessments in which your child can participate.

• Students do not have to learn specific skills for NAPLAN tests.

• Students have an opportunity to become familiar with the NAPLAN Online environment before they do the actual tests.

• School and Student Summary Reports (SSSRs) will be made available electronically to NAPLAN Online schools. The timing of the SSSR report release is to be confirmed. Individual Student Reports are expected to be ready for distribution to parents/caregivers during August and September.
13. Preparing staff and the school

<table>
<thead>
<tr>
<th>Preparation activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Staff training and practice</td>
</tr>
<tr>
<td>✓ Planning test logistics</td>
</tr>
<tr>
<td>✓ Preparing test administrator packs</td>
</tr>
<tr>
<td>✓ Preparing test rooms</td>
</tr>
</tbody>
</table>

Principals must ensure that school staff are appropriately trained in all duties, standards, processes and systems relevant to the online delivery of the NAPLAN tests.

Test materials such as user login details, grid cards, student session codes, test session codes and all versions of the tests (including braille) should be handled and stored securely throughout the test security period when not in use.

Staff training and practice

Sectors will provide training in February and/or March for NAPLAN coordinators who will be involved in the management of NAPLAN testing at the school level.

NAPLAN coordinators are responsible for training the test administrators at the school in the use of the platform and administration of online tests.

In the platform, students will be enrolled in a ‘practice test’ in addition to the standard NAPLAN Online domains (writing, reading, conventions of language and numeracy). The purpose of the practice test, which can be utilised from 25 March 2019, is to provide test administrators with additional practical experience in administering NAPLAN Online tests with students. Implementation of the practice test by a school for this purpose is optional.

The platform only allows each student to undertake the practice test once. Students who participate in the NCPT (see section 5 of Part B) will not be able to participate in an additional practice test.

Planning test logistics

In the weeks leading up to the NAPLAN test window, it is recommended that the NAPLAN coordinator meet with test administrators to:

- ensure that test administrators are familiar with all the test administration instructions and procedures
- provide access to the NAPLAN online training environment and online demonstration site to enable familiarisation of the test administration session dashboard and the student player
- determine where the test sessions will be held
- familiarise them with test administrator packs and disability adjustments including disability adjustment codes
- 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)

• review procedures for emergencies and problem situations, including how to seek technical assistance

• explain the organisational arrangements for non-participating students

• establish procedures to be followed in the event that the test is to be administered by a casual, relief or supply teacher

• confirm that devices have passed technical readiness tests and arrangements for ensuring the devices have been set up in the room on the day.

**Preparing test administrator packs**

For each test session, test administrators will require:

• a device connected to the internet for their own use in administering the test session

• instructions on how to use the devices (eg the device password)

• the test administrator (TA) session slip (contains TA login details)

• student session slips for all students participating in the test session (contains unique student logon codes)

• a list of students in the test session, including their DAC codes

• 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 ‘NAPLAN online test administration handbook for teachers 2019’

• any supplementary instructions provided by the TAA.

Refer to the ‘Principal and NAPLAN coordinator guide’ for instructions on generating and printing the session slips and student lists.

A list of specific materials required for each domain is provided in the ‘NAPLAN online test administration handbook for teachers 2019’. A key change for NAPLAN Online is that each student may require headphones for certain tests.

**Preparing test rooms**

Test rooms should be set up so that students are not able to read other students’ work.

Any wall materials or posters must also be removed or covered up.

Students will also need enough desk space to use scrap paper for the numeracy and writing tests.
14. Delivering the test

Once the tasks listed on the ‘Preparing’ dashboard are complete, the principal and NAPLAN coordinator will move on to the ‘Delivering’ dashboard in the platform.

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.

Responsibilities of test administrators

Test administrators are responsible for delivering and monitoring the test sessions to ensure the validity and fairness of the tests. They play a proactive role in encouraging student participation and engagement in the tests, actively supervising student conduct during the sessions and notifying the NAPLAN coordinator as soon as possible of any of the following:

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

The test administrator must be present at all times and actively supervise the test session. If students sit the test in a larger group (e.g., a hall), student/test administrator ratio should be comparable to that of a regular classroom.

Section 8, Part A and the ‘NAPLAN online test administration handbook for teachers’ outline the protocols for administering the tests and responsibilities of test administrators.

Test disruptions

A test disruption is an unexpected disturbance which interrupts a test and may impact 1 or more students, such as technical issues, fire alarms and evacuations. Other issues, such as illness or injury or disruptive behaviour, may also disrupt a test.
The following table summarises the test administrator and NAPLAN coordinator’s responsibilities for test disruptions.

<table>
<thead>
<tr>
<th>Disruption type</th>
<th>Action required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Temporary disruption that can be resolved within 15 minutes</strong></td>
<td>Pause the individual student test attempt or the test session.</td>
</tr>
<tr>
<td></td>
<td>Once the disruption is resolved, the test administrator can resume the test session, which will restart at the same point and with the same amount of remaining time at the time the session was paused.</td>
</tr>
<tr>
<td></td>
<td>If the test administrator is unable to pause the test session during a disruption, additional time can be added to extend the session to compensate for time lost.</td>
</tr>
<tr>
<td><strong>Prolonged / whole class disruption that cannot be resolved within 15 minutes eg fire alarm, evacuation or technical/device issues</strong></td>
<td>Pause the individual student test attempt or the test session.</td>
</tr>
<tr>
<td></td>
<td>If the test administrator is unable to pause the test session, they should note the time left when the session was disrupted so that extra time can be added to students’ timers.</td>
</tr>
<tr>
<td></td>
<td>The test administrator must inform the NAPLAN coordinator.</td>
</tr>
<tr>
<td></td>
<td>The NAPLAN coordinator will need to find another timeslot for the students to continue the test and provide a new TA session slip.</td>
</tr>
<tr>
<td></td>
<td>At the new session, the TA uses the new TA session slips and creates a new test session code. Students use their original student session slip to log in.</td>
</tr>
<tr>
<td></td>
<td>The platform should display the students’ test from the point it was paused, with the remaining time available. If the original test session was not paused, the TA may add an appropriate amount of extra time.</td>
</tr>
<tr>
<td></td>
<td><strong>The test session must be rescheduled in accordance with the protocols outlined in Part A, section 8.4 of this handbook.</strong></td>
</tr>
<tr>
<td><strong>Student is unable to finish due to illness or injury</strong></td>
<td>Pause the student’s test attempt and inform the NAPLAN coordinator.</td>
</tr>
<tr>
<td></td>
<td>The NAPLAN coordinator postpones the test attempt and finalises the session.</td>
</tr>
<tr>
<td></td>
<td>The NAPLAN coordinator must contact the sector representative 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 in the platform to ‘abandoned (sanctioned).’</td>
</tr>
<tr>
<td><strong>Disruptive student behaviour impacting on other students results</strong></td>
<td>Pause the individual student test attempt, or the test session, and remove the student(s) from the test room. They must either continue the test in a separate supervised room immediately, or be deemed to have finished the test.</td>
</tr>
<tr>
<td></td>
<td>If the student is deemed to have finished the test, the test administrator should submit the student’s test attempt prior to finalising the test session.</td>
</tr>
<tr>
<td></td>
<td>If a student has not logged in and refuses to start the test, the test administrator should be notified. The NAPLAN coordinator should change the student participation status to ‘refused to attempt.’</td>
</tr>
</tbody>
</table>
Finalising test sessions

Once students have completed their tests, the test administrator must finalise the test session before logging out. This will allow students to progress to the next test domain.

If there are students whose attempts have been paused and who cannot finish the test, the test administrator will not be able to finish the test session and should leave the test session open and advise the NAPLAN coordinator as soon as possible.

Reporting test disruptions

In the event of a significant disruption that threatens the ability of the school to complete all scheduled test sessions within the 9-day test window, the sector representative should be contacted as soon as possible.

Contingency

If a school is not able to complete NAPLAN in online mode within the 9-day test window, the relevant school sector representative must be contacted.

Schools must obtain approval from the TAA and follow the advice provided.

There are two options available.

1. NAPLAN Online testing can be extended into the third week of the NAPLAN test security period (27 May to 31 May 2019). The third week can only be used in situations that are of a serious order, and which are outside the school or school system’s control. Approval must be granted by the TAA through the relevant school sector representative to utilise the third week for online testing.

2. The TAA may approve a school to revert to paper tests. Paper tests for all students will be provided to all NAPLAN Online schools in the weeks before testing. Tamper evident bags must remain sealed until permission has been given to revert to paper.
15. After the tests

After the tests:

- Check status of all test attempts and test sessions
- Update student participation records
- Return completed paper test booklets (if required)
- Return completed alternative test booklets
- Download online results reports
- Send out printed Individual Student Reports

Concluding NAPLAN testing in the platform

Once a school has completed all scheduled NAPLAN Online tests, the NAPLAN coordinator must ensure:

- all student test attempts have been submitted
- all test sessions have been finalised
- all student participation statuses in the platform are updated and correct.

Unresolved errors such as open student test attempts will prevent schools from proceeding to the ‘Results’ phase of the platform.

Finalise the Student Participation Website for paper tests

The Student Participation Website must be finalised for all paper tests completed at the school, including year 3 writing, alternative format test materials and any reversions to paper tests.

For all paper tests, principals must record absent students, disability adjustments, exemptions and withdrawals, new students, international fee paying students and home education students in the Student Participation Website.

Returning completed test material

Store all test materials, including test administration session slips, student session slips, scrap paper, test booklets and stimulus materials, in a secure location until 31 May 2019.

The timeframes for returning paper-based test materials are outlined below:

<table>
<thead>
<tr>
<th>Test material</th>
<th>Date to be returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 writing tests</td>
<td>Monday 20 May</td>
</tr>
<tr>
<td>Alternative format test material</td>
<td>Within 2 days of completing NAPLAN testing</td>
</tr>
<tr>
<td>Reversions to paper tests</td>
<td>Within 2 days of completing NAPLAN testing</td>
</tr>
</tbody>
</table>
Completed test materials must be lodged with an Australia Post postal office using the original delivery box and the eParcel return address label provided in the pack with the test materials. Some schools will be selected for a courier pick up service. You will be advised by your sector representative in April if your school has been selected.

Do not return unused test booklets, stimuli or other spare materials.

**Reporting**

**Results dashboard**

The ‘Results’ dashboard in the platform displays tasks that allow schools to access operational reports and receive and deliver reports for NAPLAN.

A new feature of NAPLAN Online reporting from 2019 will be the production of a student and school summary report (SSSR). The SSSR provides feedback on how students performed on the NAPLAN tests (excluding writing).

Schools will be advised when the SSSR is available and can access the reports via the ‘Reports’ tile on the ‘Results’ dashboard.

In 2019, as the writing test will be marked by human markers and not the platform, results for the writing test will not be available in the SSSR reports. The results for the writing test will be included in the Individual Student Report (ISR).

For further information, refer to the ‘Principal and NAPLAN coordinator guide’.

**Individual Student Report**

The Individual Student Report (ISR), a central feature of NAPLAN since its inception, provides achievement information for all four test domains for individual students.

ISRs are not available through the platform. They will continue to be printed and distributed to schools in term 3, 2019. One copy of the report should be forwarded to parents/caregivers and the other retained by the school.
Part C: Principal and NAPLAN coordinator quick start guide

Step 1: Principal only

To begin, you will need:
• registration email
• school PIN
• NAP secure login card.

Registration email
Click on the self-register link in the email you receive.

Sign up
Enter your given and family names to sign up. When prompted, set your password.

Log in
Go to www.assessform.edu.au and select the correct environment (eg ‘Login to NAPLAN 2019’).

Log in to the assessment delivery system. Your username is your registered email address.

Enter the school PIN, provided in your mailed NAPLAN Online registration pack provided by your TAA. This only needs to be done on the first login.

Enter the NAP secure login card code.

Optional: Invite NAPLAN coordinators
On the ‘Manage school-based users’ tile, click ‘Invite NAPLAN coordinators’.

Then invite NAPLAN coordinators to register in the system.

Optional: Invite school technical support officers
On the ‘Manage school-based users’ tile, click ‘Invite School Technical Support Officer’.

Then invite school technical support officers to register in the system.

Step 2: Principal or NAPLAN coordinator

Preparing phase
Log in to platform.

Complete tasks in the checklist. This allows you to move to the delivering phase.
**Step 3: Principal or NAPLAN coordinator**

**Delivering phase**

Create Test Administration (TA) session logins. One session login needs to be created for each test session (for example, 5 test sessions require 5 session logins). Once created, click ‘Cancel’ to finish.

Print TA session slip/s. Once created, click ‘Cancel’ to finish.

Ensure that you have chosen the correct test from the dropdown list. Print student session slips.
## Appendix A: Disability adjustment codes

<table>
<thead>
<tr>
<th>DAC</th>
<th>Name</th>
<th>Approval by TAA or school</th>
<th>Platform adjustment</th>
<th>Action required by test administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUP</td>
<td>NAPLAN support person</td>
<td>School</td>
<td>No platform adjustment. Domains applicable: reading, conventions of language, numeracy.</td>
<td>Test environment arrangements should ensure that these adjustments do not impact other students.</td>
</tr>
<tr>
<td>OSS</td>
<td>Oral sign / support</td>
<td>School</td>
<td>No platform adjustment.</td>
<td>No platform adjustment.</td>
</tr>
<tr>
<td>SCR</td>
<td>Scribe</td>
<td>TAA</td>
<td>No platform adjustment for student. Domains applicable: writing only.</td>
<td>No platform adjustment.</td>
</tr>
<tr>
<td>RBK</td>
<td>Rest break</td>
<td>School</td>
<td>No platform adjustment.</td>
<td>Test administrator will need to pause student’s test attempt when it is time for them to take a break. Once the student has returned from their rest break, the test administrator will need to resume the test attempt.</td>
</tr>
</tbody>
</table>

### Adjustments providing extra time

<table>
<thead>
<tr>
<th>DAC</th>
<th>Name</th>
<th>Approval by TAA or school</th>
<th>Platform adjustment</th>
<th>Action required by test administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETA</td>
<td>Extra Time – one minute for every six minutes of test time</td>
<td>School</td>
<td>Platform will automatically allocate extra time if this DAC is allocated.³</td>
<td>None – platform will automatically calculate and add the extra time to the individual student’s timer. Test administrator must ensure that the timing allowed for the test session caters for the total duration of tests for students with extra time.</td>
</tr>
<tr>
<td>ETB</td>
<td>Extra Time – one minute for every three minutes of test time</td>
<td>School</td>
<td></td>
<td>None – platform will automatically calculate and add the extra time to the individual student’s timer. Test administrator must ensure that the timing allowed for the test session caters for the total duration of tests for students with extra time.</td>
</tr>
<tr>
<td>ETC</td>
<td>Extra Time – one minute for every two minutes of test time</td>
<td>School</td>
<td></td>
<td>None – platform will automatically calculate and add the extra time to the individual student’s timer. Test administrator must ensure that the timing allowed for the test session caters for the total duration of tests for students with extra time.</td>
</tr>
<tr>
<td>ETD</td>
<td>Extra Time – double total test time</td>
<td>TAA</td>
<td></td>
<td>None – platform will automatically calculate and add the extra time to the individual student’s timer. Test administrator must ensure that the timing allowed for the test session caters for the total duration of tests for students with extra time.</td>
</tr>
</tbody>
</table>

³ Combinations of extra time DAC codes cannot be applied to the same test.
### Adjustments allowing secure browser to be disabled

<table>
<thead>
<tr>
<th>DAC</th>
<th>Name</th>
<th>Approval by TAA or school</th>
<th>Platform adjustment</th>
<th>Action required by test administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST</td>
<td>Assistive technology</td>
<td>TAA</td>
<td>Disable locked down browser to allow setting manipulation (customised pointing devices, keyboards, software access, etc.).</td>
<td>Locked down browser will not need to be used for this adjustment. Students not using a secure browser will require additional supervision to ensure they are not using prohibited functionality, such as external websites or calculators.</td>
</tr>
<tr>
<td>COL</td>
<td>Colour contrast modification</td>
<td>TAA</td>
<td>Disable locked down browser to allow student to adjust colour, contrast or brightness settings on their device. This includes setting screen to ‘invert’ in conjunction with BNW to create white text with black background.</td>
<td>None – the platform will automatically substitute affected items with appropriate alternative items.</td>
</tr>
</tbody>
</table>

### Adjustments for alternative test materials (paper mode)

| OFF | Braille, large print, black and white, electronic test format | TAA | No platform adjustment. |

#### Student will sit a paper-based version of the NAPLAN tests.

### Adjustments providing alternative items

<table>
<thead>
<tr>
<th>AIA</th>
<th>Alternative items - audio</th>
<th>School</th>
<th>Platform will swap audio items for alternatives if alternative items are defined for this DAC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIV</td>
<td>Alternative items - visual</td>
<td>School</td>
<td>Platform will swap visually detailed items for alternatives if alternative items are defined for this DAC.</td>
</tr>
</tbody>
</table>

### Adjustment providing alternative colour themes

<table>
<thead>
<tr>
<th>BNW</th>
<th>Black text with white background</th>
<th>School</th>
<th>Platform will use student’s preferred colour scheme where defined for this DAC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BNB</td>
<td>Black text with blue background</td>
<td>School</td>
<td>None – the platform will automatically substitute student’s chosen colour theme</td>
</tr>
<tr>
<td>BNL</td>
<td>Black text with lilac background</td>
<td>School</td>
<td>*Follow student’s usual process to set up screen inverting via device</td>
</tr>
<tr>
<td>BNG</td>
<td>Black text with green background</td>
<td>School</td>
<td></td>
</tr>
<tr>
<td>BNY</td>
<td>Black text with yellow background</td>
<td>School</td>
<td></td>
</tr>
</tbody>
</table>

---

10) DAC code cannot be used in conjunction with a DAC code that implies the student is sitting an online test (i.e. AIA, AIV)
11) Use with COL and system settings to invert colours for white text with black background
12) Combinations of colour theme DAC codes cannot be applied to the same test.
Appendix B: Withdrawal and exemption forms
Record of student exemption

2019 National Assessment Program – Literacy and Numeracy

General information

A signed copy of this withdrawal form must be completed by the principal and the parent/caregiver by 10 May 2019.

The form should be stored securely at the school.

The principal may approve a student exemption for a student who has a:

- non-English speaking background and has arrived in Australia from overseas after May 2018, or
- significant intellectual disability and/or significant co-existing conditions which severely limit capacity to participate in the tests.

The Disability Standards for Education (2005) set out the rights of a student with a disability in relation to education and the obligations of school education providers under the Disability Discrimination Act 1992. Within this legislation, the definition of disability is broad and includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities.

A student who has a significant intellectual disability must not be exempted automatically, and may be given the opportunity to participate when requested by parents.

For further advice and support regarding student exemptions please contact your sector representative.

The principal is responsible for recording student exemptions in the Online National Assessment Platform (online tests) or Student Participation Website (paper tests).

Details of student being exempted

School name: __________________________________________________________

Surname of student: _______________________________________________________

First name of student: _____________________________________________________

Unique Student ID (if applicable): ___________________________________________

Year level: □ 3 □ 5 □ 7 □ 9

Exemption applies to (tick appropriate boxes)

□ Writing    □ Reading    □ Language Conventions    □ Numeracy

The above student is granted formal exemption for the following reason:

________________________________________________________________________

________________________________________________________________________

Parent/caregiver’s signature: ______________________________________________

Principal’s signature: ___________________________________ Date: ________________
Record of student withdrawal (by parent/caregiver)

2019 National Assessment Program – Literacy and Numeracy

General information

A signed copy of this withdrawal form must be completed by the principal and the parent/caregiver prior to any test the student is withdrawing from.

The form should be stored securely at the school.

In special circumstances, a parent/caregiver may withdraw his/her child from the National Assessment Program – Literacy and Numeracy. This can be for philosophical or religious reasons.

The principal is responsible for recording student withdrawals in the Online National Assessment Platform (online tests) and/or Student Participation Website (paper tests).

Details of student being withdrawn

School name: ________________________________________________________________

Surname of student: _____________________________________________________________

First name of student: ____________________________________________________________

Unique Student ID (if applicable): _________________________________________________

Year level: □ 3 □ 5 □ 7 □ 9

Withdrawal applies to (tick appropriate boxes)

☐ Writing      ☐ Language Conventions
☐ Reading      ☐ Numeracy

The above student has been withdrawn from the National Assessment Program – Literacy and Numeracy in 2019 on request from his/her parent/caregiver.

Parent/caregiver’s signature: ___________________________________________________

Principal’s signature: ____________________________ Date: ________________________