Handbook for principals 2019
Handbook overview

NAPLAN tests are held in May each year. The purpose of the ‘Handbook for principals’ is to ensure that principals understand what is required to administer NAPLAN.

The following organisations are involved in the NAPLAN tests:

- The **Australian Curriculum, Assessment and Reporting Authority (ACARA)** has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN).

- 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 two parts to this handbook:

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

- **Part B**: State or territory operational information and instructions.

This handbook is for principals administering paper-based NAPLAN tests at their school.

Schools that are participating in NAPLAN Online must refer to this handbook for all tests completed in paper mode, including year 3 writing and approved reversions to paper testing.

For all tests completed in online mode, schools must refer to the ‘Handbook for principals - NAPLAN online’ for the relevant protocols and instructions.
Part A: Extract of the National Protocols for Test Administration

1. Introduction

NAPLAN tests are held in May each year. 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. The ‘National protocols for test administration’ (the protocols) provide detailed information on all aspects of the administration of the NAPLAN paper tests. Please note, there are also ‘National protocols for test administration’ – NAPLAN online 2019’ for NAPLAN Online schools.

The protocols set out the principles to manage security of the tests, the test environment and other relevant factors to ensure 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 a 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 carefully. Breaches of the ‘National protocols for test administration’ 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 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>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>
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<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>
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<td>2.1.2</td>
<td>It is unacceptable to exert influence on parents to withdraw their children from testing.</td>
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<tr>
<th>2.2</th>
<th>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.</th>
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<tr>
<td>2.2.1</td>
<td>The integrity of the tests must be maintained at all times. Cheating is not permitted.</td>
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<td>2.2.2</td>
<td>The test environment must neither advantage nor disadvantage any student.</td>
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<td>2.2.3</td>
<td>Tests must be appropriately administered. In deciding what is appropriate, principals should take into consideration time, location and supervision requirements.</td>
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<td>2.2.4</td>
<td>Active supervision of students during the tests is required (see section 8.6.6).</td>
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<td>2.2.5</td>
<td>Providing unauthorised assistance to students during the tests is not permitted.</td>
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<td>2.2.6</td>
<td>Providing unauthorised additional time for the tests is not permitted.</td>
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<td>2.2.7</td>
<td>Allowing students access to unauthorised materials and aids during the tests is not permitted.</td>
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<td>2.2.8</td>
<td>Test administrators should ensure their actions before, during and after the tests do not unduly impact on students’ results.</td>
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<td>2.2.9</td>
<td>Any attempt by school staff to unfairly or dishonestly manipulate test results is not permitted.</td>
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<tr>
<td>2.2.10</td>
<td>Any attempts by any party to modify an answer after the test is completed by the student are not permitted.</td>
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2.3 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.

2.4 The security of the tests is critical to ensure that students’ individual results accurately reflect their abilities. Test materials must be kept locked in a secure location to avoid any premature disclosure of content, or unauthorised disclosure of test materials at any time during the test period.

2.4.1 The security and confidentiality of the tests must be maintained from the time they are delivered to the school to the end of the test security period.

2.4.2 The content of the tests must not be disclosed prior to the scheduled tests or during the test security period.

2.4.3 The tests should not be conducted outside the secure school location, unless prior permission has been granted by the TAA.

2.4.4 All used and unused test books must be secured immediately after each test period (not left in possession of the test administrator, in classrooms or other insecure storage areas).

2.4.5 Schools should ensure that completed materials are stored securely in a way that cannot lead to allegations of tampering with responses prior to their collection or return for marking.

2.4.6 Schools must not copy, transcribe or transmit student responses, or cause responses to be recorded, except as outlined by these protocols.

2.5 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’ (which includes relevant sections of the ‘National protocols for test administration’) and the ‘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 the protocols.

2.5.3 Principals and test administrators must adhere to the instructions outlined in the ‘Handbook for principals’ and the ‘Test administration handbook for teachers’, and 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’ 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 testing program.
3. **Communications**

3.1 **Responsibilities of ACARA**

3.1.1 A website for NAPLAN information (www.nap.edu.au) is maintained with updates on all aspects of the national tests.

3.1.2 A communications strategy clearly outlining the respective roles played by ACARA and 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).

3.1.3 Maintaining the ‘National protocols for test administration’ which is a key risk control and communication document for the NAPLAN program.

3.1.4 Developing national communication messaging, to be adapted by TAAs for local dissemination.

3.2 **Responsibilities of Test Administration Authorities**

Content for this section can be found in the complete ‘National protocols for test administration’, 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 and exemptions, where appropriate
- 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 until the end of the test security period
- ensure that NAPLAN student reports, after they are received at a school, are delivered to parents/carers in a timely manner
- be aware of any additional jurisdiction-specific responsibilities outlined in Part B of the ‘Handbook for principals’.

3.3.2 Principals are responsible for acknowledging, in a manner outlined by their relevant TAA, that they have read and understood the ‘Handbook for principals’, which includes the relevant sections of the ‘National protocols for test administration’.
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’, 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’, on ACARA’s NAP website [www.nap.edu.au](http://www.nap.edu.au).

4.3 **Responsibilities of principals**

4.3.1 The principal is responsible for the overall security, receipt and confidentiality of all test materials from the time the materials are delivered to the school to the end of the test security period and including the safe collection or dispatch of those materials on conclusion of the tests.

4.3.2 The principal must notify the TAA immediately if test material security has been breached in any way from the time of receipt of the test materials to the end of the test security period.

4.3.3 NAPLAN 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. Materials must not be left unattended by a courier. If this occurs, the TAA must be notified immediately.

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

4.3.5 The principal (or the principal’s delegate who signs for the materials) is to ensure the contents and quantities of deliveries are correct as soon as possible after the receipt of the material. Packages must be checked for tampering, and to ensure correct quantities have been delivered without opening the tamper-evident packages.

4.3.6 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.

4.3.7 The principal is responsible for ensuring test materials are sorted and prepared for distribution to classes in advance of the test period, but no earlier than is necessary for the effective administration of the tests. A reasonable period to sort materials may be up to one day. Test materials must be returned to secure storage after sorting until the morning of the relevant test. Test content must not be accessed during this process. Schools that need greater flexibility must apply to their TAA.
4.3.8 Any person(s) acting as a delegate of the principal and assisting the principal in the sorting of materials should not be a classroom teacher of any class taking the tests, except in special circumstances where the size of the school precludes this.

4.3.9 The principal must ensure that all test materials, including the reading magazines and the writing stimulus, are kept secure until the end of the test security period. Under no circumstances can materials be shown or given to parents/carers or members of the wider community, including the media, before the end of the test security period.

4.3.10 The principal must ensure that teachers and students not involved in the tests do not have access to the test materials during the test security period.

4.3.11 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.

4.3.12 The principal must ensure that test administrators are informed of test processes and are made familiar with information provided on test security. Security protocols apply to all school personnel present in classrooms and the school in general during the test security period, including university students on practicum.

4.3.13 Post-security period use of test materials: Principals (and their teaching staff) are permitted to use NAPLAN tests 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.
5. Student participation cohorts

All students in years 3, 5, 7, and 9 (and only these students) 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 abandonment due to illness or injury) 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, language conventions, 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 has occurred by the principal, the student and the relevant parent/carer 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 test period. 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 will be counted in the ‘below minimum standard’ calculations for reporting purposes in national and jurisdictional summary data. Results for exempt students will not be 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 an 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 the participation in the tests during a catch-up session for those students who were identified as absent on the day of the test but return to school within the week scheduled for NAPLAN testing.

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

5.3.5 Absent students will not be counted as a part of the cohort of assessed students.

5.3.6 Students who are marked as absent but for whom a test is formally submitted must be counted as assessed. TAAs must validate discrepancies; for example, where a student was absent for a test, but then completed the test in a catch-up session.

5.3.7 The text that will appear on an 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.*

5.3.8 Where a student is absent from all tests, it is recommended that an individual student report not 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 relevant TAA must be received by the principal prior to the testing.
Treatment of withdrawn students’ data and results

5.4.3 Withheld students are not counted as a 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 withheld 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 Abandonment due to illness or injury

5.5.1 Abandonment of a test refers only to students who attempt one or more questions in a test but who abandon the test due to illness or injury (that is, a sanctioned reason verified by the TAA). The student may not complete the test in a catch-up session.

5.5.2 Abandonment due to illness or injury 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). The student may not complete the test in a catch-up session.

5.5.3 All instances of students who attempt one or more questions in the 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.

Treatment of students’ results and data where abandonment applies

5.5.4 Reasons for abandonment due to illness or injury must be recorded and sanctioned by the TAA to avoid the student being considered assessed. When abandonment due to illness or injury is reported to, and sanctioned by, the TAA, students who have abandoned the test are not counted as a part of the cohort of assessed students.

5.5.5 The text that will appear on an individual student report for tests that students have abandoned due to illness or injury will read: Your child does not have a result for this test due to illness or injury during the test.

5.6 Non-attempts and refusals

5.6.1 Students in attendance at school for the test session but who do not 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.

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 submit a blank test book must not be treated as absent.
5.6.3 The text that will appear on the individual student report for tests where they were present but there is no evidence of participation will read: *Your child was present for this test but did not complete any part of the test paper.*

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 a 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 Tests should be taken on blank test books provided by the host school.

5.8.4 Where a student is visiting, the principal at the host school is responsible for sending the student’s test books back to the TAA in the student’s home state/territory by registered post (see section 12 for TAA postal details).

5.8.5 The student’s results will be included in the dataset for their home school and state/territory.

5.8.6 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.\(^1\)

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 outline 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.

\(^1\) www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/
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 provided 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, language conventions 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 a student’s ability to demonstrate the following constructs and skills:

- **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.

- **Writing**: The NAPLAN writing tests assess a student’s ability to convey thoughts, ideas and information through an independent construction of a written text in standard Australian English.

- **Language conventions**: The NAPLAN language conventions tests assess a student’s ability to independently recognise and use correct standard Australian English grammar, punctuation and spelling in written contexts. Reading questions aloud to a student during the language conventions test is therefore not appropriate or permitted.

- **Numeracy**: The NAPLAN numeracy tests assess students’ knowledge of mathematics, their ability to independently apply that knowledge in context, and their ability to independently reason mathematically. Explaining questions or interpreting diagrams in the numeracy test is therefore not appropriate or permitted. Reading any words, numbers or symbols embedded within text is permitted but not any numbers or symbols that are not embedded within text.

For further information, see section 8.6.11.
6.3 Responsibilities of Test Administration Authorities

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’
- provide test materials in an alternative format (see section 11 for definitions) 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 for permission and/or alternative formats
- 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 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
- comply with the TAA requirements for requesting and reporting 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. 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 6.11).

6.5.2 The role of a scribe is to provide access to the writing test, not to improve a student’s performance in this test. Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice and where other adjustments are not sufficient or available. Poor handwriting in itself or a reluctance to write is not 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 difficulty with the physical act of writing (this does not refer to a student’s difficulty processing what they want to write) or 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 6.5; and
• would be unable to access the writing test 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 test 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):

**Scribe rules**

• Test instructions should be delivered exactly as outlined in the ‘Test administration handbook for teachers’.

• The scribe should write the following words at the beginning of the document: This student has approval for a scribe and all scribing rules are acknowledged.

• After allowing a student time to reflect and consider, a scribe will write 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.

• As the student dictates, the scribe will write word for word to reproduce the student’s own language, printing all words in lower case without any punctuation, except as and where dictated by the student.

• The scribe will write all sentences in a block without inserting paragraphs, except as and where dictated by the student.

• The student may read or request the scribe to read the text back throughout the test for the purpose of maintaining continuity; however, the scribe should not lead the student to re-read the text.

• A spelling check must be performed before the student can be given the scribed text to proofread and edit. 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 these 12 words in a space below the text.
• When completed, the scribe must cover the scribed 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 write the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.

• 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 mark capitals, full stops, paragraphs, etc., as directed by the student.

• During this time, the student may also indicate any changes or additions to the text, and the scribe will write these where indicated by the student.

6.6 Use of a NAPLAN support person: reading, language conventions 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, language conventions and numeracy tests by shading bubbles indicated by the student, or writing short responses or answers dictated by the student for the tests

• read aloud only those elements of the test that can be read to all students (see section 8.6.11)

• 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 accessing the tests by any other adjustments available, including the use of a computer (for example, due to fine motor difficulty), 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, 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 the granting of adjustments for the use of assistive technology, including a computer, must be followed. Schools must seek approval and follow advice from their TAA for this adjustment prior to testing.

6.7.2 Where a student with disability regularly uses a computer as a part of usual disability adjustments in classroom assessments, this adjustment may be appropriate for use during the tests. For example, students may type their response to items on a computer. These responses must then be printed and returned for processing in the manner prescribed by the TAA. TAAs manage the transcription of student responses.

6.7.3 Use of a computer must be in accordance with standard assessment practices: spell- and grammar-check, dictionary, predictive text, etc. must be turned off. Access to the internet or internal networks must also be completely restricted. It is expected that a basic level of logistical support is provided to students permitted to use assistive technology in line with normal test conditions (for example, setting up of a computer).

6.7.4 Screen readers that provide text-to-speech outputs may be used by students to listen to their typed responses where appropriate in the numeracy test. Students using a screen reader may need to be supervised by a support person to ensure that the screen reader only reads allowable parts of the test.

6.8 Braille

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
- language conventions: 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 Electronic test format

6.9.1 The electronic test enables students to answer questions on screen. It may be an appropriate adjustment for students with disability who use a computer as a part of their usual adjustments when participating in classroom assessments. This is only available to students who are not able to access the tests through any of the other adjustments available, including the use of large print material or assistive technology as outlined above (section 6.7). For example, an electronic test format may be an appropriate adjustment for students with disability who have at least one of the following:

- severe vision problems and are not braille proficient
- severe physical disabilities which restrict movement.

6.9.2 Students accessing the tests in this format are likely to need extra time. The allocation of extra time should be decided on a case-by-case basis. Refer to section 6.11.1 for more details on allocating extra time.

6.9.3 Schools wishing to access this adjustment must apply to their TAA in line with these protocols.
6.10 **Temporary injuries**

6.10.1 Where a temporary injury, which impacts on a student’s ability to access the tests independently, has been sustained prior to the test, the school may make appropriate disability adjustments. For example, a student with a temporary injury might be granted the use of a computer to assist with the writing test in line with section 6.7, or a NAPLAN support person to provide access to the other tests in line with section 6.6.

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

6.10.3 A doctor’s certificate may be requested to support an application for adjustments (such as the use of a computer) 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.

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

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

6.11 **Extra time and rest breaks**

6.11.1 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.

6.11.2 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, a longer time may be needed. In any case, the teacher and school are best placed to make the final decision based on the specific circumstances of the student in question, in line with TAA requirements.

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

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

6.11.5 For students who are braille users, see section 6.8.3.

6.12 **Summary of adjustments for students with disability**

6.12.1 It is anticipated that students with disability 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.

6.12.2 The following table outlines some of the types of adjustments that might be provided. 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 a student’s needs.
<table>
<thead>
<tr>
<th>Disability adjustments</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Assistive technology/ computers        | Students can use assistive technologies that are compatible with the test construct. Computer use may be permitted for all tests for students with disability who normally use this adjustment for their usual classroom assessments and for students with temporary injuries such as broken arms. Schools must follow TAA procedures. Software providing text-to-speech outputs is permitted where consistent with the test construct, to enable students with disability who normally use this type of adjustment to access their own responses. 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 language conventions, writing and reading tests  
  - calculator use during the non-calculator numeracy section  
  - internet / internal network access. |
<p>| 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 providing the coloured overlays. Black and white print materials must be ordered in advance through the TAA. |
| 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. |
| Electronic test format                 | This adjustment is limited to those students with disability who are unable to access the tests through any of the other adjustments available including the use of assistive technology. Electronic test format materials must be ordered in advance through the TAA. |
| Extra time                             | Generally, it is recommended that no more than five minutes of extra time per half hour of test time be granted; however, in some cases, up to an additional 15 minutes per half hour of published test time may be provided. See also section 6.11.4 for extra time for braille users. |</p>
<table>
<thead>
<tr>
<th>Disability adjustments</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Large print format     | 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 |
| NAPLAN support person  | 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. A NAPLAN support person can shade bubbles indicated by the student or write short responses or answers dictated by the student for the reading, language conventions and numeracy tests. |
| Oral/sign support      | Students who are deaf or have a hearing impairment may access oral or signed communication (for example, Auslan). The support person must be a skilled and familiar communication partner with the student and 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 8.6.11). |
| Rest breaks            | When a rest break is taken, the test time is stopped, and resumed on completion of the rest break. The student must not have access to the test paper, scrap paper, writing implements, computer or text entry device during a rest break. Generally, it is recommended that no more than 10 minutes of rest time per half hour of test time be granted; however, in some cases, up to an additional 15 minutes per half hour of published test time may be provided. |
| Scribe                 | Scribes can be used for the writing test if this is the usual assessment practice in the classroom. ✓ 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 write 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 and they are not intended to be pass/fail type tests.

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 should be familiar with the test format and response types, but excessive practice is not recommended.

The provision of broad and comprehensive teaching and learning programs aligned to the Australian Curriculum is the best preparation that schools can provide for their students. Therefore, excessive coaching and test preparation are inappropriate.

7.1 Practice for the NAPLAN writing test

7.1.1 It is appropriate for students to gain experience in producing writing scripts 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 that students, particularly students participating in the NAPLAN tests for the first time, are made familiar with the format, language, response types and time constraints of the reading, language conventions 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).
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’, on ACARA’s NAP website www.nap.edu.au.

8.2 Responsibilities of principals

8.2.1 Principals are responsible for the administration of the tests within their school, including when they have delegated duties.

8.2.2 Principals are responsible for the administration of arrangements for students undertaking catch-up tests and the conditions under which the catch-up tests are taken for 2019.

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.

8.3.3 TAAs may only grant permission to parents of students registered in non-school-based locations to act in locum for a principal and test administrator if this is the only way access to the test can be achieved for their child. This permission may be sought only by a school (or equivalent organisation where the student is registered; for example, the district office) on behalf of parents/carers.

8.3.4 The same demands regarding the code of conduct and security surrounding storage and dispatch of the test materials are expected of parents/carers acting as test administrators as they are of principals and test administrators.
8.4 Time for testing

8.4.1 Tests must NOT be conducted before the official test date under any circumstances. The paper test period starts on 14 May 2019 and finishes on 16 May 2019. The test security period finishes on 31 May 2019. The test security period is extended in line with the NAPLAN Online test window. The test timetable and test durations are as follows:

<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><strong>1. Language conventions</strong>&lt;br&gt;Year 3: 45 min&lt;br&gt;Year 5: 45 min&lt;br&gt;Year 7: 45 min&lt;br&gt;Year 9: 45 min</td>
<td><strong>3. Reading</strong>&lt;br&gt;Year 3: 45 min&lt;br&gt;Year 5: 50 min&lt;br&gt;Year 7: 65 min&lt;br&gt;Year 9: 65 min</td>
<td><strong>4. Numeracy</strong>&lt;br&gt;Year 3: 45 min&lt;br&gt;Year 5: 50 min&lt;br&gt;Year 7: Part A (calculator): 55 min&lt;br&gt;Part B (non-calculator): 10 min&lt;br&gt;Year 9: Part A (calculator): 55 min&lt;br&gt;Part B (non-calculator): 10 min</td>
<td>Catch-up tests permitted</td>
<td></td>
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</tbody>
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<table>
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<tr>
<th>Monday 20 May</th>
<th>Tuesday 21 May</th>
<th>Wednesday 22 May</th>
<th>Thursday 23 May</th>
<th>Friday 24 May</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Writing</strong>&lt;br&gt;Year 3: 40 min&lt;br&gt;Year 5: 40 min&lt;br&gt;Year 7: 40 min&lt;br&gt;Year 9: 40 min</td>
<td>Catch-up tests permitted</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Test security must be maintained.

<table>
<thead>
<tr>
<th>Monday 27 May</th>
<th>Tuesday 28 May</th>
<th>Wednesday 29 May</th>
<th>Thursday 30 May</th>
<th>Friday 31 May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catch-up tests permitted</td>
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</tbody>
</table>

Test security must be maintained.

Please note that all tests must remain secure until 31 May 2019.
Duration of test

<table>
<thead>
<tr>
<th>Language conventions</th>
<th>Writing</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3: 45 min</td>
<td>Year 3: 40 min</td>
<td>Year 3: 45 min</td>
<td>Year 3: 45 min</td>
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<td>Year 5: 45 min</td>
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<td>Year 7: 45 min</td>
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<td>Year 7: 65 min</td>
<td>Year 7: 65 min</td>
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<tr>
<td>Year 9: 45 min</td>
<td>Year 9: 40 min</td>
<td>Year 9: 65 min</td>
<td>Year 9: 65 min</td>
</tr>
</tbody>
</table>

8.4.2 Only schools with compelling reasons are able to vary test dates (up to 24 May 2019), following prior permission from the relevant TAA. 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. This is only available to classes or groups, not individual students.

8.4.3 Schools must schedule the tests so that the tests are undertaken in morning sessions on the official test dates. Schools must administer the tests in the sequence specified in section 8.4.1, including those days where two tests are conducted. Schools with permission to vary the test dates must follow the instructions provided by their TAA.

8.4.4 Where there is more than one test scheduled for any day, the order in the schedule in 8.4.1 must be adhered to, and a minimum of 20 minutes’ break time for students should be provided between the two test sessions.

8.4.5 Except in the case of individual students who have been granted rest breaks as disability adjustments or test disruptions (see definition), tests must be completed in a single uninterrupted session. See also section 8.8 for information on how to manage test disruptions.

8.4.6 Individual students are not able to undertake catch-up tests in the week following the national tests. They may undertake catch-up tests on the days in the test week only, after the scheduled test. These protocols also apply to test catch-up days and approved variations.

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 test administrators.
- The principal will ensure test administrators are provided with the relevant ‘Test administration handbook for teachers’ and all assessment materials, and are familiar with the requirements of the role, including implementation of disability adjustments for relevant students.
• The principal must obtain permission from their TAA, in accordance with TAA guidelines, where computers or network-enabled devices are used. Where permission to use computers is granted, the internet connection, spelling and grammar check, and text prediction functions must be disabled.

• The principal will ensure test administrators are provided with a copy of the code of conduct.

8.5.2 The principal must ensure that:

• no student undertakes a test before the specified test date under any circumstances

• no student undertakes a test without appropriate supervision under any circumstances. Appropriate supervision includes the delivery of the test administration script

• during the test, students are not able to view material within the test area that could assist them to 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

• spare or unused test books are not used as practice books for any students (regardless of year level) before the end of the test security period

• test materials are not provided to any teachers (regardless of year level or subject area) before the end of the test security period.

8.5.3 The principal has a responsibility to adhere to and enforce the procedures outlined in the ‘Handbook for principals’.

8.6 Administering the tests – appropriate behaviours

8.6.1 Test administrators must ensure that staff members demonstrate professional and ethical behaviour 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 morning of the test and using this knowledge to prepare students

• 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.

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
• communicating with any person other than an administrator during the test introduction time, planning time or test time
• looking at another student’s work
• working on the incorrect test in the ‘flip’ test book.

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 other students’ work. If students take the tests in their classroom, it is expected that a test administrator is present at all times. If students are seated with a larger group (for example, 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. When administering the tests in the ‘flip’ test books, test administrators must ensure that students are working on the correct test. The page borders in the test books have been shaded differently to assist this supervision.

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 (principals must ensure that students are notified that mobile phones are not permitted)
• electronic devices that are capable of receiving or transmitting information or electronic signals. This includes recorded music and video players, cameras, organisers, dictionaries, scanning pens and computerised watches or any other internet connectable device.
• dictionaries
• rulers
• calculators for non-calculator allowed part.

8.6.9 Test administrators must ensure that students take only permitted items into the test area. The permitted items are:
• pencils or pens (as specified by the TAA)
• pencil sharpener
• eraser
• one blank piece of paper in the language conventions test, which is to be collected by a 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 a test administrator at the end of the test
• one blank piece of paper for working in the numeracy test, which is to be collected by a test administrator at the end of the test
• calculators for the year 7 and 9 numeracy calculator-allowed part
• where necessary, assistive technology as a disability adjustment, which may include a computer.

8.6.10 Test administrators are responsible for the use of calculators in the years 7 and 9 numeracy tests.
• Students will be permitted to take into the test the calculator that they currently use at school or with which they are most familiar, unless it is disallowed according to section 8.6.8.
• Schools should ensure that they have a sufficient reserve supply of calculators.
• Test administrators are responsible for ensuring that all calculators have been checked and that no information that might advantage a student has been stored on the calculator.
• Test administrators are responsible for ensuring calculators are not accessible after the calculator-allowed part of the test.
• Calculators do not include multifunction or internet accessible devices.

8.6.11 Reading aloud to students
The literacy demands of the test should not exclude a student from accessing the numeracy tests; however, it is not intended that a test administrator leads the class through the numeracy test, question by question, unless the literacy standard of the whole class is a barrier to access.
Test administrators are permitted to:

- read the writing stimulus
- read the text in numeracy questions
- read numbers and symbols when these are embedded in text in numeracy questions
- read the test instructions
- read the practice questions.

Test administrators are NOT permitted to:

- read questions or stimulus material in the reading or the language conventions tests
- read numbers and symbols that are not embedded in the 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.

8.7 Instructions by test administrators

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

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. These variations should be recorded as required by the TAA.
8.8.3 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 and/or could not complete the test session.

8.8.4 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 book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book must be marked on the basis of any questions answered. The student may not complete the test in a catch-up session.

8.8.5 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 books and hand them immediately to the principal or principal’s delegate or nominee for secure storage until returned for processing. All other material, including stimulus materials and unused test books, must also be collected from the test area and kept secure until the end of the testing period. No students, teachers (unless they are a test administrator) or any unauthorised persons should remove any test material from the test area.

8.9.2 Test books must be returned for processing in the manner specified by the TAA, by the specified date. The absence of the principal (or delegate) from the school is not a reason for the late return of test books. Schools should have an alternative plan in place if the principal or delegate is absent during the test 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 photocopying completed test books and/or asking students to record their answers separately from their response book (except as may be required for their disability adjustment).

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

8.9.5 Test administrators are not to transcribe special print books unless advised by TAAs.

8.9.6 Schools are permitted to keep unused, unnamed copies of the test materials (excluding braille copies) for future reference for internal educational purposes. Refer to section 4.3.13 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 for the writing test 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 and questions requiring judgment on the quality of a response (for example, short response reading items). The three methods of marking include
  1. expert marking (marking requiring professional judgment on the value of the answer – includes all partial credit questions)
  2. professional scoring (trained scorers who provide a score based on a defined set of acceptable responses)
  3. scoring electronically after editing (recording student responses by keying from paper or from screen or via a suitable technology such as Optical Character Recognition (OCR) or Intelligent Character Recognition (ICR)).

- common training procedures and materials for all tests: this will include common marker manuals, training materials, and, for writing, 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

Content for this section can be found in the complete ‘National protocols for test administration’, on ACARA’s NAP website 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 the 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 the 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 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 until the test days, the content of the writing test is particularly sensitive, as each writing test is a one-item test. Any pre-publication of the content of the writing test poses a significant face validity issue.

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 may 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 a 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 its jurisdiction, which 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 were not able to complete the test in a catch-up session (see section 5.3).</td>
</tr>
<tr>
<td>Alternative test format</td>
<td>A test provided in braille, or large print, or black and white, or electronic format as a disability adjustment.</td>
</tr>
<tr>
<td>Breach of protocol</td>
<td>Any breach of the ‘National protocols for test administration’ 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’ 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’.</td>
</tr>
<tr>
<td>NAPLAN support person</td>
<td>A NAPLAN support person enables students with disability to access the test by shading bubbles indicated by the student, or writing short responses or answers dictated by the student for the reading, language conventions and numeracy tests. A NAPLAN support person may read aloud only those elements of the test that can be read to all students (see section 8.6.11). 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>
<tr>
<td>Principal’s role</td>
<td>The principal is accountable for NAPLAN administration at their school.</td>
</tr>
<tr>
<td>Responsible entity</td>
<td>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 (<a href="http://www.nap.edu.au">www.nap.edu.au</a>) for more information).</td>
</tr>
<tr>
<td><strong>Sanctioned abandonment</strong></td>
<td>Test attempts are abandoned when a student has completed one or more questions in a test but abandons the test due to illness or injury. 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.</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Scribe</strong></td>
<td>A person who assists a student with disability during the writing test. All other one-on-one support granted as adjustments is covered under the term ‘NAPLAN support person’. Scribes are only appropriate for students with disability where all requirements in 6.5 are met.</td>
</tr>
<tr>
<td><strong>Test Administration Authority (TAA)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Test administrator</strong></td>
<td>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 writing answers or shading in bubbles. 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’.</td>
</tr>
<tr>
<td><strong>Test disruption</strong></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><strong>Test materials</strong></td>
<td>For the purposes of these protocols, test materials are all materials that must be kept secure throughout the test security period. These are all versions of the tests including braille.</td>
</tr>
<tr>
<td><strong>Test period</strong></td>
<td>The three official days of test administration (14–16 May 2019).</td>
</tr>
<tr>
<td><strong>Test security period</strong></td>
<td>The test security period starts as soon as secure NAPLAN materials are received by a school, and runs until the end of the NAPLAN Online test window (31 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

**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)

**NT**
Senior Manager,
National and 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)

**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)

**SA**
NAPLAN Team
Department for Education
30 Wakefield Street
Adelaide SA 5000
Tel.: 1800 316 777
Email: education.sa.taa@sa.gov.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)

**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)

**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:

**ACARA**
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. Information and support

Important information

This handbook is for principals administering paper-based NAPLAN tests at their school.

Any school administering paper tests is required to adhere to the national test administration protocols in Part A of this handbook and follow the relevant instructions outlined in Part B.

Schools that are participating in NAPLAN Online must refer to this handbook for all tests completed in paper mode, including year 3 writing and in any case of an approved reversion from online testing to paper testing.

For all tests completed in online mode, schools must refer to the ‘Handbook for principals -NAPLAN online 2019’ for the relevant protocols and instructions.

Key changes

The duration of some tests has been increased by 5 minutes. The language conventions test has increased from 40 to 45 minutes for year 3 and 5 students. The numeracy test has increased from 60 to 65 minutes for year 7 and 9 students.

Critical tasks and dates

In 2019, critical dates and tasks differ according to test mode (i.e. paper-based or online). The table below provides a link to information on the relevant critical dates and tasks for each test mode.

<table>
<thead>
<tr>
<th>Test Mode</th>
<th>Critical tasks and dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper schools</strong></td>
<td>Part B - Section 3.1</td>
</tr>
<tr>
<td>All NAPLAN tests taken in paper mode</td>
<td></td>
</tr>
<tr>
<td><strong>Online schools with year 3 students</strong></td>
<td>Part B - Section 3.2</td>
</tr>
<tr>
<td>NAPLAN Online schools with students sitting year 3 writing tests in paper mode</td>
<td></td>
</tr>
<tr>
<td><strong>Online schools reverting to paper testing</strong></td>
<td>Part B - Section 3.3</td>
</tr>
<tr>
<td>NAPLAN Online schools with reversions to paper tests, after approval from the TAA.</td>
<td></td>
</tr>
</tbody>
</table>

South Australian Sector Representatives

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

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Assessment Program</td>
<td><a href="http://www.nap.edu.au/naplan/the-tests">www.nap.edu.au/naplan/the-tests</a></td>
</tr>
<tr>
<td>Catholic Education South Australia</td>
<td><a href="https://online.cesa.catholic.edu.au/docushare/dsweb/View/Collection-3668">https://online.cesa.catholic.edu.au/docushare/dsweb/View/Collection-3668</a></td>
</tr>
<tr>
<td>Association of Independent Schools of South Australia</td>
<td><a href="http://www.ais.sa.edu.au">http://www.ais.sa.edu.au</a></td>
</tr>
</tbody>
</table>
2. **Student Participation Website**

The Student Participation Website enables the Test Administration Authority to collect information about participation of your students in the NAPLAN paper tests. The information is required to produce accurate NAPLAN results and reports.

All schools that undertake any paper NAPLAN tests are required to check and update the student information contained in the Student Participation Website relevant to the paper tests for those students. All Online schools with year 3 students will need to use the Student Participation Website to record their participation in the paper mode writing test. Online test participation is not to be recorded on this website.

This secure website provides a record of students at your school who were present for the tests, granted disability adjustments, exempt, withdrawn, absent, and/or abandoned the test. It also provides a record of students who are newly enrolled, no longer attending your school and home educated students sitting tests at your school.

Each school is provided with a username and password (supplied by their sector) that provides access to student information relevant only to that school.

The website will be available from 15 March 2019. Your login details and the ‘SPW User guide’ will be emailed to you in March. The guide will also be available to download from your sector website.

You will not be able to update any student details until you have completed the Statement of Compliance screen.

**Please note the Statement of Compliance must be completed before any packages of test materials are opened.**
3. Critical dates and tasks

3.1 Critical tasks and dates: paper schools

<table>
<thead>
<tr>
<th>Preparation</th>
<th>15 March</th>
<th>Ensure braille, large print and electronic tests have been ordered for all students that require them.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 March - 13 May</td>
<td>Log on to the 2019 NAPLAN Student Participation Website and complete the compliance screen to verify that Part A and Part B of the ‘Handbook for principals’ have been read and understood.</td>
</tr>
<tr>
<td></td>
<td>25 March - 12 April</td>
<td>Remote schools - check that all NAPLAN paper test materials have been received and that tamper evident bags are intact. Count and ensure sufficient materials have been received and store securely.</td>
</tr>
<tr>
<td></td>
<td>29 April - 3 May</td>
<td>Metro and country schools - check that all NAPLAN paper test materials have been received and that tamper evident bags are intact. Count and ensure sufficient materials have been received and store securely.</td>
</tr>
<tr>
<td></td>
<td>12 April</td>
<td>Remote schools - finalise all requests for additional materials.</td>
</tr>
<tr>
<td></td>
<td>3 May</td>
<td>Metro and country schools - finalise all requests for additional materials.</td>
</tr>
<tr>
<td></td>
<td>10 May</td>
<td>Ensure all requests for the use of a scribe or assistive technologies have been submitted to your sector representative.</td>
</tr>
<tr>
<td></td>
<td>13 May</td>
<td>Ensure test administrators are familiar with all aspects of test administration including the ‘National protocols for test administration’. Distribute the ‘Test administration handbook for teachers’ for paper tests to the teachers who will be administering the NAPLAN paper tests. Check student exemption and withdrawal forms are complete and have parent/caregiver consent. Finalise all disability adjustments and ensure permission has been granted for students who require a scribe or assistive technologies for the writing paper test. Final check that the test days are organised — rooms prepared, test supervisors familiar with the ‘Test administration handbook for teachers’ for paper tests, test books sorted and ready for distribution on the paper test days. Check the Student Participation Website records have been updated to record adjustments granted, exempt and withdrawn students, home educated students who are sitting the tests at the school, international fee-paying students, new students and those who have left your school.</td>
</tr>
</tbody>
</table>
### Testing

<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 May</td>
<td>Collect all signed withdrawal forms before relevant test(s) commences. Distribute the language conventions and writing test books and the writing stimulus material to test administrators. Collect all test books and stimulus material after tests have been administered.</td>
</tr>
<tr>
<td>15 May</td>
<td>Distribute the reading test books and stimulus material to test administrators. Collect all test books and stimulus material after the test has been conducted.</td>
</tr>
<tr>
<td>16 May</td>
<td>Distribute the numeracy tests to test administrators. Collect all test books after the tests have been conducted.</td>
</tr>
<tr>
<td>17 May</td>
<td>Finalise student catch-ups. Undertake final check and count of the completed test books. Check all completed student withdrawal and exemption forms have been stored securely at the school.</td>
</tr>
</tbody>
</table>

### Returning test materials

<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 - 20 May</td>
<td>Complete and sign the ‘checklist for principals’ and retain on file. Package the completed test books, affix eParcel label and lodge with Australia Post (or with courier)(^2), as instructed. Store all spare or unused test booklets and stimulus material in a secure location until the end of the test security period. Finalise the Student Participation Website to record absent students and ensure student information is correct for adjustments granted, exempt and withdrawn students, home educated students who are sitting the tests at the school, international fee-paying students, new students and those who have left your school. Confirm all details for all relevant year levels on the confirmation screen of the Student Participation Website.</td>
</tr>
</tbody>
</table>

### End of test security period

<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 May (close of business)</td>
<td>Spare or unused test booklets and stimulus material may be taken out of secure storage. They may be used within the school for educational purposes. No further changes to student records may be made by schools on the Student Participation Website.</td>
</tr>
</tbody>
</table>

\(^2\) Schools selected for a courier pick-up will be contacted by their sector representative in April
### 3.2 Critical tasks and dates: online schools with year 3 students

The critical tasks and dates below are for the year 3 writing test completed in paper mode at NAPLAN Online schools only.

For all online tests, refer to the ‘Handbook for principals - NAPLAN online 2019’.

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15 March</strong></td>
</tr>
<tr>
<td>Ensure braille, large print and electronic tests have been ordered for all students that require them.</td>
</tr>
<tr>
<td><strong>15 March - 13 May</strong></td>
</tr>
<tr>
<td>Log on to the 2019 NAPLAN Student Participation Website and complete the compliance screen to verify that Part A and Part B of the ‘Handbook for principals’ have been read and understood.</td>
</tr>
<tr>
<td><strong>25 March – 12 April</strong></td>
</tr>
<tr>
<td>Remote schools - check that the NAPLAN contingency pack and NAPLAN Online test administration pack (with year 3 writing test booklets) has been received and that tamper evident bags are intact. Count and ensure sufficient materials have been received and store securely.</td>
</tr>
<tr>
<td><strong>29 April - 3 May</strong></td>
</tr>
<tr>
<td>Metro and country schools - check that the NAPLAN Contingency Pack and NAPLAN Online test administration pack (with year 3 writing test booklets) has been received and that tamper evident bags are intact. Count and ensure sufficient materials have been received and store securely.</td>
</tr>
<tr>
<td><strong>12 April</strong></td>
</tr>
<tr>
<td>Remote schools - finalise all requests for additional paper materials for year 3 writing and contingency purposes.</td>
</tr>
<tr>
<td><strong>3 May</strong></td>
</tr>
<tr>
<td>Metro and country schools - finalise all requests for additional paper materials for year 3 writing and contingency purposes.</td>
</tr>
<tr>
<td><strong>10 May</strong></td>
</tr>
<tr>
<td>Ensure all requests for the use of a scribe or assistive technologies have been submitted to your sector representative.</td>
</tr>
<tr>
<td><strong>13 May</strong></td>
</tr>
<tr>
<td>Ensure test administrators for year 3 writing paper tests are familiar with all aspects of paper test administration including the ‘National protocols for test administration’.</td>
</tr>
<tr>
<td>Distribute the ‘Test administration handbook for teachers’ for paper tests to the teachers who will be administering the year 3 writing tests.</td>
</tr>
<tr>
<td>Check all student exemption forms are complete and have parent/caregiver consent. Only one form needs to be completed for each student as it covers all tests and both paper and online.</td>
</tr>
<tr>
<td>Finalise all disability adjustments and ensure permission has been granted for students who require a scribe or assistive technologies, such as a computer for year 3 writing tests.</td>
</tr>
<tr>
<td><strong>14 May</strong></td>
</tr>
<tr>
<td>Final check that the year 3 writing test day is organised — rooms prepared, test supervisors familiar with the ‘Test administration handbook for teachers’ for paper tests, test books sorted and ready for distribution on the year 3 writing paper test day.</td>
</tr>
<tr>
<td>Check the Student Participation Website records have been updated for year 3 students to record adjustments granted, exempt and withdrawn students, home educated students who are sitting the tests at the school, international fee-paying students, new students and those who have left your school.</td>
</tr>
</tbody>
</table>
## Testing

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 May</td>
<td>Collect all signed withdrawal forms before relevant test(s) commences.</td>
</tr>
<tr>
<td></td>
<td>Distribute the writing test books and stimulus material to test administrators.</td>
</tr>
<tr>
<td></td>
<td>Collect all test books and stimulus material after tests have been administered.</td>
</tr>
<tr>
<td>15 - 17 May</td>
<td>Finalise student catch-ups.</td>
</tr>
<tr>
<td></td>
<td>Undertake final check and count of the completed test books.</td>
</tr>
<tr>
<td></td>
<td>Check all completed student withdrawal and exemption forms are stored securely at school.</td>
</tr>
</tbody>
</table>

## Returning test materials

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 - 20 May</td>
<td>Complete and sign the ‘checklist for principals’ and retain on file.</td>
</tr>
<tr>
<td></td>
<td>Package the completed test books, affix eParcel label and lodge with Australia Post (or with courier), as instructed.</td>
</tr>
<tr>
<td></td>
<td>Store all spare or unused test booklets and stimulus materials in a secure location until the end of the test security period.</td>
</tr>
<tr>
<td></td>
<td>Finalise the Student Participation Website for the year 3 writing test to record absent students and ensure student information is correct for adjustments granted, exempt and withdrawn students, home educated students who are sitting the tests at the school, international fee-paying students, new students and those who have left your school.</td>
</tr>
<tr>
<td></td>
<td>Confirm all details for year 3 writing test on the confirmation screen of the Student Participation Website.</td>
</tr>
</tbody>
</table>

## End of test security period

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 May (close of business)</td>
<td>Spare or unused test booklets and stimulus materials may be taken out of secure storage. They may be used within the school for educational purposes.</td>
</tr>
<tr>
<td></td>
<td>No further changes to student records may be made by schools on the Student Participation Website.</td>
</tr>
</tbody>
</table>

---

3 Schools selected for a courier pick-up will be contacted by their sector representative in April
3.3 Critical tasks and dates: online schools reverting to paper testing

The critical tasks and dates below are for any tests completed in paper mode at NAPLAN Online schools only.

For all online tests, refer to the ‘Handbook for principals - NAPLAN online 2019’.

Online mode schools must have approval from the Test Administration Authority to revert to paper mode.

<table>
<thead>
<tr>
<th>Contingency planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15 March</strong></td>
</tr>
<tr>
<td><strong>25 March – 12 April</strong></td>
</tr>
<tr>
<td><strong>29 April – 3 May</strong></td>
</tr>
<tr>
<td><strong>12 April</strong></td>
</tr>
<tr>
<td><strong>3 May</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon TAA advice to revert</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>1 day prior to test</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Testing

<table>
<thead>
<tr>
<th>Approved school test dates</th>
<th>Collect all signed withdrawal forms before relevant test commences.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distribute relevant test book and stimulus material (if applicable) to test administrators.</td>
</tr>
<tr>
<td></td>
<td>Collect all test books after the tests have been conducted.</td>
</tr>
<tr>
<td></td>
<td>Undertake final check and count of completed paper test books.</td>
</tr>
<tr>
<td></td>
<td>Check all completed student withdrawal and exemption forms have been stored securely at the school.</td>
</tr>
</tbody>
</table>

### Returning test materials

<table>
<thead>
<tr>
<th>Within 2 days of completing tests</th>
<th>Complete and sign the ‘checklist for principals’ and retain on file.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Package the completed test books, affix eParcel label and lodge with Australia Post (or with courier(^4)), as instructed.</td>
</tr>
<tr>
<td></td>
<td>Store all spare or unused test booklets and stimulus materials in a secure location until the end of the test security period.</td>
</tr>
<tr>
<td></td>
<td>Finalise the Student Participation Website for all paper tests to record absent students and ensure student information is correct for adjustments granted, exempt and withdrawn students, home educated students who are sitting the tests at the school, international fee-paying students, new students and those who have left your school.</td>
</tr>
<tr>
<td></td>
<td>Confirm all details for each paper test on the confirmation screen of the Student Participation Website.</td>
</tr>
</tbody>
</table>

### End of test security period

<table>
<thead>
<tr>
<th>31 May Close of business</th>
<th>Spare or unused test booklets and stimulus materials may be taken out of secure storage. They may be used within the school for educational purposes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No further changes to student records may be made by schools on the Student Participation Website.</td>
</tr>
</tbody>
</table>

---

4 Schools selected for a courier pick-up will be contacted by their sector representative in April.
4. Responsibilities of the principal

The principal is responsible for the overall administration, security, confidentiality and management of the NAPLAN tests. The principal may delegate the administrative responsibilities and requirements of the NAPLAN paper tests to an appropriate staff member who should not be a teacher of year 3, 5, 7 or 9 classes, except in special circumstances where the size of the school precludes this.

It is the principal’s responsibility to:

1. brief staff about the pending arrival of the NAPLAN paper test packages and identify principal delegate on the Student Participation Website with the authority to sign for receipt of packages
2. ensure that parent/carers of students in year 3, 5, 7 and 9 are fully informed about the NAPLAN program and test period
3. ensure that adjustments have been arranged and appropriate approvals granted in advance for students with disabilities, including temporary disabilities
4. ensure that all paper testing materials are checked for completeness and quantity and additional copies are requested if required
5. store all test materials in a safe and secure manner (in a locked storeroom or office, which is accessible only by authorised staff)
6. maintain a register of persons who access the tests and ensure that no unauthorised persons access test materials prior to the dates of administration
7. ensure that all supervising teachers are fully informed of testing procedures in a manner consistent with the instructions in the ‘Test administration handbook for teachers’ for paper tests
8. ensure that the paper test booklets are sorted and distributed to supervising teachers on the morning of each paper test and that all paper test materials (including spare paper test books and paper test stimulus materials) are returned for secure storage after each test
9. keep accurate records for each test of the name of each student who is present, absent, withdrawn, exempted, international fee-paying, home-schooled or been granted adjustments.
10. ensure that the relevant sector representative or South Australian Test Administration Authority is contacted in any case of a student abandoning a test
11. maintain security of all test materials from the time of receipt until the close of business on Friday 31 May, the end of the secure test period
12. notify the relevant sector representative of any breach of national test protocols and test security
13. lodge all test booklets with Australia Post using the packaging provided by Monday 20 May (unless advised otherwise by the Test Administration Authority)
14. ensure that the Student Participation Website is up to date and confirmed by the end of the test period, Friday 31 May 2019
5. Communicating NAPLAN information with the school community

It is important that the school community is informed of the NAPLAN test dates and procedures.

The key messages for the school community include:

- 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 paper tests are administered simultaneously in all schools across Australia.
- 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 tests and with ways of showing their answers to questions before they do the tests.
- NAPLAN individual student reports show the achievement of an individual student in a series of bands, against national minimum standards and the ranges of achievement for the middle 60% of students in Australia.
- NAPLAN individual student reports are expected to be ready for distribution to parents/caregivers during August and September.
- NAPLAN is moving to an online mode of testing from 2018 over a three year period.
- A parent information brochure, and other information for parents, is available at: www.nap.edu.au/naplan/parent-carer-support
6. Exemption and student withdrawal

A student may be exempted or withdrawn from the tests. In both cases written parental permission must be obtained by the school in advance. The principal or delegate must enter this information into the Student Participation Website. It is important to assign the correct category for the student (either exemption or withdrawal) on the Student Participation Website.

Student withdrawal

Parents/caregivers may withdraw their child from the NAPLAN tests for philosophical or religious reasons. It is not acceptable for a school to exert influence on parents to withdraw their children from testing.

More information on withdrawing students is provided in Part A, section 5.4 of this handbook.

Student exemption

A student may be exempted from one or more tests if they meet one of the following conditions:

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

More information on providing exemptions to students is contained in Part A, section 5.2 of this handbook.

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

- Department for Education: NAPLAN Team - 1800 316 777 or education.sa.taa@sa.gov.au
- CESA: Senior Education Adviser, Inclusion and Learning – (08) 8301 6643
- AISSA: Alice Duffield, Senior Educational Consultant – (08) 8179 1400

Withdrawal and exemption forms

Forms must be completed and signed by the parent/carer for a child to be withdrawn or exempted from NAPLAN testing. All written documentation must be kept securely at the school and may be required for future reference. The same form covers paper and online testing.

The forms are provided at the end of this booklet and are also available in additional languages at: www.education.sa.gov.au/naplan.

Home educated students

Home educators are contacted by the Department of Education with information regarding NAPLAN. Principals are not required to send information to families affiliated with the school.

If a home educator requests a student sit tests at your school, principals should attempt to accommodate this request. Principals will only need to record home educated students onto the Student Participation Website if they have nominated to attend your school for NAPLAN testing. If you have any questions regarding home educated students please contact your sector representative.
7. **Adjustments for students with disability**

Information regarding adjustments for students with disabilities sitting paper tests is provided in Part A, section 6 of this handbook.


**Alternative formats and assistive technologies for students with disability**

For students not registered with the South Australian School for Vision Impaired (SASVI), alternative format tests (e.g. braille, large print and electronic tests) should be ordered through the sector representative by **Friday 15 March**.

For students with disabilities who have documented adjustments to use assistive technologies (computer, laptop, etc.) in the classroom, approval for use of assistive technologies for NAPLAN paper tests should be requested from your sector representative by **Friday 10 May**.

**Use of a scribe**

If a student requires a scribe for the writing test please email your sector representative requesting permission by **Friday 10 May**.

**Use of assistive technology for a temporary injury**

If a student is required to use a computer or network enabled device for the paper writing test in relation to a temporary injury, approval must be requested via email from the appropriate sector representative prior to the start of the writing test.

**Use of a NAPLAN support person**

For paper tests other than the writing test (that is, language conventions, reading or numeracy) the principal can approve the adjustment for the use of a NAPLAN support person.

**Records of adjustments**

All adjustment information for each test must be recorded on both:

- the front of the student’s test booklet, and
- Student Participation Website student record.

**Contact information for advice on disability adjustments**

<table>
<thead>
<tr>
<th>Department for Education</th>
<th>CESA</th>
<th>AISSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN team</td>
<td>Ray Moritz</td>
<td>Alice Duffield</td>
</tr>
<tr>
<td><a href="mailto:education.taa.sa@sa.gov.au">education.taa.sa@sa.gov.au</a></td>
<td><a href="mailto:ray.moritz@cesa.catholic.edu.au">ray.moritz@cesa.catholic.edu.au</a></td>
<td><a href="mailto:duffielda@ais.sa.edu.au">duffielda@ais.sa.edu.au</a></td>
</tr>
<tr>
<td>1800 316 777</td>
<td>(08) 8301 6136</td>
<td>(08) 8179 1400</td>
</tr>
</tbody>
</table>
8. Summary of NAPLAN materials

Paper schools

Paper mode schools will receive 3 packages of test materials.

Forms and handbooks are also available on each sector’s website, as well as a brochure for parent/carers and a guide for schools explaining how to interpret their results and reports. The user guide for the Student Participation Website will be emailed to principals with their log in details in March.

Pack 1 (distributed in March)

- ‘Handbook for principals’ that contains relevant sections of the ‘National protocols for test administration’ and instructions from the Test Administration Authority

Pack 2 (distributed in April/May)

- ‘Test administration handbook for teachers’ — one for each class at each year level
- Language conventions and writing test — one flip test book for each student in each year level
- Writing stimulus — a one page stimulus for each student (stimulus is the same for years 3 and 5, and for years 7 and 9)
- Reading test — one test book for each student in each year level
- Reading stimulus — one magazine for each student in each year level
- Numeracy test (non-calculator) — one test book for each student in year 3 and year 5
- Numeracy test (Part A: non-calculator and Part B: calculator allowed) — one flip test book for each student in year 7 and year 9
- ‘Request for additional NAPLAN materials form’
- ‘Checklist for principals’
- Return address labels (‘eParcel labels’)

Pack 3 (distributed in August)

- Individual Student Reports (ISR)
- Individual Student Summary Reports (ISSR)
- School Summary Report (SSR)

Online schools

NAPLAN Online schools will receive 4 packages of test materials.

Refer to the ‘Handbook for Principals - NAPLAN online 2019’ for information on NAPLAN materials for schools completing testing in online mode.
9. Delivery of materials

Delivery dates and instructions

In South Australia, NAPLAN testing takes place in week 3, term 2.

Schools need to be prepared to receive their packages in week 1, term 2 and store them securely. Delivery to remote schools will occur in weeks 9 and 11, term 1.

The principal or delegate will be required to sign a delivery receipt. Test materials will not be left unless the principal or delegate is available to sign the delivery docket.

Contact your sector representative immediately if the test materials do not arrive in this time period.

What to do with your test material packages

Upon delivery, the principal or delegate must check that the tamper evident bags are intact and the correct quantities are enclosed according to the packing slip. The delivery boxes should be kept and used to return the test books for processing. Where materials need to be sorted into class groups, they are to be sorted no earlier than necessary and then stored securely until the day of the test.

Online mode schools with year 3 students can open and sort the online test administration pack with the year 3 writing materials. Online mode schools should not open tamper evident bags or sort test materials in the contingency pack until TAA permission has been given to revert to paper mode testing.

Requesting additional materials

Spare copies of all test materials will be provided in the package to cater for new student enrolments and visiting students.

If there are insufficient quantities of any materials, the principal must request additional copies by using the ‘request for additional 2019 NAPLAN materials form’ and emailing it to the Test Administration Authority (education.sa.taa@sa.gov.au). The form is provided with the test materials and is also available to download from your sector’s website.

Metro and country schools must order additional test materials by Friday 3 May. Remote schools must submit the request by Friday 12 April.

Test material security

All NAPLAN materials must be kept secure at all times. A register must be kept of personnel who access the test materials for checking and sorting purposes prior to the tests being administered.

Test books and stimulus materials must not be distributed to teachers administering the paper tests until the morning of the paper tests.

After the tests have been completed, the test books must be kept in a secure area until they have been packaged and prepared for return.

The stimulus materials and spare test books must also be collected and stored securely at the school until close of business Friday 31 May. Any unused materials can be used as teaching resources, in school locations only, after the end of the secure testing period.
10. **NAPLAN test books**

**New students**
If there is no pre-printed book for a student, please use one of the extra, unlabelled books provided.

It is extremely important that pre-printed student booklets are not re-labelled with the name of a different student and re-used.

**Flip test books**
Some test books contain two tests. This is to ensure that only one test book is required for each student on any given day. After the students complete the first test, the test book is flipped over in order for them to begin the second test.

Before beginning each test, students will be required to write their first and last name on the appropriate side of the flip book as a check to ensure they are the only student using the flip test book, and that the flip book has been properly assigned.

The language conventions and writing tests are in the same test book. When students have finished the language conventions test they have a break. After the break, they ‘flip’ their test book to begin the writing test.

In 2019, all year 3 students will sit the writing test in paper mode. Schools completing online testing with year 3 students will receive two parcels with test materials for the year 3 writing test:

1. Online test administration pack: this set is to be used for the year 3 writing test as it contains the single writing test booklet without the language conventions test attached.

2. Contingency pack: this set must only be used if approval is obtained from the TAA to revert to paper testing as a result of technical issues

There is only one numeracy test for year 7 and year 9 students. It is comprised of two parts: Part A (calculator allowed) and Part B (non-calculator). Both parts of the same test are in the one flip test book. When students have finished the numeracy Part A section (calculator allowed), calculators are put aside or collected, and then students are required to ‘flip’ their test book to begin the numeracy Part B section (non-calculator) of the test.

**Student preparation**
Prior to the tests, it is recommended that teachers familiarise students with the different response formats for answering multiple choice and short response questions.

Sample question papers for years 3, 5, 7 and 9 are available from the NAPLAN website at [http://www.nap.edu.au/naplan/the-tests.html](http://www.nap.edu.au/naplan/the-tests.html). Past literacy and numeracy tests are a useful resource from which questions can be taken to show students the ways in which answers to questions are recorded.
11. Return of test books and records

Test book return timeframes

In order to provide NAPLAN results to parents and teachers as quickly as possible, schools are required to return test books in accordance with the timeframes outlined below:

<table>
<thead>
<tr>
<th>Test material</th>
<th>Date to be returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools selected for courier pick up service (as instructed by your sector representative)</td>
<td>Friday 17 May</td>
</tr>
<tr>
<td>All tests completed at paper mode schools</td>
<td>Monday 20 May</td>
</tr>
<tr>
<td>Year 3 writing tests completed at online mode schools</td>
<td>Monday 20 May</td>
</tr>
<tr>
<td>Paper and alternative format tests completed at online mode schools</td>
<td>Within 2 days of completing NAPLAN testing</td>
</tr>
</tbody>
</table>

If the above timeframes are not possible, please advise the Test Administration Authority (education.sa.taa@sa.gov.au or 1800 316 777).

Test book return process

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.

All other schools must lodge the completed test books 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.

Use the ‘checklist for principals’ accompanying the test book packs to ensure that everything is complete and packed correctly when materials are returned.

The principal or delegate must check that:

- Test books are bundled and stored in the delivery boxes according to the year level and test.
- Student records in the Student Participation Website accurately reflect the completed test books.
- Unused student test books and other unused materials are not returned, but are stored securely at the school.
- Any paper writing tests completed on a computer, as part of an approved disability adjustment, are printed and placed into the student’s writing test book. Do not attach using glue. To mitigate against loss through separation, a copy of any loose sheets may be kept securely by the school until student results are received.
- All scrap paper or stimulus material has been removed from the test books.

Visiting students from interstate

If a student from an interstate school sits any NAPLAN tests in your school, the student’s tests must be mailed by registered post to the relevant state/territory address listed in Part A, section 12 of this handbook.
Appendix A: 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: ________________________________