

# 2012 | NAPLAN

NATIONAL ASSESSMENT PROGRAM  
Literacy and Numeracy

## Handbook for Principals

# VCAA NAPLAN Helpdesk

A Helpdesk service operates to assist principals and NAPLAN coordinators with queries about the NAPLAN 2012. For queries and/or assistance contact the Victorian Curriculum and Assessment Authority (VCAA) on:

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<b>NAPLAN Test Administration website:</b>	<b><a href="https://www.naplanadmin.vic.edu.au">https://www.naplanadmin.vic.edu.au</a></b>

## DATES FOR NAPLAN 2012 TESTS

<b>15 May</b>	<b>Literacy (Language Conventions, Writing)</b>
<b>16 May</b>	<b>Literacy (Reading)</b>
<b>17 May</b>	<b>Numeracy</b>

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# PRINCIPAL AND NAPLAN COORDINATOR'S CHECKLIST

## YEAR 3, YEAR 5, YEAR 7 AND YEAR 9 NAPLAN 2012

Date		Check <input checked="" type="checkbox"/>
On receipt	Read this handbook, paying particular attention to the administrative procedures and the responsibilities of principals and NAPLAN coordinators	<input type="checkbox"/>
1 February	NAPLAN test administration website open, see page 34	<input type="checkbox"/>
21 February	Final date for independent schools to submit student data to VCAA	<input type="checkbox"/>
2 March	Final date to indicate test book print order and verify school details	<input type="checkbox"/>
	Final date to request a variation to test dates	<input type="checkbox"/>
	Final date to submit names of staff authorised to take delivery of test packages	<input type="checkbox"/>
	Final date to submit Principals' Statement of Compliance	<input type="checkbox"/>
	Final date to request Large Print and Braille materials	<input type="checkbox"/>
From 16 April	Review enrolment and produce forms as required via test administration website (exemptions, withdrawal and attendance).	<input type="checkbox"/>
Week of 23 April	Brief appropriate staff about the pending arrival of the NAPLAN test packages	<input type="checkbox"/>
1 – 9 May	Receive and check contents of the NAPLAN test packages against the Packing Slip. Record the name of the staff member who signs for receipt from the courier in the <i>Test Materials Security Log</i>	<input type="checkbox"/>
	Where required, request extra materials from the VCAA	<input type="checkbox"/>
	Store all materials in double secure storage and complete the <i>Test Materials Security Log</i>	<input type="checkbox"/>
	Distribute the appropriate <i>NAPLAN Test Administration Handbook for Teachers</i> to test administrators	<input type="checkbox"/>
Week of 7 May	Conduct a briefing on test administration for test administrators	<input type="checkbox"/>
	Acquire parental approval and signature for Withdrawals, Exemptions and disability adjustments	<input type="checkbox"/>
8 May	Final date to submit applications to use a Scribe or Assistive Technology	<input type="checkbox"/>
Week of 14 May	On the day before each test, sort and collate test books and related stimulus materials in preparation for distribution to test administrators on test days. Ensure that test materials remain in secure storage until distribution	<input type="checkbox"/>
15 May	Distribute Language Conventions and Writing test books and writing stimulus materials to test administrators	<input type="checkbox"/>
	Conduct the Language Conventions and Writing tests	<input type="checkbox"/>
16 May	Distribute Reading test books and Reading magazines to test administrators	<input type="checkbox"/>
	Conduct the Reading tests	<input type="checkbox"/>
17 May	Distribute Numeracy test books to test administrators	<input type="checkbox"/>
	Conduct the Numeracy tests	<input type="checkbox"/>
	For Friday collection schools, completed test materials need to be ready for collection by 9.30 am on Friday 18 May	<input type="checkbox"/>
18 May	For all other schools, completed test materials need to be ready for collection by 8.30 am on Monday 21 May	<input type="checkbox"/>
	Final date for catch-up tests by individual students	<input type="checkbox"/>
23 May	Notify the Helpdesk if NAPLAN test packages have not been collected	<input type="checkbox"/>
25 May	Final date to return test books for catch-up tests for classes or groups which had approval for a variation to testing dates. End Test Security Period.	<input type="checkbox"/>

**PLEASE ENSURE THAT A COPY OF THIS GUIDE IS GIVEN TO THE NAPLAN COORDINATOR.**



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## Handbook overview

The purpose of this *Handbook for Principals* is to make sure that principals and teachers understand what is required to administer the 2012 National Assessment Program — Literacy and Numeracy (NAPLAN) tests. This handbook is designed for principals, who 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 tests at the school.

There are two parts to this handbook:

- Part A: Relevant sections of *National Protocols for Test Administration* from the Australian Curriculum, Assessment and Reporting Authority (ACARA), including the Code of Conduct. These protocols apply to all schools in Australia.
- Part B: State or territory operational information and instructions.

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

For further information, the *Handbook for Principals* for each jurisdiction may be viewed online at the relevant Test Administration Authority websites.

## **PART A: National information from relevant sections of the National Protocols for Test Administration**

### **1 INTRODUCTION**

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has responsibility for the 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.

NAPLAN tests are held during May each year and in 2012 the tests will be held on 15, 16 and 17 May. In total approximately 5 million tests will be sat by over 1 million students nationally.

All states and territories administer the tests in accordance with nationally agreed protocols. The *National Protocols for Test Administration* provide detailed information on all aspects of the administration of the tests. They 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 are provided at the school in consultation with the school and the relevant TAA.

In order to maintain the integrity of the tests and the testing process 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. To assist TAAs and schools determine what are appropriate and inappropriate behaviours, 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 *National Protocols for Test Administration* to ensure that tests are delivered in an appropriate and consistent manner across all states and territories.

## 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 tests are based. Undermining test integrity by breaching these principles or the *National Protocols for Test Administration* 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 that tests are administered in a way that is fair and equitable for all students, in order to provide an accurate assessment of students' capabilities at the time of testing.

**2.1 NAPLAN is a national assessment, and all students are expected to participate. NAPLAN should be accessible to all students to demonstrate their actual skills and knowledge.**

2.1.1 Disability adjustments should be granted that are appropriate for students to access and participate in the test.

2.1.2 It is not acceptable to exert influence on parents to withdraw their children from testing.

**2.2 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, support staff, and the presence of unauthorised teaching or support material.**

2.2.1 The integrity of the tests must be maintained at all times; cheating is not permitted.

2.2.2 The test environment must neither advantage nor disadvantage any student.

2.2.3 Tests should be appropriately administered, being mindful of the time, location, and supervision requirements.

2.2.4 Active supervision of students during the tests is required.

2.2.5 Providing unauthorised assistance to students during the tests is inappropriate.

2.2.6 Providing additional time for the tests (unless disability adjustments have been granted) is inappropriate.

2.2.7 Allowing students access to unauthorised materials and aids during the test is inappropriate.

2.2.8 Test administrators should ensure their actions before, during and after the tests do not unduly impact on students' results.

**2.3 Schools and teachers should adopt appropriate test preparation strategies that familiarise students with the test process, 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 curriculum, as the tests reflect core elements of the curricula of 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 skill are inappropriate.
- 2.3.3 The pre-preparation of possible responses is inappropriate.
- 2.3.4 Any attempt by school staff to unfairly or dishonestly manipulate test results is inappropriate.
- 2.3.5 Any attempts by students to gain an unfair advantage are inappropriate.
- 2.3.6 Any attempts by any party to modify an answer after the test are 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 in a secure location under lock and key 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 tests must not be disclosed prior to the scheduled tests or during the test security period.
- 2.4.3 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 classrooms or other insecure storage areas).
- 2.4.5 Schools should ensure that completed materials are stored securely in such a way that cannot lead to allegations of tampering with responses prior to their collection.
- 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 Attention to communication at all levels underpins the effective 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 *Test Administration Handbook for Teachers*.

- 2.5.2 Failure to read or become aware of these protocols and documents is not a valid reason for breaching protocols.
- 2.5.3 Principals and test administrators must follow the instructions outlined in the *Handbook for Principals* and the *Test Administration Handbook for Teachers* correctly, 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 National responsibility**

- 3.1.1 A website for NAPLAN information ([www.nap.edu.au](http://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 the TAAs with regard to communication to schools will be made available on the NAP website.
- 3.1.3 Principals are responsible for acknowledging that they have read and understood the relevant sections of the *Handbook for Principals*, which includes the *National Protocols for Test Administration*, in a manner outlined by the relevant jurisdiction.

#### **3.2 Responsibilities of Test Administration Authorities**

Content for this section can be found in the complete *National Protocols for Test Administration*, located at [www.nap.edu.au/NAPLAN/School\\_support/](http://www.nap.edu.au/NAPLAN/School_support/).

#### **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 of the need to maintain test security at all times
  - ensure that NAPLAN student reports are delivered in a timely manner to parents/carers after they are received at the school
  - be aware of any additional jurisdiction-specific communications responsibilities outlined in Part B of the *Handbook for Principals*.

## **4 SECURITY AND INTEGRITY OF TEST MATERIALS**

### **4.1 Responsibilities of Test Administration Authorities**

Content for this section can be found in the complete *National Protocols for Test Administration*, located at [www.nap.edu.au/NAPLAN/School\\_support/](http://www.nap.edu.au/NAPLAN/School_support/).

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

Content for this section can be found in the complete *National Protocols for Test Administration*, located at [www.nap.edu.au/NAPLAN/School\\_support/](http://www.nap.edu.au/NAPLAN/School_support/).

### **4.3 Responsibilities of the principal**

- 4.3.1 The principal is responsible for the overall security, receipt and confidentiality of all test materials from the time of receipt of those materials at the school through 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 NAPLAN materials must be received in person by the principal or the principal's delegate. 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.
- 4.3.3 Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate (someone who occupies a position of suitable responsibility, whom the principal determines or nominates as an eligible person to accept the test material delivery) must take delivery of the test material.
- 4.3.4 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. In the event of incorrect/incomplete delivery or evidence of tampering, the relevant TAA must be notified immediately and any jurisdiction-specific process followed. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.
- 4.3.5 The TAA must also be notified if the security of test materials has been compromised during transit.
- 4.3.6 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 which need greater flexibility must apply to their TAA.

- 4.3.7 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 sitting the tests, except in special circumstances where the size of the school precludes this.
- 4.3.8 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 may 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.
- 4.3.9 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.
- 4.3.10 The principal must ensure that videos or photographs for media opportunities are taken outside the test sessions and do not show any secure materials.
- 4.3.11 The principal must ensure that test administrators are informed of test processes and are made familiar with information provided on test security.

## **5 STUDENT PARTICIPATION COHORTS**

All students in Years 3, 5, 7 and 9 are expected to participate in NAPLAN tests.

### **5.1 Assessed students**

- 5.1.1 National test results are based on the number of assessed students. Assessed students include students who attempt the test and are not otherwise treated as absent due to abandonment due to illness or injury and students exempt from testing.
- 5.1.2 Students in each state and territory attending government and non-government schools who are in Years 3, 5, 7 and 9 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 sit the relevant year level national tests.

### **5.2 Exempt students**

Students may be exempted from one or more of the tests (i.e. Language Conventions, Reading, Writing or Numeracy).

- 5.2.1 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.

### 5.2.2 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. Principals can expect information from TAAs on the preferred method for collecting and recording this information.

### 5.2.3 Students with disability

Students with significant intellectual disability and/or those with significant co-existing conditions which severely limit their capacity to participate in the tests may be exempted from sitting the national tests. This is determined after consultation has occurred by the principal and the relevant parent/carer, and the student is not able to access the tests with adjustments.

#### Treatment of exempt students' data and results

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

5.2.5 Students who qualify for exemption but for whom the exemption is not enacted, and who complete the test under test conditions and formally submit the test, will be counted as assessed students with the score that they achieved.

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

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

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

### 5.3 Absent students

5.3.1 Absent students are students who did not sit the tests because they were not present when the test was administered, and are identified as absent by the school for the purpose of the test session.

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

5.3.3 Students who are unable to sit the test as a result of an accident or mishap, but who are present at school, are to be recorded as absent.

- 5.3.4 Students who are present for the tests but who do not attempt any part of a test must be recorded as being present and are considered as assessed students.
- 5.3.5 Principals are encouraged to facilitate the participation in the tests during a catch-up session of 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

- 5.3.6 Absent students are not counted as part of the cohort of assessed students.
- 5.3.7 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.
- 5.3.8 A student in Year 7 or 9 who is absent for one of the two Numeracy tests (calculator allowed or non-calculator) will be treated as an absent student for that test only.
- 5.3.9 The text that will appear on the individual student report for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded.*
- 5.3.10 The text that will appear on the individual student report for Years 7 and 9 Numeracy where students have completed only one of the two test forms will read: *Your child was absent from one of the two Numeracy tests. The result presented here is an estimate of the score your child would have received if both tests had been completed.*
- 5.3.11 Where a student is absent from all tests it is recommended that an individual student report be issued.

**5.4 Withdrawn students**

- 5.4.1 Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.
- 5.4.2 A formal notification in the manner specified by the TAA must be received by the principal prior to the testing.

Treatment of withdrawn students' data and results

- 5.4.3 Withdrawn students are not counted as part of the cohort of assessed students.
- 5.4.4 The text that will appear on the individual student report for tests for which students are withdrawn will read: *Your child was withdrawn from this test.*
- 5.4.5 Where a student is withdrawn from all tests it is recommended that an individual student report not be issued.

## 5.5 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 (i.e. a sanctioned reason verified by the TAA).
- 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).
- 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 immediately 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.
- 5.5.5 The text that will appear on the individual student report for tests which 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 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 are encouraged to participate in NAPLAN tests to facilitate classroom and school level learning outcomes; however, results are not recorded as part of jurisdictional data for public policy purposes.
- 5.7.2 International fee-paying students are not included in jurisdiction data sets but will receive a student report.

5.7.3 The text that will appear on the individual student report for international fee-paying students for tests where 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.*

## 5.8 Hosted and visiting students

5.8.1 If a student is away from their regular location (e.g. visiting interstate), they should be given an opportunity to take the tests at a school in the student's temporary location.

5.8.2 Principals of potential host schools are encouraged to facilitate the participation of visiting students.

5.8.3 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 by registered post (see Section 12 for TAA postal details).

5.8.4 The student's results will be included in the data set for their home state.

5.8.5 The student will receive a student report through their own school.

## 6 ADJUSTMENTS FOR STUDENTS WITH DISABILITY

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

Adjustments permitted in the tests are detailed in this section and apply only to students with disability. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. For the NAPLAN program, disability is defined as per the *Commonwealth Disability Discrimination Act 1992*<sup>1</sup>.

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 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](http://www.nap.edu.au)).

<sup>1</sup> [http://www.austlii.edu.au/legis/cth/consol\\_act/dda1992264/](http://www.austlii.edu.au/legis/cth/consol_act/dda1992264/)

## **6.1 *Disability Discrimination Act and Disability Standards for Education***

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

The Standards outline an obligation for education providers to make reasonable adjustments where necessary to ensure the maximum participation of students with disability. The framework provides for:

- consultation with the student (or an associate of the student)
- consideration of whether an adjustment is necessary
- if an adjustment is necessary, identification of a reasonable adjustment
- making the reasonable adjustment.

The term 'reasonable adjustment' is described as a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

## **6.2 *Adjustments 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 equity principles and are designed to maximise participation in the NAPLAN tests:

- Adjustments should allow students with various disabilities to access NAPLAN.
- NAPLAN is an assessment of students' skills and understandings, and adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.
- 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.
- Adjustments are designed to enable students with disability to access the tests whilst upholding the integrity of the testing process and outcomes. For example, reading the stimulus material and/or questions to a student during the Reading test (even if this is what is usually provided for the student in their classroom) is not appropriate or permitted.
- A student may have access to more than one adjustment in any one test.

### 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 the principal

#### 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 of students who may require adjustments are informed about, and have agreed to, the nature of the adjustment / s that their child or children will receive
- document all adjustment arrangements and keep a record of these for audit purposes
- make arrangements at the local 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 reporting adjustments offered 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) 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 'Support Person' for the other NAPLAN tests if appropriate (see Section 6.6).

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. Where appropriate, students should be encouraged to undertake the tests independently of a Scribe using alternative adjustments.

6.5.3 A Scribe must be a teacher or an adult person officially engaged by the school to carry out this function. A Scribe cannot be a parent of the student or another student in the same class of students being tested. A Scribe must be experienced as a Scribe, and regularly engaged by the school to carry out this function for students. The Scribe should, wherever possible, be familiar with the student in question and must be familiar with the NAPLAN Scribe Rules (Section 6.5.6).

- 6.5.4 A Scribe may be provided for a student with disability in the Writing test who:
- 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
  - experiences excessive fatigue of hands or upper limbs due to a medical condition
  - does not have fluency using alternative means of writing (e.g. students who lack fluency using Braille code or a computer)
  - is familiar through regular classroom experience with working with a Scribe
  - would be unable to access the Writing tests by any of the other adjustments available.
- 6.5.5 Prior written permission to use a Scribe must be sought and given by the respective TAA.
- 6.5.6 The Scribe must be fully aware of the test administration procedures and the following conditions (Scribe Rules):
- Test instructions should be delivered exactly as outlined in the *Test Administration Handbook for Teachers*.
  - After allowing the student time to reflect and consider, the Scribe will write as the student dictates and must not suggest ideas or words to use nor prompt in any other way.
  - As the student dictates, the Scribe will write word for word to represent the student's own language, printing all words in lower case without any punctuation, except as dictated by the student.
  - The student may request the Scribe read the text back throughout the test for the purpose of maintaining continuity; however the Scribe should not lead the student to re-read the text.
  - A spelling check must be performed before the student can be given the scribed text to proofread and edit. The Scribe will select four (4) easy words, four (4) average 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 word 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 proof-read and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The Scribe will then mark the 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 Support Person: Language Conventions, Reading and Numeracy tests**

6.6.1 A Support Person may be either a teacher or a person officially engaged by the school to carry out this function. A Support Person may be permitted for students with disability to assist with access to the test by shading bubbles indicated by the student, or writing short responses or answers dictated by the student for the Language Conventions, Reading and Numeracy tests. A Support Person can read aloud only those elements of the test that can be read to all students (see Section 8.6.11).

6.6.2 Use of a Support Person is **not** permitted in the Writing test.

6.6.3 A 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' (e.g. due to fine motor difficulty), or who usually use such a Support Person to participate in classroom assessments.

6.6.4 A Support Person is permitted to provide access to the tests only. Prompts, general encouragement or reminders, interpretation or paraphrasing etc. are practices that are strictly prohibited. Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.

6.6.5 Parents and family members as a Support Person:

- If a parent incidentally has a child at a school at which they are regularly employed and/or engaged by the school in the capacity as a Support Person, then he/she may be permitted to be a Support Person for NAPLAN.
- However such a parent cannot be used as a Support Person for the grades/classes in which their child participates.
- If the parent is at their child's school in the role of a parent only, then he/she is not permitted to assist in the NAPLAN tests as a Support Person.
- Teacher 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 TAA procedures for the granting of adjustments for the use of assistive technology, including a computer, must be followed. Schools must seek advice and/or approval from their TAA for this adjustment prior to testing.

6.7.2 Different adjustments may be appropriate for different tests if these are the usual practices for this student in all classroom assessments.

6.7.3 Where a student with disability regularly uses a computer/laptop as part of the usual disability adjustments in classroom assessments, this adjustment might be appropriate for use during the tests. For example, students may type out their response to items on the computer. These responses must then be printed and secured into the student's test book in the manner prescribed by the TAA. TAAs manage the transcription of student responses.

- 6.7.4 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 (e.g. setting up of the computer).

## **6.8 Screen reader software**

- 6.8.1 Where students have been granted use of a computer or other assistive technology as a disability adjustment, screen readers may be used in line with the following:
- Software providing text-to-Braille outputs are permitted for all tests.
  - Screen readers that provide text-to-speech outputs are permitted for students with disability in the Writing test where reading is available to all students.
  - Screen readers that provide text-to-speech outputs are permitted for the Numeracy test where reading is available to all students. The reading of numbers or symbols in the numeracy test is prohibited, which might limit the applicability of certain screen readers for the Numeracy test.
  - Screen readers that provide text-to-speech outputs are **not** permitted for the Reading and Language Conventions tests, which assess reading and skills based on reading.
  - Screen readers that provide text-to-speech outputs may be used by students to listen to their typed responses in all tests.

## **6.9 Electronic test format**

- 6.9.1 The electronic format enables students to answer questions on screen and may be appropriate for students with disability who use a computer as part of their usual adjustments when participating in classroom assessments **and** are not be able to otherwise access the tests through any of the other adjustments available including the use of assistive technology as outlined above (Section 6.7), for example, students with disability who:
- have severe vision problems and are not Braille proficient
  - have severe physical disabilities which restrict movement.

- 6.9.2 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 the 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 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 at the time of the Writing test (such as a broken arm), who are not familiar with the process of working with a Scribe.

- 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 also ensure they obtain the relevant approvals from their TAA if required by these protocols for adjustments for students with temporary injuries.
- 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 Teachers and schools are best placed to determine how many minutes of extra time a student should have to take the test. It is recommended that no more than 5 minutes of extra time per half hour of test time be granted, however in certain circumstances a longer time may be needed. In any case, the school is best placed to make a final decision based on the specific circumstances of the student in question, in line with TAA requirements.
- 6.11.2 Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there will be instances where both are necessary.
- 6.11.3 Braille users: The logistics of using Braille/Brailler 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 min/half hour
  - Reading: 15 min/half hour
  - Language Conventions: 15 min/half hour
  - Numeracy: 20 min/half 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.

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

- 6.12.1 It is anticipated that students will have their usual access to standard non-educational facilities (e.g. furniture) that form part of their every-day assessment adjustments under the *Disability Discrimination Act* and Standards for Education.
- 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 the student's needs.

Adjustments	Comments
Extra time	Generally, it is recommended that no more than 5 minutes of extra time per half hour of test time be granted, however in some cases up to an additional 15 minutes per half hour of published test time may be provided. See also Section 6.11.3 for extra time for Braille users.
Rest breaks	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. Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there will be instances where both extra time and rest breaks are necessary.
Signed support	Students who are deaf or have a hearing impairment may access oral or signed communication (e.g. 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).
Scribe	Scribes can be used for the <b>Writing</b> test if this is the usual assessment practice in the classroom. <ul style="list-style-type: none"> <li>✓ Scribes are permitted for the Writing test where the disability is of an enduring nature.</li> <li>✗ Scribes are not permitted for the Writing test where the disability is of a temporary nature.</li> </ul>
Support Person	A Support Person may be either a teacher or a person officially engaged by the school to assist students with disability to access the test by shading bubbles indicated by the student or writing short responses or answers dictated by the student for the <b>Language Conventions, Reading and Numeracy</b> tests.
Assistive technology	Computer/laptop use may be permitted for all tests by students with disability who normally use this adjustment for their usual classroom assessments. Schools must seek advice and/or approval from their TAA for this adjustment prior to testing. Unacceptable aspects of computer use include: <ul style="list-style-type: none"> <li>✗ Word prediction</li> <li>✗ Spelling and grammar checking</li> <li>✗ Text-to-speech software for Language Conventions and Reading tests</li> <li>✗ Calculator use (during the non-calculator numeracy tests)</li> <li>✗ Internet/internal network access.</li> </ul>

Screen reader	<ul style="list-style-type: none"> <li>✓ Software providing text-to-speech outputs is permitted to enable students with disability who normally use this type of adjustment to access their own responses in all tests, where appropriate.</li> <li>✓ Software providing text-to-Braille outputs is permitted for all tests.</li> <li>✓ Software providing text-to-speech outputs is permitted to access test material in the Writing and Numeracy (excluding numbers and symbols) tests only.</li> <li>✗ Software providing text-to-speech outputs are not permitted to access test material for the Reading and Language Conventions tests.</li> </ul>
Coloured overlays	Coloured overlays are permitted for students with disability who generally use this educational adjustment for assessment. Black and white copies of the test for use with coloured overlays must be ordered in advance through the TAA. Schools are responsible for providing the coloured overlays.
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 print materials must be ordered in advance through the TAA.
Large print format	Large print test books are available for students who generally access their classroom assessment in this manner. Large 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.
Electronic 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.

## 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 and 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 test format and response types but excessive practice is not recommended.

The provision of broad and comprehensive teaching and learning programs is the best preparation that schools can provide for their students. Excessive coaching and test preparation are not condoned.

## **7.1 Practice for the NAPLAN Writing test**

- 7.1.1 It is appropriate for students to be instructed in the genre of writing that will be expected from them in the NAPLAN Writing test. It is also appropriate for students to gain experience in producing this genre of writing 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 will be considered a breach of protocol.

## **7.2 Practice for other NAPLAN tests**

- 7.2.1 It is appropriate for students, particularly students participating in the NAPLAN tests for the first time, to be made familiar with the format, language, response types and time constraints of the Reading, Language Conventions and Numeracy tests before they sit 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**

Content for this section can be found in the complete *National Protocols for Test Administration*, located at [www.nap.edu.au/NAPLAN/School\\_support/](http://www.nap.edu.au/NAPLAN/School_support/).

## **8.2 Responsibilities of the principal**

- 8.2.1 Principals are responsible for the administration of tests within their school.
- 8.2.2 Principals are responsible for the administration of arrangements for students undertaking catch-up tests and the conditions under which they are taken for 2012.

## **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 the security of the tests is assured.

- 8.3.3 TAAs may only grant permission for parents of students registered in non-school-based locations to act in locum for the principal and test administrator if this is the only way access to the test can be achieved for the child. This permission may only be sought by the school on behalf of the parents.
- 8.3.4 The same demands regarding the code of conduct and security surrounding storage and dispatch of test materials are expected of parents acting as test administrators as they are of principals and test administrators.

**8.4 Time for testing**

8.4.1 The test period starts on 15 May 2012 and finishes on 17 May 2012. The test security period finishes on 25 May 2012. The test timetable is as follows:

<b>Monday 14 May</b>	<b>Tuesday 15 May</b> Official test date	<b>Wednesday 16 May</b> Official test date	<b>Thursday 17 May</b> Official test date	<b>Friday 18 May</b>
	<b>1. Language Conventions</b> Yr 3: 40 mins Yr 5: 40 mins Yr 7: 45 mins Yr 9: 45 mins  <b>2. Writing</b> Yr 3: 40 mins Yr 5: 40 mins Yr 7: 40 mins Yr 9: 40 mins  <i>catch-up day</i>	<b>3. Reading</b> Yr 3: 45 mins Yr 5: 50 mins Yr 7: 65 mins Yr 9: 65 mins  <i>catch-up day</i>	<b>4. Numeracy</b> Yr 3: 45 mins Yr 5: 50 mins  Yr 7 (calculator): 40 mins Yr 9 (calculator): 40 mins Yr 7 (non-calculator): 40 mins Yr 9 (non-calculator): 40 mins  <i>catch-up day</i>	<i>catch-up day</i>
<b>Monday 21 May</b>	<b>Tuesday 22 May</b>	<b>Wednesday 23 May</b>	<b>Thursday 24 May</b>	<b>Friday 25 May</b>
<b>Test security to be maintained</b>				

- 8.4.2 Tests must NOT be conducted before the official test date under any circumstances.
- 8.4.3 Only schools with compelling reasons are able to vary test dates (up to 25 May) with 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. Schools must request permission from their TAA to vary the test dates.

- 8.4.4 Schools must schedule tests so that they are undertaken in morning sessions on the official test dates. Schools must administer the tests in the sequence specified in the *Handbook for Principals*. Schools with permission to vary the test dates must follow the instructions provided by their TAA.
- 8.4.5 Where there is more than one test scheduled for any day, a minimum of 20 minutes break time for students should be provided between the two test sessions.
- 8.4.6 Except in the case of individual students who have been granted rest breaks as disability adjustments, tests must be completed in a single uninterrupted session. See also Section 8.8 for information on how to manage test disruptions.
- 8.4.7 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 all relevant test administration instructional material and are familiar with the requirements of the role, including implementation of adjustments for relevant students.
  - Principals 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:
- under no circumstances any student undertakes a test before the test date
  - under no circumstances any student undertakes a test without supervision
  - during the test, students are not able to view material within the test area that could assist them to answer questions (such as multiplication tables, spelling lists, writing charts, etc.)
  - spare or unused test books are not be used as practice books for any students (regardless of year level) before the end of the test security period
  - test materials are not be 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 the 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 professional and ethical behaviour of staff members is demonstrated regarding all aspects of test administration. Any assistance that answers a 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 students, an advantage would generally be observed in their individual result, and cheating may include:

- taking unauthorised equipment or prohibited information into the test room (e.g. mobile phone, dictionary)
- communicating with any person other than an administrator during the test introduction time, planning time or during the test
- looking at another student's work
- working on the incorrect test in the 'flip' test book.

8.6.4 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
- 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 (this does not apply where a documented disability adjustment is in place, or where a student has experienced an interruption)
- 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.

8.6.5 During the tests, students should be seated so they are not able to read other students' work. If students sit the tests in their classroom, it is expected that the teacher will be present at all times. If students are seated with a larger group (e.g. in a hall), the student/teacher 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; for example by 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.
- 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)
  - Rulers.
- 8.6.9 Test administrators must ensure that students take only the items permitted into the test area.

The items permitted are:

- 2B or HB pencils
  - pencil sharpener
  - eraser
  - blue or black ballpoint pens (may be permitted for some tests as determined by the TAA)
  - one blank piece of paper for planning for the Writing test, which is to be collected by the test administrator at the end of the test
  - blank paper for working in the Numeracy tests, which is to be collected by the test administrator at the end of the test
  - calculators for the Year 7 and 9 Numeracy calculator-allowed tests
  - where necessary, assistive technology as a disability adjustment, which may include a laptop.
- 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.
  - Schools should ensure that they have a sufficient reserve supply of calculators.
  - Test administrators are responsible for ensuring that any calculator used during the test has been checked to ensure that no information that might advantage a student has been stored on the calculator.
  - Calculators do not include multifunction or internet accessible devices.

### 8.6.11 Reading 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 teacher lead 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 Numeracy questions (not numbers or symbols).
- ✓ Read test instructions
- ✓ Read practice questions.

Test administrators are **NOT** permitted to:

- ✗ read questions or stimulus material in the Reading or Language Conventions tests
- ✗ read numbers or symbols in the Numeracy tests
- ✗ interpret diagrams or rephrase questions
- ✗ paraphrase, interpret or give hints about questions or texts.

## 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* 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 complete the test within the time allocated for each test.

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 and should be recorded as required by the TAA.

- 8.8.3 In the case of significant and unforeseen interruptions to the tests, (e.g. fire alarms/ electricity outages), or where disruptions could impact on students' results, schools must contact their TAA immediately for advice on appropriate action to take to ensure that any potential impact on students' results is minimised.
- 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 paper must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the paper must be marked on the basis of any questions answered.
- 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.
- 8.8.6 The TAA should be contacted as soon as practical to the time of a significant disruption to advise on and sanction a school's proposed actions.
- 8.9 Collection of test materials and post test procedures**
- 8.9.1 Test administrators are to collect all test books from the test area at the immediate end of the test session and keep them secure 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 person 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, on 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 asking students to record their answers separately from their response book (except as may be required for their disability adjustment), or photocopying completed test books.
- 8.9.4 Under no circumstances should test administrators mark any test books or provide results to teachers 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, un-named copies of the test materials for future reference.

## 9 MARKING

- 9.1.1 A common set of quality assurance procedures and processes to ensure comparable marking standards across the country have been set at the national level.
- 9.1.2 ACARA is responsible for the quality assurance procedures for marking. Content for this section can be found in the complete *National Protocols for Test Administration*, located at [www.nap.edu.au/NAPLAN/School\\_support/](http://www.nap.edu.au/NAPLAN/School_support/).

## 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/NAPLAN/School\\_support/test\\_integrity](http://www.nap.edu.au/NAPLAN/School_support/test_integrity)).

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* (available at [www.nap.edu.au](http://www.nap.edu.au)) as soon as possible. Failure to do so is itself a breach of these protocols.
- 10.1.3 Where an incident is reported directly to a TAA, the principal/s concerned and/or to the appropriate school authority/school owners/school boards must be notified directly.

### 10.2 Investigation of incidents

- 10.2.1 When a report is received by a TAA alleging a breach of the protocols, the relevant Responsible Entity will require that an investigation of the allegation is undertaken.
- 10.2.2 The investigation of an incident may involve other authorities in cases where the governance of the school does not reside with the state or territory education department or authority.
- 10.2.3 Similarly, any action taken against an individual or a school as the result of an investigation confirming a breach or cheating will be undertaken by the relevant authority or agency.

- 10.2.4 A record of all alleged incidents and breaches, together with the findings and subsequent outcome of the investigation will be recorded in an incident register and reported to ACARA as soon as possible.

### **10.3 Types of incidents**

- 10.3.1 Situations or incidents cited in this document as examples are not inclusive of all possible situations or incidents. Any incident that occurs that compromises the security or integrity of NAPLAN testing, including behaviours listed as 'inappropriate', should be considered as a possible breach of protocol and reported accordingly for investigation.

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

### **10.4 Breaches of security for the Writing test**

- 10.4.1 While it is important that the security of all NAPLAN tests is maintained until the test days, the content of the Writing test is particularly sensitive, as the Writing test is a single task. 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 they 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 that 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, Education Department or the school authority/school owners/school boards, is directly responsible for any disciplinary action in schools within their jurisdiction that follows from inappropriate behaviour by school staff or students in relation to security of test material and/or of test administration.

## 11 DEFINITIONS

Alternative format tests	Tests provided in Braille, large print, black and white or electronic format as disability adjustments.
Breach of protocol	A breach of protocol refers to any breach of the <i>National Protocols for Test Administration</i> , and may relate to test security, cheating, or any other breach.
Breach of security	A breach of security refers to any breach of the <i>National Protocols for Test Administration</i> that bears upon the security of the test materials prior to and during the test security period.
Cheating	Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.
Responsible Entity	The entity which has authority in relation to any particular school or school system to receive and assess initial reports of possible breaches of the National Protocols (e.g. school board, system authority, government department, depending on school type. See <i>Guidelines for managing test incidents</i> for more information).
Scribe	A Scribe is a Support Person who may be a teacher, teacher's aide, or other appropriate person who is familiar with the NAPLAN Scribe rules and able to write under direction from a student. A Scribe may not be a parent of the student or another student. A Scribe is only used for the Writing test – all other one-on-one support granted as adjustments is covered under the term 'Support Person'.
Support Person	A 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). A 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 <b>Language Conventions, Reading and Numeracy</b> tests.
Test Administration Authority (TAA)	The Test Administration Authority is the Education Department or Test Authority in each state or territory that has responsibility for the administration of the tests in that jurisdiction. TAAs are listed in Section 12.
Test administrator	Teachers, school staff members, school support staff who are involved in delivering (administering) the NAPLAN tests to students.
Test period	The test period encompasses the three official days of test administration (15-17 May 2012).
Test security period	The test security period starts as soon as secure NAPLAN materials are received by a school, and runs until the Friday in the week following the official test days (25 May 2012).

## 12 TEST ADMINISTRATION AUTHORITY CONTACT DETAILS

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

### ACT

Simon Tiller  
Educational Performance  
Department of Education and Training  
GPO Box 158  
Canberra ACT 2601  
Tel: (02) 6205 9317  
Web: <http://www.det.act.gov.au>

### NSW

Robyn Roberts  
NSW Department of Education & Communities  
Locked Bag 5002  
Bankstown NSW 1885  
Tel: (02) 9707 6267  
Web: <https://www.det.nsw.edu.au>

### NT

Natalie Ede  
Curriculum, Teaching and Phases of Learning  
Department of Education and Training  
GPO Box 4821  
Darwin NT 0801  
Tel: (08) 8944 9244  
Web: <http://www.det.nt.gov.au>

### QLD

Lee Willett  
Queensland Studies Authority  
PO Box 307  
Spring Hill QLD 4004  
Tel: (07) 3864 0481  
Web: <http://www.qsa.qld.edu.au>

### SA

Kym Linke  
Educational Measurement and Analysis  
Department of Education and Child Development  
31 Flinders Street  
Adelaide SA 5000  
Tel: (08) 8226 1340  
Web: <http://www.decs.sa.gov.au>

### TAS

Paul Becker  
Educational Performance Services  
Department of Education  
GPO Box 169  
Hobart TAS 7001  
Tel: (03) 6233 6957  
Web: <http://www.education.tas.gov.au>

### VIC

Andrew Smith  
Victorian Curriculum and Assessment Authority  
41 St Andrews Place  
East Melbourne VIC 3002  
Tel: 1800 648 637  
Web: <http://www.vcaa.vic.edu.au>

### WA

Marilyn McKee  
Educational Measurement Branch  
Department of Education  
151 Royal Street  
East Perth WA 6004  
Tel: (08) 9264 4508  
Web: <http://www.det.wa.edu.au/education>

ACARA can be contacted for general queries about the NAPLAN program:

### ACARA

Tel: 1300 895 563  
Level 10, 255 Pitt Street, Sydney 2000  
Web: [www.nap.edu.au](http://www.nap.edu.au)

## **PART B: Implementation of the NAPLAN 2012 in Victoria**

### **INTRODUCTION**

The Victorian Curriculum and Assessment Authority (VCAA) is the Test Administration Authority responsible for the implementation of the NAPLAN in Victoria.

Following is detailed information relating to practices and procedures for the implementation of the NAPLAN 2012 in Victoria. It is provided to enable principals and NAPLAN coordinators to prepare for the administration of the 2012 tests.

Principals are asked to ensure that they, and all relevant personnel, have read and understood all the information provided in Parts A and B of this handbook.

The handbook is supported by other publications related to NAPLAN administration and reporting, including the *Test Administration Handbook for Teachers* which will be distributed to schools with the NAPLAN test packages in the first week of May.

Other important information about the NAPLAN 2012 can be found in the *VCAA Bulletin EY-10* on the VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

### **PRIVACY POLICY STATEMENT**

The Victorian Curriculum and Assessment Authority (VCAA) is committed to the protection of student information generated by the NAPLAN 2012. All personal information collected during the NAPLAN 2012 is used in accordance with the *Information Privacy Act 2000*. In order to conduct the NAPLAN tests, the VCAA collects names and achievement data of all students who undertake the Year 3, Year 5, Year 7 and Year 9 tests. The VCAA also collects information on gender, language background, Aboriginal and Torres Strait Islander (ATSI) status, Victorian Student Number (VSN) and date of birth of students.

The VCAA supports schools' privacy compliance with NAPLAN testing requirements by encouraging principals to ensure that their parent communities are aware of the purposes for which NAPLAN data will be used.

The VCAA uses the student information provided by schools to pre-print individual student details on the front cover of the test booklets and to report to parents on their child's performance. This data is also provided to the school to assist principals to analyse the effectiveness of their school programs and to identify individual student's strengths and weaknesses.

Schools across Australia are required to collect background characteristic information for all students participating in the NAPLAN 2012. The VCAA, on behalf of the Department of Education and Early Childhood Development (DEECD), will be responsible for the management and supply of this information for national reporting purposes.

The information that will be required for each student is as follows:

- parental school education (mother and father as applicable)
- parental non-school education (mother and father as applicable)
- main language spoken at home (student)
- main language spoken at home (mother and father as applicable)
- parental occupation
- country of birth.

No individual student will be identifiable in the information for release for national reporting purposes.

The principal will ensure that all student details and results are confidential.

## **STATEMENT OF COMPLIANCE**

It is the principal's responsibility to:

### **Test participation**

1. Ensure that participation in the NAPLAN tests is actively promoted and that all eligible students are given the opportunity to participate.
2. Ensure that all procedures for exempting and withdrawing students are followed and that a form signed by the parent or carer is completed for each student who is exempted or withdrawn from the tests. (*Under no circumstances should a student be exempted or withdrawn from the NAPLAN without signed approval.*)
3. Ensure that participation records for each test session are accurately completed.
4. Ensure that all procedures for providing disability adjustments for students that require them to participate in the NAPLAN tests are followed.
5. Ensure that the parents of students who require disability adjustments are informed about, and have agreed to, the nature of the adjustments provided.
6. Encourage participation in catch-up tests for individual students who were absent on test days but who return to school by **Friday 18 May 2012**.

### **Security, audit and test supervision**

7. Ensure that all contents and quantities of test materials are checked upon receipt, and notify the VCAA immediately if extra materials are required or if evidence of tampering with the packaging is discovered.
8. Document the receipt, tracking, storage and distribution of test materials in the *NAPLAN Test Materials Security Log*. Ensure that all test materials are stored in double-secure storage (eg: a locked container or cabinet inside a locked room) when not in use and ensure that no unauthorised person handles test materials for the duration of the test security period.

9. Ensure that test administrators are briefed about test procedures and disability adjustments, and that all tests are conducted in a manner consistent with the instructions in the *NAPLAN Test Administration Handbook for Teachers* (arriving with the NAPLAN Test package in May).
10. Notify the VCAA immediately of any breaches of test security or test procedures which are inconsistent with directions in the *National Protocols for Test Administration* and the *NAPLAN Test Administration Handbook for Teachers*.
11. Ensure that VCAA representatives are able to visit the school to conduct test observations of the test and/or undertake audits of test security processes.
12. Ensure that fully signed Exemption and Withdrawal forms are kept at the school for at least 12 months after the tests and made available to the VCAA upon request.

#### **Administration**

13. Provide, via the Test Administration website, the names of staff authorised to receive test materials and ensure that all staff are briefed about the pending arrival of test materials.
14. Ensure that test materials are sorted and prepared for distribution to classes the day before each test, handed to test administrators on the morning of each test and returned to secure storage immediately after each test.
15. Ensure that all required test books are returned to the VCAA, according to the specifications in the *NAPLAN Test Administration Handbook for Teachers* and that all administrative forms are fully completed, signed and either returned to the VCAA, or kept on file at the school as required.

#### **NAPLAN Reports and NAPLAN data**

16. Ensure that individual student reports are distributed to parents and/or carers in a timely manner after they are received at the school.
17. Ensure that all personnel who are given access to the school's data through the NAPLAN Data Service treat that information in a confidential manner.

It is recommended that Principals nominate a NAPLAN coordinator to lead the setup, planning and administration of the NAPLAN tests. NAPLAN Coordinators must adhere to all procedures outlined in this guide and the *Test Administration Handbook for Teachers*. In conjunction with Principals, NAPLAN Coordinators should refer to the *Principal and NAPLAN Coordinators' Checklist* for critical dates on Page iii of this handbook.

## THE NAPLAN TEST ADMINISTRATION WEBSITE

The VCAA provides schools with the secure NAPLAN Test Administration website to enable a range of administrative tasks to be completed online. The website will be released in two phases; the enrolment phase and the test phase.

During the enrolment phase the following tasks are to be completed by all schools:

- Registering authorised staff
- Completing the 'Statement of Compliance'
- Reviewing school contact and address details
- Uploading student registration data (for independent schools only).

Optionally schools may order alternative paper formats for students (e.g. large print or Braille). Please refer to the Principal and NAPLAN Coordinator's Checklist for due dates for these activities.

The NAPLAN Test Administration website address is <https://www.naplanadmin.vic.edu.au>. This is a secure website that requires a user ID and password to log in. The login details are provided to principals in the letter accompanying this guide.

Detailed instructions to assist schools with completing tasks during the enrolment phase of the website are available on the VCAA website <https://www.vcaa.vic.edu.au/prep10/naplan/schools/admin.html>

In April the website will be updated with student enrolment information and will be released to schools for pre-test activities related to student participation in the tests:

- Producing personalised exemption and withdrawal forms
- Adding details of new students
- Printing Student Attendance Forms.

Schools are reminded that as part of the staged introduction of recording attendance online, all schools will be required in 2012 to record student attendance, including withdrawals and exemptions, via the NAPLAN Test Administration website.

Schools will be able to either use the site during test days to record attendance during test sessions, or print attendance forms before the days of the tests and then enter attendance information into the website.

Full instructions for the use of this website during the test phase will be made available later in the year.

## AUTHORISED STAFF

In order to ensure timely and secure delivery of NAPLAN test and reporting packages, schools are required to complete an online registration of Authorised Staff. Couriers will be instructed only to release test packages to Authorised Staff. Please keep this in mind when nominating Authorised Staff and include relevant persons (e.g. front office staff) who will be available to take delivery of the test packages.

Principals must authorise at least one, and a maximum of five, staff members to receive the test packages. It is strongly recommended that at least three staff members are authorised to take delivery.

In addition, the VCAA requests that the school provide the name and email address of the school's NAPLAN coordinator. This will provide the VCAA with a liaison person who can be contacted regarding specific follow-ups and queries.

Registration of Authorised Staff needs to be submitted through the NAPLAN Test Administration website (see page 34) by **Friday 2 March 2012**.

Staff can also be registered to receive email updates from the VCAA related to the administration of the NAPLAN tests.

## STANDARD CONDITIONS FOR TEST SUPERVISION

To ensure that all NAPLAN tests are delivered uniformly across the country, comprehensive instructions for test administrators will be provided in the *Test Administration Handbook for Teachers*. Test administrators should familiarise themselves with these instructions prior to the tests.

Test administrators are the critical link in ensuring the ultimate validity and fairness of the tests and it is important that they:

- deliver the test instructions accurately
- encourage student participation
- monitor student conduct
- ensure that students work independently.

Further information relating to standard conditions for test supervision are provided in Part A of this handbook and test administrators should also be familiar with the guidelines outlined in the **Code of Conduct** (pages 3 – 5) and with the details of Part A Section 8.6 Administering the tests – appropriate behaviours beginning on page 23.

## COMMUNICATING WITH PARENTS

It is important that parents understand the purpose of the NAPLAN 2012. Schools may notify parents prior to the test about the nature, purpose and timing of the tests by one or more of the following methods:

- use or modify the sample letter (see page 44)
- as part of a regular school newsletter
- as part of a parent/teacher interview
- distribute the *Information for Parents* pamphlets. Schools will be notified in early 2012 of the online availability of the pamphlet. Copies will be sent with the test package in May.

## CANDIDACY AND STUDENT PARTICIPATION

As detailed in the Statement of Compliance and National Protocols, it is expected that schools will maximise student participation in the NAPLAN tests for all students in Years 3, 5, 7 and 9.

Principals and NAPLAN Coordinators should refer to Part A, Section 5 of this guide for information relating to the National Protocols that apply to student participation in the tests. This includes:

- expectations for student participation
- assessed, absent, exempt and withdrawn students
- students who do not attempt the tests
- international fee-paying students.

The following pages in this guide provide information further to Part A on issues related to participation in the tests in Victoria.

Principals and NAPLAN Coordinators are reminded to utilise all available options including catch-ups for individuals and disability accommodations to ensure that each student has an opportunity to undertake the tests.

## REQUEST TO VARY TEST DATES

Details relating to **Time for testing** are provided in Part A Section 8.4 (pages 21 and 22).

The tests must be administered in the order, on the dates and within the times specified in the timetables provided.

As stated in Part A Section 8.4.3 (page 21) schools with compelling reasons that are outside of their control will be able to request permission to participate in the tests in the week after testing to **Friday 25 May 2012**. This option is only available for classes or groups of students, and NOT for individual students. (For information about catch-up assessments for individual students, see page 38). The compelling reasons must be of a serious order and could, for example, include cases where a school has booked an overseas excursion where the dates cannot be changed, or where schools are expected to participate in state-based activities such as Show days.

The Request to Vary Dates for NAPLAN 2012 form (see page 47) should be completed and returned to the VCAA by **Friday 2 March 2012**. Refer to the VCAA website for an electronic version of the form at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) (Follow the NAPLAN link.)

Victorian government and Catholic schools require approval from the appropriate sectoral authority before applying to the VCAA for a variation.

Prior to sending the form to the VCAA:

- government schools should send the form to their DEECD, Regional Director or Assistant Regional Director for approval (see page 48 for contact details)
- Catholic schools should send the form to the appropriate Catholic Education Office (see page 48 for contact details).

Independent schools should fax the form directly to the VCAA on (03) 9225 2334.

The VCAA will confirm the outcome of the request for a variation.

If a variation to the testing dates is approved, the school will be responsible for the return of completed test books by registered post or secure courier to:

**VCAA Assessment Centre  
c/- Pearson Research and Assessment  
100 Station Street  
Nunawading VIC 3131**

These are to be forwarded at the school's expense, no later than **Friday 25 May 2012**.

## **CATCH-UP ASSESSMENTS FOR INDIVIDUAL STUDENTS**

Principals are encouraged to facilitate catch-up tests for individual students who are absent on the day of one or more tests but who return to school by the Friday of test week. These students may undertake catch-up tests on the days in the test week, after the scheduled test, that is on the Wednesday, Thursday and Friday of test week.

Students who are absent for the three test days should not, however, be expected to complete all tests on a single day. They should be marked as absent for the tests that they are unable to complete.

## **ADJUSTMENTS FOR STUDENTS WITH DISABILITY**

See Part A Section 6 *Adjustments for Students with Disability* (page 11) for details of allowable adjustments for students with disability and of student eligibility. In past years these adjustments were referred to as 'special provisions'

Principals are reminded that, as described in Part A Section 6.4 (page 13), they are required to:

- consult with parents prior to testing regarding adjustments for students with disability for their child/children
- keep appropriate records of parental consent for adjustments for students with disability
- ensure that any adjustments for students with disability are accurately recorded on the Test Administration website when recording student attendance for the tests.

## **LARGE PRINT, BLACK AND WHITE, AND BRAILLE MATERIALS**

All NAPLAN test materials will be available in Large Print and Braille formats and A4 size Black and White. Requests for Large Print, Black and White or Braille material will need to be ordered online through the NAPLAN Test Administration website (see page 34).

The formats available in Large Print are described below:

- N18 – A3 size paper, questions displayed as per standard book
- N24 – A3 size paper, two questions per page
- N36 – A3 size paper, one question per page.

The formats available for Braille are Unified English Braille Code (UEB) or Australian Braille Code (ABC). These can either be requested in Grade 1 Contracted or Grade 2 Uncontracted, single or double spacing. The default format supplied for NAPLAN is Grade 2 Contracted single space Braille. If you require an alternative format, contact the VCAA helpdesk.

Requests for Large Print, Black and White or Braille materials must be submitted by **Friday 2 March 2012**.

## **ACCOMMODATIONS THAT REQUIRE PRE-APPROVAL FROM THE VCAA FOR DISABILITY ADJUSTMENTS**

### **Application to use a Scribe for the Writing test**

Written permission for an eligible student to use a Scribe in the Writing test must be sought and approved by the VCAA prior to the test. A trained Scribe is permitted to assist a student to complete the Writing test only where the student usually uses a Scribe in the classroom and where the student would be unable to access a pencil and paper test without the use of a Scribe. Students and Scribes must be familiar with the scribing process and rules listed in Part A Section 6.5 (pages 13 – 14).

Principals should also note that Scribes are not permitted for students with recent temporary injuries in the Writing test, Part A Section 6.10 (page 16).

The Application to use a Scribe for the Writing test form on page 45 should be completed and faxed back to the VCAA by **8 May 2012**.

The VCAA will advise the school as to the outcome of the application to use a Scribe for the Writing test.

### **Application to use Assistive Technology (including computers)**

Written permission for the use of assistive technology, including a computer, must be sought and approved by the VCAA prior to the test. Different technologies may be appropriate for different tests if these are the usual practices for this student in all classroom assessments.

Further information regarding guidelines for this application can be found in Part A Section 6.7 of this Handbook.

The Application to use assistive technology form can be found on page 46. This should be completed and faxed back to the VCAA by **8 May 2012**. The VCAA will advise the school as to the outcome of this application.

### **Application to use an Electronic Test Format**

The electronic format enables students to answer questions on screen and may be appropriate for students with disabilities who use a computer as part of their usual adjustments when participating in classroom assessment and are not able to otherwise access the tests through any other adjustments available including the use of a computer.

Further information regarding the use and types of electronic test formats will be made available early in Term 1.

## **RECORDS OF EXEMPTIONS AND STUDENT WITHDRAWALS**

Personalised forms for recording student exemptions and withdrawals will be available for printing via the Test Administration website. These forms will be available for printing from mid-April, after student enrolment is completed. Further information regarding completion of these forms will be supplied later in April.

The Record of Exemption form is also available in languages other than English via the Test Administration website.

Principals are reminded that final decisions regarding student exemption or withdrawal from the NAPLAN rest with parents or carers. Under no circumstances should a student be exempted or withdrawn from the NAPLAN without signed approval of the parent or carer prior to the commencement of the tests.

Please note that fully signed Records of Exemption and Student Withdrawal must be **kept at the school** for at least 12 months and made available to the VCAA upon request.

## **HOSTED AND VISITING STUDENTS**

As outlined in Part A Section 5.8 (page 11), principals are encouraged to facilitate the participation of visiting students. The VCAA will assist with arrangements for students who will be away from their regular locations (e.g. visiting interstate) at the time of the tests and wish to sit the tests at a host school. Principals should advise the student's parents to contact the VCAA on **freecall 1800 648 637** to discuss arrangements in these cases.

Blank test books should be administered to visiting students and the home school of the student must be clearly written on the front cover of each test book.

The principal at the host school is responsible for ensuring that the visiting student's test books are returned, by secure post, to the appropriate TAA (see page 30 for TAA contact details). The parent or carer will be asked to cover the cost of the postage.

## HOME-SCHOOLED STUDENTS

Students registered for home schooling are eligible to partially enrol at their neighbourhood government school for specific activities, including the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

Additional information can be found on the DEECD website at:

<http://www.eduweb.vic.gov.au/edulibrary/public/commrel/aboutschool/homeschoolingbooklet.pdf>

## DELIVERY OF THE TEST PACKAGES

Delivery of the NAPLAN test packages will begin on **1 May 2012**. Please brief authorised staff about the pending arrival of the test packages and record the name of the staff member who signs for receipt from the courier. If you do not receive your test package by 4.00 pm on **9 May 2012**, please contact the NAPLAN Helpdesk on 1800 648 637 or email [vcaa.naplan.help@edumail.vic.gov.au](mailto:vcaa.naplan.help@edumail.vic.gov.au).

Document the receipt, tracking, storage and distribution of the test materials in the *Test Materials Security Log*. This log will accompany the NAPLAN test packages.

Secure test materials will be packed separately in tamper evident bags within the consignment. The Packing Slip should be used to check that the correct quantity of materials has been provided.

Please note that the NAPLAN 2012 tests for Language Conventions and Writing are combined into a single book in a 'flip' format with one test starting from the front and the other from the back. The test in the back of the book is rotated through 180° so that the page opens with the spine edge on the left side. Year 7 and Year 9 Numeracy tests are also combined into a single book in a 'flip' format.

The number of test books and stimulus materials included in the package is based on the pre-enrolment and census data provided for each year level. Extra copies of all materials are provided to allow for new enrolments.

## OBSERVATION AND AUDIT VISITS TO SCHOOLS

During 2012, the VCAA will continue to conduct observation visits and security audits of selected schools throughout Victoria. The main focus of these visits is to:

- check the security arrangements for the test materials at the school
- review and audit the relevant documentation
- provide advice on the conduct of the tests.

Test observers also visit schools across the state on one or more days during the testing period to observe the conduct of the tests and provide advice and assistance to schools to ensure they comply with all test administration requirements.

All schools participating in either the observation visits or the security audits will be notified prior to the visits taking place.

It is expected that all NAPLAN tests are administered professionally and ethically. The VCAA treats test security seriously and routinely undertakes a variety of checks to ensure the integrity of Victoria's NAPLAN test data.

## SECURITY OF TEST MATERIALS

Principals should ensure that they have read and adhered to the responsibilities described in Part A Section 4 (page 6) of this handbook, and ensure that the Test Security period is maintained up to and including **Friday 25 May 2012**.

The VCAA will conduct a security audit of randomly selected school storage facilities for the NAPLAN test materials during 2012. During storage, the test materials are to be kept in a double secure area. The security storage should meet one of the following criteria:

- A locked filing cabinet which is in a locked storeroom/office which is accessible only by authorised staff.
- A locked safe which is in a locked storeroom/office which is accessible only by authorised staff.
- A locked, sealed container which is in a locked storeroom/office which is accessible only by authorised staff.

While the test materials are held in the school prior to, during and after the testing period, any direct access to them within the secure area is to be recorded in the *Test Materials Security Log* supplied with the NAPLAN test materials. The *Test Materials Security Log* should be kept by the school for 12 months after the test and may be subject to audit by the VCAA.

## COLLECTION OF TEST MATERIALS

The VCAA will inform schools as to their collection date when the collection lists are finalised. To enable schools with Friday collections to conduct catch-up tests for individual students on this day, the VCAA will arrange for separate collection of these catch-up tests to be made from **Monday 21 May 2012**.

For Friday collection schools, completed test materials need to be ready for collection by 9.30 am on **Friday 18 May 2012**.

For all other schools, completed test materials need to be ready for collection by 8.30 am on **Monday 21 May 2012**.

## STUDENT RESULTS

It is important that teachers be fully informed of the detailed results of each student and of the results for their class as a whole, and that parents have the opportunity to discuss their child's results with the school. The results sent to the school in Term 3 provide detailed information about the achievement of each student. This information can be used to place the Parent Reports in a wider context that enables strategies and suggestions for learning improvement to be discussed with parents or carers.

Parent Reports are confidential documents containing personal information about each student and how their results compare to others in Australia. Given the need for confidentiality, schools should consider either a direct mail out of results to parents or carers or direct issue to parents or carers, for example, through an information night or by collection from the school.

Schools should retain evidence of distribution of reports to parents or carers at the school. For example, a letter addressed to the parents or carers, or by notification in the school newsletter.

The NAPLAN 2012 test results will be available for schools to access via the secure NAPLAN Data Service website when the Parent Reports are released. Schools will need to use their own unique login and security password to access the data at <https://naplands.vcaa.vic.edu.au>.

In addition, ACARA will continue to maintain the MySchool website at [www.myschool.edu.au](http://www.myschool.edu.au).

## SAMPLE LETTER TO PARENTS

(A copy of this letter can be found on the VCAA website)

Dear Parent/Carer

The National Assessment Program – Literacy and Numeracy (NAPLAN) 2012 tests for Years 3, 5, 7 and 9 students will be held on Tuesday 15 May, Wednesday 16 May and Thursday 17 May 2012. NAPLAN tests assess student knowledge and skills in writing, reading, language conventions (spelling, grammar and punctuation) and numeracy.

The results of the tests provide information for students, parents, teachers and principals which can be used to improve student achievement.

All students are expected to participate in the NAPLAN tests. During test week, catch-up tests will be available for individual students who are absent on test days. These students may undertake catch-up tests on the days in the test week after the scheduled test, up to and including Friday 18 May 2012.

Support can be arranged for students with disabilities, if the student regularly uses similar support for classroom assessment tasks.

Large print, Braille and black and white versions of the tests are available for students that require them.

Exemptions may be granted to students with significant intellectual disabilities and to students who have been learning English for less than one year.

If your child is eligible for support due to disability or an exemption, you should discuss this with his/her teacher prior to the tests. Parental consent is required before any support due to disability or exemption is granted.

Students may be withdrawn from the NAPLAN by their parent or carer. This is a matter for consideration by parents and carers in consultation with the principal. If, after consultation, you decide to withdraw your child, you must sign a Student Withdrawal form. These forms are available at the school.

Later in the year you will receive your child's personal NAPLAN report. The report will describe your child's particular skills in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. The report will also show how your child performed in relation to national minimum standards. These describe the minimum acceptable standards for students across Australia.

I am confident that the information you receive as a result of your child's participation in the NAPLAN tests will be valuable in helping you to assess your child's progress in literacy and numeracy.

For more information about the tests, please visit the VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) or the NAPLAN website at [www.nap.edu.au](http://www.nap.edu.au).

Yours sincerely

Principal



## NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN) APPLICATION TO USE A SCRIBE FOR THE NAPLAN 2012 WRITING TEST YEARS 3, 5, 7 & 9

### VCAA Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the *Education and Training Reform Act 2006*. The VCAA is committed to protecting all personal information collected and handling this data in accordance with the *Information Privacy Act 2000*. All information collected will be kept secure and confidential.

**Fax this form to the VCAA on (03) 9225 2334 or email to: [vcaa.naplan.help@edumail.vic.gov.au](mailto:vcaa.naplan.help@edumail.vic.gov.au) by Tuesday 8 May 2012**

- Notes:**
1. This form is to be used for students who are eligible to use a Scribe in the NAPLAN Writing test.
  2. The principal's and parent's signatures are required for the processing of this application.
  3. This form must be returned to the VCAA for approval. The VCAA will notify the principal and the NAPLAN coordinator of the result of this application.
  4. A copy of this form should be retained for school records.

### BLOCK LETTERS (PRINT)

#### SCHOOL DETAILS

School name:		VCAA school code:	
Principal / Head teacher:		Email:	
NAPLAN coordinator:		Email:	
Telephone:		Fax:	

#### STUDENT DETAILS

Student last name:		Student first name:	
Student VSN number:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Year level:	<input type="checkbox"/> Yr 3 <input type="checkbox"/> Yr 5 <input type="checkbox"/> Yr 7 <input type="checkbox"/> Yr 9
Date of birth:	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female

#### REQUEST DETAILS

Reason/s: *(Please elaborate, e.g. student has cerebral palsy and has difficulty writing for an extended period)*


Is this support part of this student's regular learning program?  
 Yes  
 No - IF NO, please provide reason for request  
*(if space insufficient, use additional sheet)*


**PRINCIPAL'S DECLARATION:** A scribe for writing is used regularly in the classroom by this student as an educational adjustment.

_____ Signature of Principal / Head Teacher (or delegate)	_____ Date
_____ Signature of Parent	_____ Date

### VCAA USE ONLY

Your request to use a scribe for the NAPLAN 2012 Writing Test for the above student has been approved.

Authorised by:

Name:		Date:	
Signature:			



## NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN) APPLICATION TO USE ASSISTIVE TECHNOLOGY FOR THE NAPLAN 2012 TESTS YEARS 3, 5, 7 & 9

**VCAA Privacy Statement**

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the *Education and Training Reform Act 2006*. The VCAA is committed to protecting all personal information collected and handling this data in accordance with the *Information Privacy Act 2000*. All information collected will be kept secure and confidential.

**Fax this form to the VCAA on (03) 9225 2334 or email to: [vcaa.naplan.help@edumail.vic.gov.au](mailto:vcaa.naplan.help@edumail.vic.gov.au) by Tuesday 8 May 2012**

- Notes:**
1. This form is to be used for students who are eligible to use assistive technology in the NAPLAN tests.
  2. The principal's and parent's signatures are required for the processing of this application.
  3. This form must be returned to the VCAA for approval. The VCAA will notify the principal and the NAPLAN coordinator of the result of this application.
  4. A copy of this form should be retained for school records.

**BLOCK LETTERS (PRINT)**

**SCHOOL DETAILS**

School name:		VCAA school code:	
Principal / Head teacher:		Email:	
NAPLAN coordinator:		Email:	
Telephone:		Fax:	

**STUDENT DETAILS**

Student last name:		Student first name:	
Student VSN number:	<input type="text"/>	Year level:	<input type="checkbox"/> Yr 3 <input type="checkbox"/> Yr 5 <input type="checkbox"/> Yr 7 <input type="checkbox"/> Yr 9
Date of birth:	<input type="text"/>	Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female

**REQUEST DETAILS**

Reason/s: *(Please elaborate, e.g. student has cerebral palsy and has difficulty writing for an extended period)*


Is this support part of this student's regular learning program?    Yes    No - IF NO, please provide reason for request *(if space insufficient, use additional sheet)*


**PRINCIPAL'S DECLARATION:** A scribe for writing is used regularly in the classroom by this student as an educational adjustment.

_____ Signature of Principal / Head Teacher (or delegate)	_____ Date
_____ Signature of Parent	_____ Date

**VCAA USE ONLY**

Your request to use assistive technology for the NAPLAN 2012 tests for the above student has been approved.

Authorised by:

Name: _____	Date: _____
Signature: _____	

## NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN) REQUEST TO VARY DATES – YEARS 3, 5, 7 AND 9

### VCAA Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the *Education and Training Reform Act 2006*. The VCAA is committed to protecting all personal information collected and handling this data in accordance with the *Information Privacy Act 2000*. All information collected will be kept secure and confidential.

**Fax this form to the VCAA on (03) 9225 2334 no later than Friday 2 March 2012.**

**Form also available online: [www.vcaa.vic.edu.au/prep10/](http://www.vcaa.vic.edu.au/prep10/)**

**1. If the school has exceptional circumstances which affect the conduct of the NAPLAN on 15, 16, 17 May 2012, the principal should complete this form.**

BLOCK LETTERS (PRINT) School to complete:

School name:	<input type="text"/>	VCAA school code:	<input type="text"/>
Principal / Head teacher:	<input type="text"/>	Email:	<input type="text"/>
NAPLAN coordinator:	<input type="text"/>	Email:	<input type="text"/>
Telephone:	<input type="text"/>	Fax:	<input type="text"/>
Reason for variation of date/s:	<input type="text"/>		
Principal/Head teacher's Signature:	<input type="text"/>		

**Please note:** Variation dates are from Friday 18 May up until Friday 25 May 2012.

Proposed Date For: (Please tick appropriate box)	Language Conventions/ Writing Test	Reading Test	Numeracy Test/s
<input type="checkbox"/> YEAR 3	<input type="text"/> / <input type="text"/> / 12	<input type="text"/> / <input type="text"/> / 12	<input type="text"/> / <input type="text"/> / 12
<input type="checkbox"/> YEAR 5	<input type="text"/> / <input type="text"/> / 12	<input type="text"/> / <input type="text"/> / 12	<input type="text"/> / <input type="text"/> / 12
<input type="checkbox"/> YEAR 7	<input type="text"/> / <input type="text"/> / 12	<input type="text"/> / <input type="text"/> / 12	<input type="text"/> / <input type="text"/> / 12
<input type="checkbox"/> YEAR 9	<input type="text"/> / <input type="text"/> / 12	<input type="text"/> / <input type="text"/> / 12	<input type="text"/> / <input type="text"/> / 12

Is your school a P-12 school?  YES  NO

Will you be conducting NAPLAN tests on 15, 16, 17 May 2012?  YES  NO

Please specify if the variation is for part of or the entire cohort:

**Government and Catholic schools must obtain written approval for this request from the appropriate sectoral authority before sending this form to the VCAA. Please fax this form to the appropriate sectoral authority.**

**Independent schools should fax the form directly to the VCAA.**

For Government and Catholic schools, it is the schools responsibility to fax this form back to VCAA once they have obtained approval from the appropriate sectoral authority.

**2. Approval by sectoral authority - Sectoral authority to complete - please tick appropriate box**

<input type="checkbox"/> Department of Education and Early Childhood Development	<b>OR</b>	<input type="checkbox"/> Catholic Education Office Melbourne
<input type="checkbox"/> Regional Director <input type="checkbox"/> Assistant Regional Director		<input type="checkbox"/> Director of Catholic Education Diocese <input type="checkbox"/> Regional Manager
Region: <input type="text"/>		Region: <input type="text"/>
Name: <input type="text"/>		Name: <input type="text"/>
Signature: <input type="text"/> Date: <input type="text"/> / <input type="text"/> / 12		Signature: <input type="text"/> Date: <input type="text"/> / <input type="text"/> / 12

**It is important that sectoral authorities action this request promptly and forward the form back to the school as soon as possible.**

The VCAA will notify the principal and the NAPLAN coordinator of the result of this request. If a variation to the testing dates is approved, the principal will organise the return of test booklets to the VCAA at the school's expense. This will be no later than Friday 25 May 2012.

A copy of this form should be retained for school records.

## CONTACT DETAILS FOR REGIONAL OFFICES 2012

### Department of Education and Early Childhood Development Regional Offices

OFFICE	NAME/TITLE	MAIL ADDRESS	TELEPHONE	FAX	SITE ADDRESS
Barwon South Western Region	Mr Grant Rau Regional Director	PO Box 2086 GEELONG 3220	5225 1000	5225 1099	5A Little Ryrie St GEELONG 3220
Grampians Region	Peter Henry Regional Director	109 Armstrong St North BALLARAT 3350	5337 8444	5333 2135	109 Armstrong St North BALLARAT 3350
Eastern Region	Mr Michael De'Ath Regional Director	Level 3, 295 Springvale Rd GLEN WAVERLEY 3150	9265 2400	9265 2444	Level 3, 295 Springvale Rd GLEN WAVERLEY 3150
Gippsland Region	Karen Cain Regional Director	PO Box 381 MOE 3825	5127 0400	5126 1933	Cnr Kirk & Haigh Street MOE 3825
Hume Region	Mr Arthur Townsend Regional Director	PO Box 403 BENALLA 3672	5761 2100	5762 5039	150 Bridge Street East BENALLA 3672
Loddon-Mallee Region	Mr Ron Lake Regional Director	PO Box 442 BENDIGO 3552	5440 3111	5442 5321	7 – 15 McLaren Street BENDIGO 3550
Northern Metropolitan Region	Mr Wayne Craig Regional Director	Locked Bag 2001 COBURG 3058	9488 9488	9488 9400	Level 2, 189 Urquhart Street COBURG 3058
Southern Metropolitan Region	Mr Peter Greenwell Regional Director	PO Box 5 DANDENONG 3175	9794 3555	9794 3500	VACC Building 1st Floor 33 Princes Highway DANDENONG 3175
Western Metropolitan Region	Ms Katherine Henderson Regional Director	Level 3, Whitten Oval 417 Barkly Street WEST FOOTSCRAY 3012	9291 6500	9291 6565	Level 3, Whitten Oval 417 Barkly Street WEST FOOTSCRAY 3012

### Catholic Education Offices

OFFICE	NAME/TITLE	MAIL ADDRESS	TELEPHONE	FAX	SITE ADDRESS
Melbourne	Mr Stephen Elder Director of Catholic Education	PO Box 3 EAST MELBOURNE 8002	9267 0228	9415 9325	James Goold House 228 Victoria Parade EAST MELBOURNE 3002
Ballarat / Main Office	Ms Audrey Brown Director Catholic Education Office	PO Box 576 BALLARAT 3350	5337 7135	5331 5166	Catholic Education Office 5 Lyons Street South BALLARAT 3353
Sandhurst / Bendigo	Ms Phil Billington Director Of Catholic Education Sandhurst Office	PO Box 477 BENDIGO CENTRAL 3552	5443 2377	5441 5168	120 Hargreaves Street BENDIGO 3552
Sandhurst / Wangaratta	Mr Max Fletcher Deputy Director of Catholic Education Wangaratta Office	PO Box 1181 WANGARATTA 3677	5723 0000	5723 0033	71 Ryley Street WANGARATTA 3677
Sale / Warragul	Mr Peter Ryan Director of Catholic Education Office	PO Box 322 WARRAGUL 3820	5622 6600	5623 4258	6 Witton Street WARRAGUL 3820
Melbourne / Southern Area	Ms Jan Elliott Regional Manager	PO Box 3104 MOORABBIN EAST 3189	9532 1922	9553 5005	602 South Road MOORABBIN EAST 3189
Melbourne / Eastern Area	Dr Mary Oski Regional Manager	PO Box 1121 CROYDON 3136	9724 0200	9724 0201	39 Hewish Road CROYDON 3136
Melbourne / Northern Area	Mr John Mills Regional Manager	Cnr Howard & Rosslyn Streets WEST MELBOURNE 3003	9329 8800	9326 7443	Cnr Howard & Rosslyn Streets WEST MELBOURNE 3003
Melbourne / Western Area	Mr Jeffrey Burn Regional Manager	47 Synnot Street WERRIBEE 3030	9731 3900	9731 3999	47 Synnot Street WERRIBEE 3030



