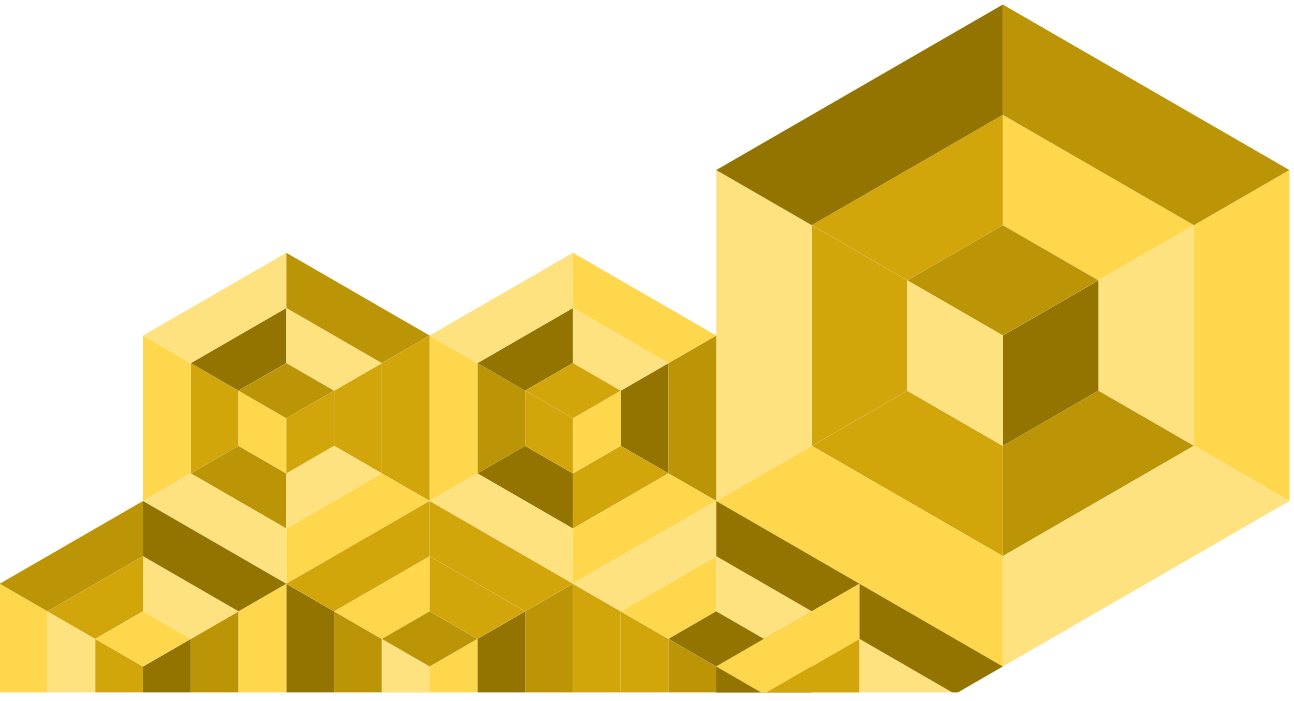
acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy

Handbook for principals



VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

2020

VCAA NAPLAN Helpdesk

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

CONTACT DETAILS

Freecall	1800 648 637
Email	vcaa.naplan.help@edumail.vic.gov.au
VCAA website	www.vcaa.vic.edu.au
NAPLAN Test Administration website:	https://www.naplanadmin.vic.edu.au

DATES FOR NAPLAN PAPER 2020 TESTS

12 May	Literacy (Language Conventions, Writing)
13 May	Literacy (Reading)
14 May	Numeracy

Authorised and published by the Victorian Curriculum and Assessment Authority
Level 1, 2 Lonsdale Street
Melbourne VIC 3000

ISBN: 978-1-74010-081-6

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PRINCIPAL AND NAPLAN COORDINATOR'S CHECKLIST

YEAR 3, YEAR 5, YEAR 7 AND YEAR 9 NAPLAN - PAPER TEST 2020

Date		Check ☑
On receipt	Read this handbook, paying particular attention to the administrative procedures and the responsibilities of principals and NAPLAN coordinators	☐
28 January	NAPLAN Test Administration website open for the enrolment phase, see page 34	☐
14 February	Final date for independent schools to submit student data to VCAA	☐
21 February	Final date to submit Principals' Statement of Compliance	☐
	Final date to submit names of staff authorised to take delivery of test packages	☐
	Final date to indicate test book print order and verify school details	☐
	Final date to request alternative test formats	☐
	Final date to request a variation to test dates	☐
From 14 April	Review enrolments and produce forms as required via the NAPLAN Test Administration website	☐
	Discuss parental requests for withdrawals, exemptions and disability adjustments and acquire signatures where applicable	☐
	Brief appropriate staff about the pending arrival of the NAPLAN test packages	☐
From 28 April	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 *Test Materials Security Log*	☐
	Store all materials in double secure storage and complete the *Test Materials Security Log*	☐
	Distribute the appropriate *NAPLAN test administration handbook for teachers* to test administrators	☐
	Conduct a briefing on test administration for test administrators	☐
5 May	Final date to submit applications to use a scribe or assistive technology	☐
6 May	Where required, request extra materials from the VCAA	☐
Week of 11 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 double secure storage until distribution	☐
12 May	Distribute Language Conventions and Writing test books and Writing stimulus materials to test administrators	☐
	Conduct the Language Conventions and Writing tests	☐
13 May	Distribute Reading test books and Reading magazines to test administrators	☐
	Conduct the Reading tests	☐
14 May	Distribute Numeracy test books to test administrators	☐
	Conduct the Numeracy tests	☐
18 May	Unless otherwise notified by the VCAA, completed test materials need to be ready for collection by 8.30 am on Monday 18 May	☐
	Final date for catch-up tests by individual students	☐
21 May	Final date to complete online student attendance	☐
22 May	Final date to return test books for classes or groups which had approval for a variation to testing dates	☐
29 May	End test security period	☐

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

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HANDBOOK OVERVIEW

NAPLAN tests are held during May each year. The purpose of the 2020 NAPLAN *Handbook for principals* is to make sure that principals understand what is required to administer NAPLAN.

The following organisations are involved in the NAPLAN tests:

- **The Australian Curriculum, Assessment and Reporting Authority** (ACARA) has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN).
- **The test administration authority** (TAA) in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols.

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

There are two parts to this handbook:

- **Part A:** Relevant sections of *National protocols for test administration,* including the code of conduct. These protocols apply to all schools administering the NAPLAN paper-based tests.
- **Part B:** State or territory operational information and instructions.

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 development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN). The test administration authority (TAA) in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols. The NAPLAN tests are held during May each year for students in Years 3, 5, 7 and 9.

The *National protocols for test administration* (the protocols) provide detailed information on all aspects of the administration of the NAPLAN paper-based tests. Please note there are also *National protocols for test administration – NAPLAN Online 2020* for the NAPLAN Online tests. The protocols set out the principles to manage security of the tests, the test environment and other relevant factors to ensure reliable, nationally comparable results are obtained. These protocols specify security requirements and uniform processes and procedures to ensure students complete the tests under similar conditions. In cases where individual students require special arrangements to complete the tests, these arrangements are provided at the school in consultation with the school and the relevant TAA.

In order to maintain the integrity of the tests, the testing process and, ultimately, test results, these protocols must be followed carefully. Breaches of the *National protocols for test administration* and allegations of cheating or improper behaviour are taken very seriously; and substantiated cases of improper behaviour will be reported publicly in ACARA's annual test incident report. A code of conduct (section 2) is included in order to assist TAAs and schools in determining what are appropriate and inappropriate behaviours, as well as information on how breaches are dealt with (section 10).

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.

These protocols are designed to cater for the majority of situations. However, the relevant TAA should be contacted for specific advice if it is apparent the protocols do not adequately provide guidance or if there are problems meeting the requirements in these protocols.

2. CODE OF CONDUCT

The NAPLAN code of conduct is designed to uphold the integrity of the tests by outlining the fundamental principles upon which the 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 eligible students to allow them to demonstrate their actual skills and knowledge.

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

2.1.2 It is unacceptable to exert influence on parents/carers 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, with administrators 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 not permitted.

2.2.6 Providing unauthorised additional time for the tests is not permitted.

2.2.7 Allowing students access to unauthorised materials and aids during the tests is not permitted.

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

2.2.9 Any attempt by school staff to unfairly or dishonestly manipulate test results is not permitted.

2.2.10 Any attempt by any party to modify an answer after the test is completed by the student is not permitted.

2.3 Schools and teachers should adopt appropriate test preparation strategies that familiarise students with the test process and question formats, but do not excessively rehearse students such that results reflect prepared work rather than students' own abilities.

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

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

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

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

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

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

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

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

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

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

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

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

2.5.1 Principals and all relevant school staff must read and understand the *Handbook for principals* (which includes relevant sections of the *National protocols for test administration*), and the *Test administration handbook for teachers*.

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

2.5.3 Principals and test administrators must adhere to the instructions outlined in the *Handbook for principals* and *Test administration handbook for teachers*, and principals should seek clarification from their TAA if unsure of any points.

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

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

3. COMMUNICATIONS

3.1 Responsibilities of ACARA

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

3.1.2 A communications strategy clearly outlining the respective roles played by ACARA and TAAs with regard to communication to schools will be made available to TAAs. Materials arising from this strategy for which ACARA is responsible will be made available on the NAP website www.nap.edu.au.

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

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

3.2 Responsibilities of test administration authorities

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

3.3 Responsibilities of principals

3.3.1 Principals are required to:

- ensure that parents/carers of students in Years 3, 5, 7 and 9 are fully informed about the program
- discuss and plan for disability adjustments and exemptions where appropriate
- ensure that all relevant staff are fully informed of their roles and responsibilities and test administration requirements
- ensure that all staff are aware that they must maintain test security until the end of the test security period
- ensure that NAPLAN student reports are delivered to parents/carers in a timely manner after they are received at the school
- be aware of any additional jurisdiction-specific responsibilities outlined in Part B of the *Handbook for principals.*

3.3.2 Principals are responsible for acknowledging, in a manner outlined by their relevant TAA, that they have read and understood the *Handbook for principals*, which includes the relevant sections of the *National protocols for test administration*.

4. SECURITY AND INTEGRITY OF TEST MATERIALS

4.1 Responsibilities of test administration authorities (TAAs)

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

4.2 Responsibilities of test administration authorities with contractors

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

4.3 Responsibilities of principals

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

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

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

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

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

4.3.6 In the event of incorrect/incomplete delivery or evidence of tampering or other compromise in security during transit, the relevant TAA must be notified immediately and 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.

4.3.7 The principal is responsible for ensuring test materials are sorted and prepared for distribution to classes in advance of the test period, but no earlier than is necessary for the effective administration of the tests. A reasonable period to sort materials may be up to one day. Test materials must be returned to secure storage after sorting until the morning of the relevant test. Test content must not be accessed during this process. Schools that need greater flexibility must apply to their TAA.

4.3.8 Any person(s) acting as a delegate of the principal and assisting the principal in the sorting of materials should not be a classroom teacher of any class taking the tests, except in special circumstances where the size of the school precludes this.

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

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

4.3.11 The principal must ensure that videos or photographs for media opportunities are taken outside the test sessions and do not show any secure materials.

4.3.12 The principal must ensure that test administrators are informed of test processes and are made familiar with information provided on test security.

4.3.13 Post-security period use of test materials. Principals (and their teaching staff) are permitted to use NAPLAN tests for non-commercial educational use within their school after the test security period has ended. NAPLAN tests include the paper NAPLAN test and released NAPLAN Online test materials. Principals (and their teaching staff) are not permitted to upload NAPLAN tests to any website, intranet site or equivalent media and are not permitted to provide NAPLAN tests to parents/carers or members of the wider community, including the media, even after the test security period has ended. This applies to NAPLAN test materials from 2008 onwards.

5. STUDENT PARTICIPATION COHORTS

All students in Years 3, 5, 7, and 9 (and only these students) are expected to participate in NAPLAN tests. Students in all other year levels do not participate in NAPLAN tests.

5.1 Assessed students

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

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

5.1.3 Students in ungraded classes, who are equivalent in age to students in Years 3, 5, 7 and 9, are expected to take the relevant year level national tests.

5.2 Exempt students

Students may be exempted from one or more of the tests (i.e. reading, writing, language conventions, 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 an opportunity to participate in testing, but may be exempted.

5.2.3 Students with disability

Students with significant intellectual disability and/or those with significant co-existing conditions that severely limit their capacity to participate in the tests may be exempted from taking NAPLAN. This is decided after the principal, student and the relevant parent/carer have consulted with each other and agreed that the student is not able to access the tests even with adjustments.

5.2.4 Recording reason for exemption

The reason for exemption (English language proficiency or student with disability) must be recorded by the school. For students with disability, the level of adjustment reported for the Nationally Consistent Collection of Data on School Students with Disability (NCCD)[1] must be recorded. The NCCD identifies four levels of adjustment:

- support provided within quality differentiated teaching practice
- supplementary adjustments
- substantial adjustments
- extensive adjustments.

Treatment of exempt students' data and results

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

5.2.6 Students who meet the criteria for exemption, but who take any or all of the tests under test conditions and formally submit those tests, will be counted as assessed students with the score that they achieved.

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

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

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

5.3 Absent students

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

[1] www.nccd.edu.au/

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

5.3.3 Students who are present for the tests but who do not attempt any part of a test must be recorded as being present and are considered as assessed students.

5.3.4 Principals are encouraged to facilitate the participation in the tests during a catch-up session for those students who were identified as absent on the day of the test but who return to school within the week scheduled for NAPLAN testing.

Treatment of absent students' data and results

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

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

5.3.7 The text that will appear on an individual student report for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded.*

5.3.8 Where a student is absent from all tests, it is recommended that an individual student report be issued. TAAs can provide further advice on the issuing of reports to students who are absent from all tests.

5.4 Withdrawn students

5.4.1 Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

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

Treatment of withdrawn students' data and results

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

5.4.4 The text that will appear on the individual student report for tests for which students are withdrawn will read: *Your child was withdrawn from this test.*

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

5.5 Sanctioned abandonment due to illness or injury

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

5.5.2 Abandonment due to illness or injury does NOT apply to students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the TAA; such students must be counted as assessed with the score that they achieve (see non-attempts). The student may not complete the test in a catch-up session.

5.5.3 All instances of students who attempt one or more questions in the test, but who then abandon the test due to illness or injury, must be reported to the TAA as soon as practicable for advice on appropriate actions.

Treatment of students' results and data where abandonment applies

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

5.5.5 Where the school fails to contact the TAA regarding a potential sanctioned abandonment, the student will be considered as assessed, with the mark based on any test items completed.

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

5.6 Non-attempts and refusals

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

Treatment of students' results where the test is not attempted

5.6.2 Students who are present for the entire test session but do not complete any part of the test must be counted as assessed students with a score of zero. Students who submit a blank test book must not be treated as absent.

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

5.7 International fee-paying students

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

5.7.2 International fee-paying students are not included in jurisdiction data sets but will receive a student report.

5.8 Hosted and visiting students

5.8.1 If a student is away from their regular location (e.g. visiting interstate), it may be possible for the student to be given an opportunity to take the tests at a school in the student's temporary location. Principals should contact the relevant TAA for further information.

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

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

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

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

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

6. ADJUSTMENTS FOR STUDENTS WITH DISABILITY

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

Adjustments permitted in the tests are detailed in this section and apply only to students with disability. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. For the NAPLAN program, disability is defined as per the *Commonwealth Disability Discrimination Act 1992*.[2]

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

Adjustments for students with disability for NAPLAN should be determined in line with these protocols on a case-by-case basis by the school together with the relevant TAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of 'scenarios' published on the National Assessment Program website www.nap.edu.au.

6.1 *Disability Discrimination Act* and Disability Standards for Education

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

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

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

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

[1] www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/

6.2 Adjustments, test requirements and student participation

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

6.2.2 Adjustments are based on the following equity principles and are designed to maximise participation in the NAPLAN tests:

- Adjustments should allow students with disability to access NAPLAN tests.
- A student may have access to more than one adjustment in any one test and different adjustments may be appropriate for different tests.
- Adjustments should reflect the kind of support and assistance provided for assessment in the classroom in order for students to demonstrate what they know and can do, noting that adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.
- Adjustments should not compromise the ability to assess the underlying construct and skills that are the objects of the assessments, as outlined in section 6.2.3.

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

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

For further information, see section 8.6.11.

6.3 Responsibilities of test administration authorities

6.3.1 Each TAA will:

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

6.4 Responsibilities of principals

6.4.1 The principal must:

- identify students with disability who require access to adjustments and, where necessary, apply in writing for permission and/or alternative formats
- ensure that parents/carers are informed about, and have agreed to, the nature of the adjustment(s) the student will receive
- document all adjustment arrangements and keep a record of these for audit purposes
- make arrangements at the school level to provide students with disability with the adjustments they require
- apply for alternative format test materials to the relevant TAA, well in advance of the test
- comply with the TAA requirements for requesting and reporting adjustments provided by the school
- ensure that the test administrator supervising the test has a thorough understanding of the protocols related to adjustments and their administration.

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

6.5.1 A scribe (as defined in these protocols in section 11) may be permitted to assist a student with disability to complete the writing test only. Students with disability might be permitted the use of a NAPLAN support person for the other NAPLAN tests if appropriate (see section 6.6).

6.5.2 The role of a scribe is to provide access to the writing test, not to improve a student's performance in this test. Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice and where other adjustments are not sufficient or available. Poor handwriting in itself or a reluctance to write is not sufficient justification for the use of a scribe. Where appropriate, students should be encouraged to undertake the tests independently of a scribe, using alternative adjustments.

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

- has difficulty with the physical act of writing (this does not refer to a student's difficulty processing what they want to write) or fine motor control due to a disability, or experiences excessive fatigue of hands or upper limbs due to a disability; and
- does not have fluency using alternative means of writing (for example, students who lack fluency using a computer); and
- regularly works with a scribe in the classroom in the same way as outlined in this section; and
- would be unable to access the writing test by any of the other adjustments available.

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

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

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

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

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

Scribe rules

- Test instructions should be delivered exactly as outlined in the *Test administration handbook for teachers.*
- After allowing a student time to reflect and consider, a scribe will write as the student dictates and must neither suggest ideas or words to use, nor prompt the student in any other way. The student must be aware of the need to advise the scribe to add punctuation.
- As the student dictates, the scribe will write word for word to reproduce the student's own language, printing all words in lower case without any punctuation, except as and where dictated by the student.
- The student may read or request the scribe read the text back throughout the test for the purpose of maintaining continuity; however, the scribe should not lead the student to re-read the text.
- A spelling check must be performed before the student can be given the scribed text to proofread and edit. The scribe will select four (4) simple words, four (4) common words and four (4) difficult words that have been used in the text and ask the student to orally spell each one. The scribe will record the student's oral spelling of each these 12 words in a space below the text.
- When completed, the scribe must cover the scribed text and show the student only the 12 spelling words. The scribe must ask the student to check these words and indicate any change that the scribe should make.
- When the test is over, the scribe will write the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The scribe will then mark capitals, full stops, paragraphs, etc., as directed by the student.
- During this time, the student may also indicate any changes or additions to the text, and the scribe will write these where indicated by the student.

6.6 Use of a NAPLAN support person: reading, language conventions and numeracy tests

6.6.1 A NAPLAN support person (see definition in section 11) may:

- be permitted for students with disability to assist with access to the reading, language conventions and numeracy tests by shading bubbles indicated by the student, or writing short responses or answers dictated by the student for the tests
- read aloud only those elements of the test that can be read to all students (see section 8.6.11)
- be either a teacher or a person officially engaged by the school to carry out this function.

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

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

6.6.3 A NAPLAN support person is permitted only for those students with disability (including a temporary disability such as a broken arm) who experience difficulty in accessing the tests by any other adjustments available, including the 'use of a computer' (for example, due to fine motor difficulty), or who usually use such a support person to participate in classroom assessments.

6.6.4 A NAPLAN support person is permitted to provide access to the tests only and must adhere to the relevant requirements outlined in sections 8.6 and 8.7 and may only provide the same access to test content that a test administrator can. Prompting, interpreting, paraphrasing, etc. are practices that are strictly prohibited. Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.

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

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

6.7 Use of assistive technology

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

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

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

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

6.8 Braille

6.8.1 Braille test materials can be provided for students who use braille to access the curriculum. All test materials are produced in contracted single-line spaced braille. However, for students who lack proficiency or who are new braille users, the test materials can be provided in uncontracted or double-line spaced formats, on request.

6.8.2 Braille test materials will be provided for only those tests which are specified for a student by their school. For each test, the materials will include:

- braille format of the test book and stimulus (where applicable)
- a print transcript of the braille format of each braille test book and stimulus (where applicable)
- models for items in the numeracy test, where required.

6.8.3 The logistics of using braille format warrant the provision of some extra time for all students accessing the test in this manner, regardless of their proficiency in this medium. For braille users, guidelines regarding the provision of extra time are as follows:

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

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

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

6.9 Electronic test format

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

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

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

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

6.10 Temporary injuries

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

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

6.10.3 A doctor's certificate may be requested to support an application for adjustments (such as the use of a computer) for a student with a temporary injury (including a temporary disability such as a broken arm). It is not appropriate to request adjustments where these are not warranted by the nature of the injury.

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

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

6.11 Extra time and rest breaks

6.11.1 Extra time may be provided for students with disability who usually require additional time to complete assessment tasks. Rest breaks may be provided for students with disabilities that necessitate regular breaks when completing assessment tasks.

6.11.2 It is recommended that no more than five minutes of extra time per half hour of test time be granted; however, depending on the level of disability, a longer time may be needed. In any case, the teacher and school are best placed to make the final decision based on the specific circumstances of the student in question, in line with TAA requirements.

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

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

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

6.12 Summary of adjustments for students with disability

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

6.12.2 The following table outlines some of the types of adjustments that might be provided. This list is not exhaustive, and granting of a listed adjustment is not automatic; each application should be assessed individually according to the relevant state/territory process and a student's needs.

Disability adjustments	**Comments**
Assistive technology/ computers	Students can use assistive technologies that are compatible with the test construct. Computer use may be permitted for all tests for students with disability who normally use this adjustment for their usual classroom assessments and for students with temporary injuries such as broken arms. Schools must follow TAA procedures. Software providing text-to-speech outputs is permitted in the numeracy test only, to enable students with disability who normally use this type of adjustment to access their own responses, where appropriate. It may not be used in any other test. Unacceptable aspects of assistive technology use include: ✘ word prediction ✘ spelling and grammar checking ✘ text-to-speech software for language conventions, writing and reading tests ✘ calculator use during the non-calculator numeracy section ✘ internet / internal network access.
Black and white print format	Black and white print test books are available for students who generally access their classroom assessments in this manner. Black and white test books may be copied onto coloured paper or used with coloured overlays. Schools are responsible for copying onto coloured paper and providing the coloured overlays. Black and white print materials must be ordered in advance through the TAA.
Braille format	Braille test books are available for students who normally use braille in their classroom assessment. Braille materials must be ordered in advance through the TAA. See section 6.8 for more details on braille format.
Electronic test format	This adjustment is limited to those students with disability who are unable to access the tests through any of the other adjustments available including the use of assistive technology. Electronic test format materials must be ordered in advance through the TAA.
Extra time	Generally, it is recommended that no more than five minutes of extra time per half hour of test time be granted; however, in some cases, up to an additional 15 minutes per half hour of published test time may be provided. See also section 6.8.3 for extra time for braille users.

Large print format	Various formats of large print test books are available for students with a vision impairment who generally access their classroom assessment in this manner. Large print materials must be ordered in advance through the TAA. The formats available are: A4, N18 font A4, N24 font A3, N18 font A3, N24 font A3, N36 font
NAPLAN support person	A NAPLAN support person may be either a teacher or a person officially engaged by the school to assist students with disability to access the test. A NAPLAN support person can shade bubbles indicated by the student or write short responses or answers dictated by the student for the reading, language conventions and numeracy tests.
Oral/sign support	Students who are deaf or have a hearing impairment may access oral or signed communication (for example, Auslan). The support person must be a skilled and familiar communication partner with the student and is permitted to read or sign the instructions in all tests. Signing is permitted only for those sections of the tests that can be read to non-hearing impaired students (see section 8.6.11).
Rest breaks	When a rest break is taken, the test time is stopped, and resumed on completion of the rest break. The student must not have access to the test paper, scrap paper, writing implements, computer or text entry device during a rest break. Generally, it is recommended that no more than 10 minutes of rest time per half hour of test time be granted; however, in some cases, up to an additional 15 minutes per half hour of published test time may be provided.
Scribe	Scribes can be used for the writing test if this is the usual assessment practice in the classroom. ✓ Scribes are permitted for the writing test where the disability is of an enduring nature. ✘ A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test. All scribes must be officially and regularly engaged by the school to carry out this function and be aware of, and agree to adhere to, the NAPLAN scribe rules prior to commencing duties. Scribe rules can be found in section 6.5.6. A scribe may be a teacher, teacher's aide, or other appropriate person who is familiar with, and adheres to, the NAPLAN scribe rules and who is able to write under direction from a student. A parent/carer of the student must not act as their scribe. Another student must not act as a scribe.

7. PREPARING STUDENTS FOR THE TEST

NAPLAN tests provide point-in-time information in relation to student performance. It is important that the results accurately reflect student ability. NAPLAN tests are not intended to be pass/fail type tests.

NAPLAN tests are intended to complement the existing range of school-based assessments. It is important that teachers ensure that students, while taking the NAPLAN tests seriously, are not overwhelmed by the experience. Students should be familiar with the test format and response types, but excessive practice is not recommended.

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

7.1 Practice for the NAPLAN writing test

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

7.1.2 It is not appropriate for teachers to instruct students in the preparation of a common script for the purpose of reproducing it during the test. Where scripts from students at the same school are found to have significant commonalities such that they could be considered to be pre-prepared learned scripts, this may be considered a breach of protocol.

7.2 Practice for other NAPLAN tests

7.2.1 It is appropriate 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 take the tests. Students should understand that they must complete the tests without communicating with other students and without teacher assistance (except where adjustments for students with disability are deemed necessary).

8. ADMINISTERING THE TESTS

8.1 Responsibilities of test administration authorities (TAAs)

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

8.2 Responsibilities of principals

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

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

8.3 Students registered for non-school-based locations

8.3.1 Arrangements for the administration of the tests for students who do not normally attend a regular school location will vary in accordance with the legislation, regulations and policies in each of the states and territories. These protocols do not override existing state and territory requirements, and may not reflect or apply to all situations.

8.3.2 In accordance with jurisdiction-specific legislation or policy, TAAs must ensure that students registered for non-school-based education are able to participate in the tests. Where participation in the tests can only occur in non-school locations, TAAs must ensure that measures are in place to assure the security of the tests.

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

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

8.4 Time for testing

8.4.1 Tests must NOT be conducted before the official test date under any circumstances. The paper test period starts on 12 May 2020 and finishes on 14 May 2020. The test security period finishes on 29 May 2020. The test security period is extended in line with the NAPLAN Online test window. The test timetable is below. The test must be conducted in the sequence shown in the test timetable.

Monday **11 May**	**Tuesday** **12 May** Official test date	**Wednesday** **13 May** Official test date	**Thursday** **14 May** Official test date	**Friday** **15 May**
Preparation day – no tests permitted	**Language Conventions** **Writing** *catch-up tests permitted*	**Reading** *catch-up tests permitted*	**Numeracy** *catch-up tests permitted*	*catch-up tests permitted*
Monday **18 May**	**Tuesday** **19 May**	**Wednesday** **20 May**	**Thursday** **21 May**	**Friday** **22 May**
Test security must be maintained.				
Monday **25 May**	**Tuesday** **26 May**	**Wednesday** **27 May**	**Thursday** **28 May**	**Friday** **29 May**
Test security must be maintained.				

Please note that all tests must remain secure until 29 May 2020.

Duration of test

Language conventions	Writing	Reading	Numeracy
Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Year 3: 40 min Year 5: 40 min Year 7: 40 min Year 9: 40 min	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min

8.4.2 Only schools with compelling reasons are able to vary test dates (up to 22 May 2020) following prior permission from a relevant TAA. The reason must be of a serious order and outside the school or school system's control; for example, where a local public holiday occurs during the testing period. This is only available to classes or groups, not individual students.

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

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

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

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

8.5 Preparation for test administration

8.5.1 Responsibilities of the principal

- The principal will determine and appoint, if required, relevant persons to act as test administrators.
- The principal will ensure test administrators are provided with the relevant *Test administration handbook for teachers* and all assessment materials, and are familiar with the requirements of the role, including implementation of disability adjustments for relevant students.
- 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 specified test date
- under no circumstances, any student undertakes a test without appropriate supervision. Appropriate supervision includes the delivery of the test administration script
- during the test, students are not able to view material within the test area that could assist them to answer questions or assist with the writing test. Examples of such material include, but are not limited to, multiplication tables, spelling lists, and writing charts
- spare or unused test books are not used as practice books for any students (regardless of year level) before the end of the test security period
- test materials are not provided to any teachers (regardless of year level or subject area) before the end of the test security period.

8.5.3 The principal has 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 staff members demonstrate professional and ethical behaviour regarding all aspects of test administration. Any assistance that answers a test question for a student or advantages them in any way will be considered cheating (see also section 11).

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

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

- viewing test materials before the morning of the test and using this knowledge to prepare students
- explaining, paraphrasing or interpreting questions (including translating questions into another language or dialect)
- giving verbal or physical hints to students about the accuracy of their responses
- reminding students about related work completed in class
- providing extra time for students to complete a test unless authorised by the protocols
- informing individual students or groups of students undertaking the test in a catch-up session of test content
- changing student responses during or after the test
- knowingly allowing students to engage in behaviour amounting to cheating.

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

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

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

8.6.5 During the tests, students should be seated so they are not able to read other students' work. If students take the tests in their classroom, it is expected that a test administrator is present at all times. If students are seated with a larger group (for example, in a hall), the student test administrator ratio must be comparable to that of a regular classroom.

8.6.6 It is expected that test administrators will actively supervise students at all times, including walking around the room, to ensure that test conditions are maintained. When administering the tests in the 'flip' test books, test administrators must ensure that students are working on the correct test. The page borders in the test books have been shaded differently to assist this supervision.

8.6.7 Test administrators are responsible for ensuring that only permitted items are taken into the test area. This involves taking reasonable steps to ensure the security of the testing environment is maintained by students not bringing in cameras and mobile internet- or Bluetooth-enabled devices.

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

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

8.6.9 Test administrators must ensure that students take only permitted items into the test area.

The permitted items are:

- pencils or pens (as specified by the TAA)
- pencil sharpener
- eraser
- one blank piece of paper in the language conventions test, which is to be collected by a test administrator at the end of the test
- one blank piece of paper for planning in the writing test, which is to be collected by a test administrator at the end of the test
- one blank piece of paper for working in the numeracy test, which is to be collected by a test administrator at the end of the test
- calculators for the Year 7 and 9 numeracy calculator allowed part
- where necessary, assistive technology as a disability adjustment, which may include a computer.

8.6.10 Test administrators are responsible for the use of calculators in the Years 7 and 9 numeracy tests.

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

8.6.11 Reading aloud to students

The literacy demands of the test should not exclude a student from accessing the numeracy tests; however, it is not intended that a test administrator leads the class through the numeracy test, question by question, unless the literacy standard of the whole class is a barrier to access.

Test administrators **are** permitted to:

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

Test administrators are **NOT** permitted to:

✘ read questions or stimulus material in the reading or language conventions tests
✘ read numbers and symbols that are not embedded in text in numeracy questions
✘ interpret diagrams, or explain or rephrase questions
✘ paraphrase, interpret or give hints about questions or texts
✘ translate any part of the paper into another language.

8.7 Instructions by test administrators

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

Typically, these other instructions may be to:

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

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

8.8 Time taken to complete tests and test disruptions

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

8.8.2 Variations from the allocated time may be permitted only in cases where students have been granted extra time as a disability adjustment prior to the tests. These variations should be recorded as required by the TAA.

8.8.3 Schools should contact the TAA for advice as soon as possible where:

- they believe a test disruption may impact on test results
- they have had a significant or persistent test disruption and/or could not complete the test session.

8.8.4 If a student commences any test and, due to illness or injury (migraine, nausea, etc.), is unable to finish the test during the official test session, the TAA must be contacted. If the TAA sanctions the reason for the student abandoning the test, the test book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book will be marked on the basis of any questions answered. The student may not complete the test in a catch-up session.

8.8.5 Where student behaviour during the tests is disruptive to the point where it might impact on one or more students' results, the assessment environment should be appropriately managed. Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately, or be deemed to have finished the test.

8.9 Collection of test materials and post-test procedures

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

8.9.2 Test books must be returned for processing in the manner specified by the TAA, by the specified date. The absence of the principal (or delegate) from the school is not a reason for the late return of test books. Schools should have an alternative plan in place if the principal or delegate is absent during the test period.

8.9.3 Schools must not copy, transcribe or transmit student responses or cause responses to be recorded except as outlined by these protocols. This prohibition includes photocopying completed test books and/or asking students to record their answers separately from their response book (except as may be required for their disability adjustment).

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

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

8.9.6 Schools are permitted to keep unused, unnamed copies of the test materials (excluding braille copies) for future reference for internal educational purposes. Refer to section 4.3.13 for guidance on appropriate post-security period use of the test materials.

9. MARKING

9.1 Responsibilities of ACARA

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

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

9.1.3 The procedures include:

- a common set of marking criteria for the writing test and questions requiring judgment on the quality of a response (for example, short response reading items). The three methods of marking include:
  1. expert marking (marking requiring professional judgment on the value of the answer – includes all partial credit questions)
  2. professional scoring (trained scorers who provide a score based on a defined set of acceptable responses)
  3. scoring electronically after editing (recording student responses by keying from paper or from screen or via a suitable technology such as Optical Character Recognition [OCR] or Intelligent Character Recognition [ICR]).
- common training procedures and materials for all tests: this will include common marker manuals, training materials, and, for writing, training of lead markers from each TAA
- agreed common minimum procedures for quality assurance that will apply across all TAAs.

9.2 Responsibilities of test administration authorities

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

10. BREACHES OF TEST PROTOCOLS

Any allegation of a situation or incident that contravenes these protocols, including the code of conduct, or is suspected of breaching these protocols, is taken seriously and must be investigated and managed in line with the *Guidelines for managing test incidents in schools*, available on the NAP website www.nap.edu.au.

Whether an allegation of a breach of these protocols amounts to cheating is a question of whether there was an intent on the part of the person responsible for the breach to effect or obtain an unfair advantage (on behalf of a student, a cohort of students, or a school). The question of intent, where relevant, should be determined during any subsequent investigation.

ACARA will publish an annual statement reporting NAPLAN test incidents to support the integrity of the testing process and to inform test administrators about appropriate behaviours.

10.1 Reporting of incidents

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

10.1.2 Where an incident is reported or suspected at a school level, the school is required to document the allegation and follow the actions outlined in the *Guidelines for managing test incidents in schools* as soon as possible. Failure to do so is itself a breach of these protocols.

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

10.2 Investigation of incidents

10.2.1 When a report alleging a breach of the protocols is received by a TAA, the relevant responsible entity will require that an investigation of the allegation 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 compromises the security or integrity of NAPLAN testing, including behaviours listed as 'inappropriate', should be considered as a possible breach of protocol and reported accordingly for investigation.

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

10.4 Breaches of security for the writing test

10.4.1 While it is important that the security of all NAPLAN tests is maintained until the test days, the content of the writing test is particularly sensitive, as each writing test is a one-item test. Any pre-publication of the content of the writing test poses a significant face validity issue.

10.4.2 If the writing topic is known to students in advance, and 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 its jurisdiction, which follows from inappropriate behaviour by school staff or students in relation to security of test material and/or of test administration.

11. DEFINITIONS

Absent student	A student who did not take the test because they were not present when the test was administered, and was not able to complete the test in a catch-up session.
Alternative test format	A test provided in braille, large print, black and white or electronic format as a disability adjustment.
Breach of protocol	Any breach of the *National protocols for test administration* that may relate to test security, cheating, or any other breach.
Breach of security	Any breach of the *National protocols for test administration* that bears upon the security of the test materials prior to and during the test security period.
Catch-up session	Catch-up sessions may be available for students who were identified by the school as absent when their class sat a NAPLAN test (see section 5.3).
Cheating	Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.
Disability adjustments	Students with disability may require adjustments to allow for participation in the tests. Disability adjustments are intended to enable students with disability to access the tests on an equivalent basis to students without disability, while upholding the integrity of the testing process. Disability adjustments permitted in the tests are detailed in section 6 of these *National protocols for test administration*.
NAPLAN support person	A NAPLAN support person enables students with disability to access the test by shading bubbles indicated by the student, or writing short responses or answers dictated by the student for the reading, language conventions and numeracy tests. A NAPLAN support person is not used for the writing test. A NAPLAN support person may read aloud only those elements of the test that can be read to all students (see section 8.6.11). A NAPLAN support person is not used for the writing test. A NAPLAN support person may be either a teacher or an official support person engaged by the school (not a parent/carer of the student or another student). The role of NAPLAN support person is distinct and separate from the role of test administrator (see below definition). More information on the use of a NAPLAN support person can be found at section 6.6.
Principal's role	The principal is accountable for NAPLAN administration at their school.

Released test materials	NAPLAN test materials that have been released for non-commercial educational use. For schools doing NAPLAN Online, these materials will be released to them in a secure manner after the end of the test security period.
Responsible entity	An entity that has authority in relation to any particular school or school system to receive and assess initial reports of possible breaches of the protocols (for example, school board, system authority, government department, depending on school type). See *Guidelines for managing test incidents* (www.nap.edu.au) for more information.
Sanctioned abandonment	Test attempts are abandoned when a student has completed one or more questions in a test but abandons the test due to illness or injury. The test attempt can only be considered as sanctioned abandonment (see section 5.5) if the TAA provides approval. The student cannot sit a catch-up test.
Scribe	A person who assists a student with disability during the writing test. All other one-on-one support granted as adjustments is covered under the term 'NAPLAN support person'. Scribes are only appropriate for students with disability where all requirements in 6.5 are met.
Test administration authority (TAA)	An education department or NAPLAN test authority in each state or territory, which has a responsibility for administration of the tests in that jurisdiction. TAAs are listed in section 12.
Test administrator	A teacher, school staff member and/or school support staff involved in delivering (administering) the NAPLAN tests to students. Test administrators are not permitted to assist students by writing answers or shading in bubbles. For information on adjustments available for students who require assistance in order to access the tests, refer to section 6 'Adjustments for students with disability'.
Test disruption	An unexpected disturbance that interrupts a test such as a fire alarm, electricity outage, technical issue, toilet break and other test room disruptions. Technical issues are related to the use of technology and might include technical failures. Test disruptions may impact one or more students.
Test materials	For the purposes of these protocols, test materials are all materials that must be kept secure throughout the test security period. These are all versions of the tests including braille and all versions of the tests including alternative format tests.
Test period	The three official days of test administration (12–14 May 2020).
Test security period	The test security period starts as soon as secure test materials are received by, or released to, a school, and runs until Friday in the week following the official test days for NAPLAN Online (29 May 2020).
Test window	For NAPLAN Online, the online test window is from 12 to 22 May 2020. The test window encompasses the official days of test administration.

12. TEST ADMINISTRATION AUTHORITY CONTACT DETAILS

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

ACT
Senior Manager,
Performance and Systems
Education Directorate
GPO Box 158
Canberra ACT 2601
Tel.: (02) 6205 9317
Web: www.education.act.gov.au

NSW
NAPLAN Team
NSW Education Standards Authority
117 Clarence Street
Sydney NSW 2000
Tel.: (02) 9367 8132
Email: naplan.nsw@nesa.nsw.edu.au
Web: educationstandards.nsw.edu.au

NT
Senior Manager National & Systemic Assessment
Quality Teaching and Learning
Department of Education
GPO Box 4821
Darwin NT 0801
Tel.: (08) 8944 9245
Web: www.education.nt.gov.au

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

SA
NAPLAN team
Department for Education
31 Flinders Street
Adelaide SA 5000
Tel.: 1800 316 777
Web: www.education.sa.gov.au

TAS.
Director
Education Performance and Review
Department of Education
GPO Box 169
Hobart TAS 7001
Tel.: (03) 6165 5706
Web: www.education.tas.gov.au

VIC
Manager, Assessment Programs
Victorian Curriculum and Assessment Authority
Assessment Programs Unit
Level 7, 2 Lonsdale Street
Melbourne VIC 3000
Tel.: 1800 648 637
Web: www.vcaa.vic.edu.au

WA
Manager, K–10 Testing
School Curriculum and Standards Authority
PO Box 816
Cannington WA 6987
Tel.: (08) 9442 9442
Web: www.scsa.wa.edu.au

ACARA can be contacted for general queries about the NAPLAN program:
ACARA
Tel.: 1300 895 563
Level 13, Tower B, Centennial Plaza
280 Elizabeth Street, Sydney NSW 2000
Web: www.nap.edu.au

PART B: Implementation of NAPLAN in Victoria

INTRODUCTION

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

Following is detailed information relating to practices and procedures for the implementation of NAPLAN in Victoria. It is provided to enable principals and NAPLAN coordinators to prepare for the administration of the 2020 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.

This 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 from **Tuesday 28 April 2020**.

The VCAA will communicate regularly with schools prior to the tests and other important information about NAPLAN 2020 can be found on the VCAA website at www.vcaa.vic.edu.au.

PRIVACY POLICY STATEMENT

The VCAA is committed to the protection of student information generated by NAPLAN. All personal information collected during NAPLAN is used in accordance with the *Privacy and Data Protection Act 2014*. 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 student gender, language background, Aboriginal and Torres Strait Islander (ATSI) status, Victorian Student Number (VSN) and date of birth.

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 books 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 NAPLAN. The VCAA, on behalf of all Victorian schools, is responsible for the management and supply of this information for national reporting purposes.

The information that is 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 released for national reporting purposes.

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

The personal information collected on this website will be used to:

- register students for the NAPLAN tests
- to pre-print individual student details on the front cover of the test book, including production of alternative test materials
- maintain a register of NAPLAN school contacts for communication and administrative purposes
- facilitate the administration of the tests, recording of student test participation and determination of test results
- report to parents on their child's performance
- report to school principals and where appropriate sectoral authorities on test outcomes.

This information will be disclosed to authorised VCAA staff members, schools, sectoral authorities and contractors used in the delivery of the NAPLAN. If the requested information is not provided it will impact on the VCAA's ability to deliver the test program in a timely and accurate way in your school.

An individual may request access to personal and/or health information held by the VCAA, if any, and request its correction if inaccurate. In some circumstances, access to personal information will need to be sought under the *Freedom of Information Act 1982 (Vic)*.

If you have concerns about privacy issues in relation to this website, please contact VCAA NAPLAN Helpdesk on 1800 648 637 or via email vcaa.naplan.help@edumail.vic.gov.au.

Correspondence concerning access to personal information held by the VCAA should be addressed to The Privacy Officer, Victorian Curriculum and Assessment Authority,
Level 1, 2 Lonsdale Street, Melbourne, VICTORIA, 3000, or via email to
privacy.vcaa@edumail.vic.gov.au

The VCAA Privacy Policy can be found at www.vcaa.vic.edu.au/Pages/aboutus/policies/privacypolicy.aspx

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 three phases: the enrolment phase, test phase and the reporting phase.

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

- 'Statement of Compliance'
- registering authorised staff
- reviewing school contact and address details
- uploading student registration data (for independent schools only)
- ordering alternative test formats, eg. large print, black and white, electronic test format or braille. (See page 39 for more information regarding these formats.)

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 handbook.

Detailed instructions to assist schools with completing tasks are available on the Test Administration website.

The website will be updated with student enrolment information for test phase and will be released to schools in term 2 for the following 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 (if required)
- requesting the use of a scribe and assistive technology (if required).

All schools are required to record student attendance, including withdrawals and exemptions, via the NAPLAN Test Administration website.

Schools will be able to either:

- use the website during test days to record attendance during test sessions, or
- print attendance forms prior to the tests, record attendance manually on the printed forms and then enter the information into the website.

Following the completion of the tests, the school principal is required to finalise all information via the Test Administration website. This includes confirming all exemptions, withdrawals, withhold results and disability adjustments on the website by
Thursday 21 May 2020.

Full instructions for the use of this website during the test phase will be made available in term 2.

Victorian schools can access images of their students' NAPLAN Writing test responses during the reporting phase via the NAPLAN Test Administration website.

This will allow schools to:

- download and/or print students Writing test.

An instruction sheet will be included in the reporting package to assist you with accessing these images. Access to the images will be available to schools once results are released and will be available until the end of term 4.

PRINCIPAL'S STATEMENT OF COMPLIANCE (SUMMARY)

Principals play a key role in ensuring the successful implementation of NAPLAN in their schools. All principals are required to submit a Statement of Compliance demonstrating their understanding of their responsibilities in relation to security, implementation and administration of the tests. The Statement of Compliance is submitted electronically through the NAPLAN Test Administration website and principals should contact the NAPLAN Helpdesk if they require any assistance with this process. Please see *Appendix 1: Statement of Compliance* for the statement in full.

By completing the Statement of Compliance, principals acknowledge their responsibility for maintaining the overall security and confidentiality of the tests, and for ensuring that all *National Protocols for Test Administration* (the Protocols) are adhered to in their school. The Protocols are printed in Part A of this handbook and principals should ensure that all staff members involved in NAPLAN have read them carefully prior to the tests.

The Statement of Compliance needs to be submitted via the NAPLAN Test Administration website by **Friday 21 February 2020**.

AUTHORISED STAFF

In order to ensure timely and secure delivery of NAPLAN test packages, schools are required to complete an online registration of authorised staff. Couriers will be instructed to release test packages only 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.

Registration of authorised staff needs to be submitted through the NAPLAN Test Administration website (see page 34) by **Friday 21 February 2020**.

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

NAPLAN COORDINATOR

It is recommended that principals nominate a NAPLAN coordinator to lead the setup, planning and administration of the NAPLAN tests. NAPLAN coordinators must ensure that all procedures outlined in this handbook and the *Test administration handbook for teachers* are adhered to. In conjunction with principals, NAPLAN coordinators should refer to the *Principal and NAPLAN coordinator's checklist* for critical dates on page ii of this handbook.

The VCAA requests that the school provide the name and email address of the school's NAPLAN coordinator(s) via the NAPLAN Test Administration website by **Friday 21 February 2020**. This will provide the VCAA with a liaison person who can be contacted regarding specific follow-ups and queries.

COMMUNICATING WITH PARENTS/CARERS

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

- a letter sent directly to parents/carers (schools can use or modify the sample letter on page 46)
- as part of a regular school newsletter
- as part of a parent/teacher interview.

Schools should also ensure that the *Information for Parents and carers* brochures are distributed. Copies of the brochure will be sent with the test package. *Information for Parents and carers* brochures are also available in languages other than English. These can found at:
https://www.vcaa.vic.edu.au/Pages/prep10/naplan/parents/index.aspx

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 handbook (see page 7) 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.

Principals and NAPLAN coordinators are reminded to utilise all available options to ensure that each student has an opportunity to undertake the tests. This includes catch-ups for individual students who are absent on test days and disability accommodations (where appropriate).

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

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 the **14 April**, after student enrolment is completed. Further information regarding completion of these forms will be supplied 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 tests 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.

The reason for exemption must be recorded by the school against four levels of adjustments identified by the Nationally Consistent Collection of Data on School Students with Disability (NCCD). Refer to Part A, section 5.2.4 of this handbook (page 8)

Please note that fully signed records of exemption and student withdrawal forms must be **kept at the school for at least 12 months** and made available to the VCAA upon request.

ADJUSTMENTS FOR STUDENTS WITH DISABILITY

Schools are reminded that disability adjustments should be considered and implemented where appropriate, in order to enable students to access the NAPLAN tests. The following overall guidance applies when considering disability adjustments:

- Adjustments should generally reflect the kind of support and assistance provided in the classroom for assessment activities in order for students to demonstrate what they know and can do.
- A student may have access to more than one adjustment in any one test, and adjustments may be different for different tests for a given student.
- When providing adjustments, the integrity of the NAPLAN tests should be maintained. For example, reading the stimulus material and/or questions to a student during the reading test is not permitted, even if this is what the student is provided with in the classroom.
- Students with a temporary injury may access appropriate adjustments.

Detailed information regarding allowable disability adjustments and student eligibility is provided in the National Protocols for Test Administration (the protocols) found in Part A, Section 6 (refer to section 6.12 for a summary of adjustments). The protocols are maintained by ACARA and need to be followed closely to ensure national consistency in the administration of the NAPLAN tests.

Principals should ensure that parents of students who require disability adjustments are consulted with, and have agreed to, the nature of the adjustments provided.

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

- consult with, and receive agreement from, parent or carer prior to testing regarding possible disability adjustments for their child/children
- keep appropriate records of parental consent for adjustments for students with disability
- ensure that all adjustments for students with disability are accurately recorded on the Test Administration website when recording student attendance for the tests. This function will be available from the **14 April 2020**.

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

The following accommodations require pre-approval from the VCAA:

- the use of a scribe for the Writing test
- the use of assistive technology.

Application to use a scribe for the Writing test

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 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 temporary injuries in the Writing test, Part A Section 6.10 (page 17).

All applications to use a scribe for the Writing test are to be completed via the Test Administration website. This will be available from mid-April and all applications must be lodged by **Tuesday 5 May 2020**.

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)

Permission for the use of assistive technology, including a computer, must be sought and approved by the VCAA prior to the tests. 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 (page 15).

All applications for Assistive Technology are to be completed via the Test Administration website. This will be available from mid-April and all applications must be lodged by **Tuesday 5 May 2020**.

The VCAA will advise the school as to the outcome of the application to use assistive technology.

In addition to the information in the protocols, additional advice for specific technologies is outlined below:

- ***Text to speech*** (e.g. screen readers, c-pen exam readers): Devices may be used for the Writing test (to read the prompt and check student responses) and Numeracy test (read allowable content, as specified in the Test Administrator's handbook and check student responses). These devices **cannot** be used for the Language Conventions or Reading tests.
- ***Speech to text technology:*** These may be used for the Writing test under the same conditions as a scribe.

Note that for any assistive technology, the use of word prediction, spelling and grammar checking is not allowed and devices where these functions **cannot be disabled are not** permitted. For the c-pen reader, only the exam reader version is suitable for the NAPLAN tests (in accordance with the advice for text to speech devices).

Further information regarding disability adjustments is available on the NAP website:
http://www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability/disabilityadjustments-scenarios

LARGE PRINT, BLACK AND WHITE, BRAILLE AND ELECTRONIC TEST FORMAT

All NAPLAN alternative tests will be available in large print, braille, A4 size black and white and electronic test formats. Requests for large print, black and white or braille material will need to be made 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
- N18A – A4 size paper, approximately three questions per page
- N24 – A3 size paper, approximately two questions per page
- N24A – A4 size paper, approximately two questions per page
- N36 – A3 size paper, approximately one question per page.

Braille versions of the NAPLAN test material can either be requested in Grade 1 Uncontracted or Grade 2 Contracted, single or double spacing.

The default format supplied for NAPLAN is Grade 2 Contracted single space braille.

Alternative test formats should only be used for students that cannot complete standard paper test format and who generally access their classroom assessments in this manner.

Requests for large print, black and white or braille materials must be submitted by **Friday 21 February 2020**.

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 of electronic test format can be found in Part A Section 6.9 of this handbook (page 16).

Requests for electronic test format must be submitted via the Test Administration website by **Friday 21 February 2020**.

The VCAA will advise the school as to the outcome of the electronic test format application.

HOSTED AND VISITING STUDENTS

As outlined in Part A Section 5.8 (page 10), 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 1800 648 637 to discuss arrangements in these cases.

Blank test books should be provided 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 31 for TAA contact details).
The parent or carer may be asked to cover the cost of the postage.

HOME-SCHOOLED STUDENTS

Victorian students registered for home schooling are eligible to partially enrol at their neighbourhood government school for specific activities, including the NAPLAN tests. If your school receives a request from a home schooled student, contact the NAPLAN Helpdesk to make arrangements.

Additional information can be found on the DET website at:
http://www.education.vic.gov.au/school/parents/secondary/Pages/homeschool.aspx

REQUEST TO VARY TEST DATES FOR CLASSES OR GROUPS OF STUDENTS

Details relating to the testing timetable are provided in Part A Section 8.4 (pages 21 - 22).

The tests must be administered in the order, on the dates and within the times specified in the timetables provided. Under no circumstances may a test be conducted before the scheduled test date.

As stated in Part A Section 8.4.2 (page 22) schools with compelling reasons that are outside of their control (for example, where a local public holiday occurs during the testing period) will be able to request permission to participate in the tests in the week after the official testing dates up to **Friday 22 May 2020**. 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 43). Please note that school excursions or camps are not accepted as valid reasons to vary test dates.

Victorian government and catholic schools require approval from the appropriate sectoral authority before applying to the VCAA for a variation to NAPLAN test dates.

Prior to submitting a request to the VCAA:

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

Independent schools should return the form directly to the VCAA via email: vcaa.naplan.help@edumail.vic.gov.au.

The Request to Vary Dates form for NAPLAN 2020 should be completed and returned to the VCAA by **Friday 21 February 2020.** Application form can be found on (page 47) appendix 3.

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
Unit 4, 100 Station Street
Nunawading VIC 3131

These are to be forwarded at the school's expense, no later than **Friday 22 May 2020**.

DELIVERY OF THE TEST PACKAGES

Delivery of the NAPLAN test packages will begin on **Tuesday 28 April 2020**. NAPLAN coordinators should 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 **Tuesday 5 May 2020**, please contact the NAPLAN Helpdesk on 1800 648 637 or email vcaa.naplan.help@edumail.vic.gov.au. Please note that test packages must be securely stored as soon as they are received.

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.

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.

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 29 May 2020**.

The VCAA will conduct security audits of randomly selected school storage facilities for the NAPLAN test materials. 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 tests and may be subject to audit by the VCAA.

OBSERVATION AND AUDIT VISITS TO SCHOOLS

During 2020, 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 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 very seriously and routinely undertakes a variety of checks to ensure the integrity of Victoria's NAPLAN test data.

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*, arriving closer to the tests. 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 (page 3) and with the protocols listed in Part A Section 8.6 Administering the tests – appropriate behaviours (pages 23 - 26).

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. Arrangements should be made for these students to sit the tests they have missed on either the afternoon of the tests days or on **Friday 15 May 2020**.

Students who are absent on all test days should not, however, be expected to complete all of the tests on **Friday 15 May 2020** and should be marked as absent for the tests they were unable to complete.

COLLECTION OF TEST MATERIALS

Unless otherwise notified by the VCAA, schools are required to have completed test materials ready for collection by 8.30 am on **Monday 18 May 2020**.

STUDENT RESULTS

NAPLAN Student Reports will be provided to schools around the middle of term 3.
It is important that teachers are 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 Student Reports will provide detailed information about the achievement of each student. This information can be used to place the results in a wider context that enables strategies and suggestions for learning improvement to be discussed with parents or carers.

Student 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.

The NAPLAN 2020 test results will be available for schools to access via the secure NAPLAN Data Service website when the individual Student Reports are released. Schools will need to use their unique User ID and Password to access the data at https://naplands.vcaa.vic.edu.au.

In addition, ACARA's MySchool website contains school - level NAPLAN information at www.myschool.edu.au. This is typically updated in February in the year following the tests.

APPENDIX 1: STATEMENT OF COMPLIANCE

In completing this Statement of Compliance, the principal agrees to observe the following:

Introduction

1. Ensure that staff involved in any aspect of NAPLAN at their school understands their responsibilities as stated in the *National Protocols for Test Administration* and Code of Conduct, printed at the start of this handbook.

2. Ensure that all *National Protocols for Test Administration* are adhered to in their school.

Test participation

3. Ensure that participation in the NAPLAN tests is actively promoted and that all eligible students are given the opportunity to participate.

4. 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 tests without prior signed approval).

5. Ensure that participation records for each test session are accurately completed and confirmed on the NAPLAN Test Administration website by **Thursday 21 May 2020**.

6. Ensure that all procedures for providing disability adjustments for students who require them to participate in the NAPLAN tests are followed.

7. Ensure that the parents of students who require disability adjustments are informed about, and have agreed to, the nature of the adjustments provided.

8. Encourage participation in catch-up tests for individual students who were absent on test days but who return to school by **Friday 15 May 2020**.

Security, audit and test supervision

9. Ensure that all contents and quantities of test materials are checked upon receipt, and the VCAA is immediately notified if extra materials are required or if evidence of tampering with the packaging is discovered.

10. Ensure that all test materials are immediately stored in double-secure storage (eg: a locked container or cabinet inside a locked room) when not in use and that no unauthorised person handles test materials for the duration of the test security period.

11. Document the receipt, tracking, storage and distribution of test materials in the *Test Materials Security Log*.

12. 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).

13. Notify the VCAA immediately of any breaches of test security.

14. Notify the VCAA immediately of test procedures which are inconsistent with directions in the *National Protocols for Test Administration* and the *NAPLAN Test administration handbook for teachers*.

15. 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.

16. 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

17. 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.

18. 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.

19. 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 kept on file at the school as required.

NAPLAN reports and NAPLAN data

20. Ensure that Individual Student Reports are distributed to parents/carers in a timely manner after they are received at the school.

21. Ensure that all personnel who are given access to the school's data treat that information in a confidential manner.

APPENDIX 2: SAMPLE LETTER TO PARENTS/CARERS

A copy of this letter can be found on the VCAA website at:
http://www.vcaa.vic.edu.au/Pages/schooladmin/forms/naplan/naplan.aspx

Dear Parent/Carer

The National Assessment Program – Literacy and Numeracy (NAPLAN) 2020 for Years 3, 5, 7 and 9 students will be held on Tuesday 12 May, Wednesday 13 May and Thursday 14 May 2020. 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 15 May 2020.

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

Large print, braille, electronic 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 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 or the NAP website at www.nap.edu.au.

Yours sincerely

Principal

APPENDIX 3: REQUEST TO VARY DATES

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY
Level 1, 2 Lonsdale Street, Melbourne Victoria 3000 Australia
TELEPHONE +61 3 9651 4300 FACSIMILE +61 3 9651 4324
EMAIL vcaa@edumail.vic.gov.au WEB www.vcaa.vic.edu.au
ABN 82 628 957 617

VICTORIA State Government

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 *Privacy and Data Protection Act 2014*. All information collected will be kept secure and confidential.

Email this form to the VCAA at vcaa.naplan.help@edumail.vic.gov.au no later than Friday 21 February 2020.

1. If the school has exceptional circumstances which affect the conduct of the NAPLAN on 12, 13, 14 May 2020, the principal should complete this form. Please note that variations will not be granted for camps or excursions.

School to complete in BLOCK LETTERS (PRINT):

School name: _____ VCAA school code: _____

Principal: _____ Email: _____

NAPLAN coordinator: _____ Email: _____

Telephone: _____

Reason for variation of date/s: _____

Principal signature: _____

Please note: Only schools with compelling reasons are able to vary test dates (up to Friday 22 May).

Proposed date for: (Please tick appropriate box)	**Language Conventions/ Writing test**	**Reading test**	**Numeracy test/s**
☐ **YEAR 3**	☐☐ / ☐☐ / 20	☐☐ / ☐☐ / 20	☐☐ / ☐☐ / 20
☐ **YEAR 5**	☐☐ / ☐☐ / 20	☐☐ / ☐☐ / 20	☐☐ / ☐☐ / 20
☐ **YEAR 7**	☐☐ / ☐☐ / 20	☐☐ / ☐☐ / 20	☐☐ / ☐☐ / 20
☐ **YEAR 9**	☐☐ / ☐☐ / 20	☐☐ / ☐☐ / 20	☐☐ / ☐☐ / 20

Is your school a P-12 school? ☐ YES ☐ NO

Will you be conducting NAPLAN tests on 12, 13, 14 May 2020? ☐ 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 send this form to the appropriate sectoral authority.

Independent schools should email this form directly to the VCAA.

For Government and Catholic schools, it is the schools responsibility to email 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

☐ Department of Education and Training
☐ Regional Director ☐ Assistant Regional Director

Region: _____
Name: _____
Signature: _____ Date: / / 20

OR

☐ Catholic Education Office
☐ Director of Catholic Education ☐ Regional Manager

Region: _____
Name: _____
Signature: _____ Date: / / 20

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 of the result of this request. If a variation to the testing dates is approved, the principal will organise the return of test books to the VCAA at the school's expense. This will be no later than Friday 22 May 2020.

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

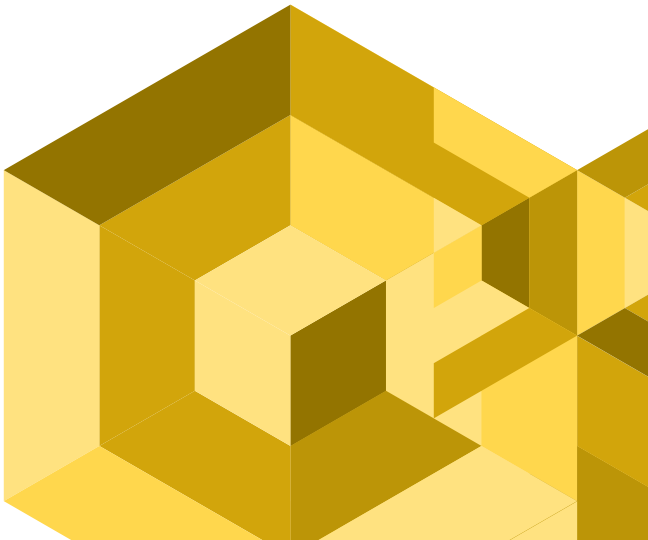
APPENDIX 4: CONTACT DETAILS FOR REGIONAL OFFICES 2020

Department of Education and Training

REGION	OFFICE	MAIL ADDRESS	TELEPHONE	SITE ADDRESS
South Western Victoria Wendy Timms Acting/Regional Director	Geelong	PO Box 2086 GEELONG 3220	1300 333 232	75 High St BELMONT 3216
	Ballarat	109 Armstrong St NORTH BALLARAT 3350	1300 333 232	109 Armstrong St NORTH BALLARAT 3350
	Footscray	PO Box 2141 FOOTSCRAY 3011	1300 333 232	900/1 McNab Ave FOOTSCRAY 3011
	Horsham	26 Darlot St HORSHAM 3400	1300 333 232	26 Darlot St HORSHAM 3400
	Warrnambool	PO Box 1127 WARRNAMBOOL 3280	1300 333 232	99 Fairy St WARRNAMBOOL 3280
	Keilor	704B Old Calder Hwy KEILOR 3036	1300 333 232	704B Old Calder Hwy KEILOR 3036
North Eastern Victoria Terrance Bennett Regional Director	Glen Waverley	Level 3, 295 Springvale Rd GLEN WAVERLEY 3150	1300 333 231	Level 3, 295 Springvale Rd GLEN WAVERLEY 3150
	Benalla	PO Box 403 BENALLA 3672	1300 333 231	150 Bridge St EAST BENALLA 3672
South Eastern Victoria Deborah Locco Acting/Regional Director	Moe	PO Box 381 MOE 3825	1300 338 738	Cnr Kirk & Haigh St MOE 3825
	Dandenong	PO Box 5 DANDENONG 3175	1300 338 738	165 - 169 Thomas St DANDENONG 3175
	Frankston	PO Box 3003 FRANKSTON EAST 3199	1300 338 738	Level 2, 1 Petrie St FRANKSTON 3199
	Sale	PO Box 974 SALE 3850	1300 338 738	Level 2, 64-66 Foster St SALE 3850
North Western Victoria Jeanette Nagorcka Regional Director	Bendigo	PO Box 442 BENDIGO 3552	1300 338 691	7 – 15 McLaren St BENDIGO 3550
	Coburg	Locked Bag 2001 COBURG 3058	1300 338 691	Level 2, 189 Urquhart St COBURG 3058
	Greensborough	PO Box 71 GREENSBOROUGH 3088	1300 338 691	Level 2, 1 Flintoff St GREENSBOROUGH 3088
	Mildura	PO Box 10129 MILDURA 3502	1300 338 691	91 Pine Ave MILDURA 3500

Catholic Education Office

OFFICE	NAME/TITLE	MAIL ADDRESS	TELEPHONE	SITE ADDRESS
Melbourne	Mr Jim Miles Acting/Executive Director of Catholic Education	PO Box 3 EAST MELBOURNE 8002	9267 0228	James Goold House 228 Victoria Pde EAST MELBOURNE 3002
Ballarat	Ms Audrey Brown Director of Catholic Education	PO Box 576 BALLARAT 3353	5337 7135	5 Lyons St SOUTH BALLARAT 3350
Sandhurst / Bendigo	Mr Paul Desmond Director of Catholic Education	PO Box 477 BENDIGO CENTRAL 3552	5443 2377	120 Hargreaves St BENDIGO 3550
Sandhurst / Wangaratta	Ms Pauline Fisher Office Manager	PO Box 1181 WANGARATTA 3676	5723 0000	71 Ryley St WANGARATTA 3677
Sandhurst / Shepparton	Mr Steve Hicks Office Manager	20 North St SHEPPARTON 3630	5831 3811	20 North St SHEPPARTON 3630
Sale / Warragul	Ms Maria Kirkwood Director of Catholic Education	PO Box 322 WARRAGUL 3820	5622 6600	6 Witton St WARRAGUL 3820
Southern Region Melbourne	Ms Debra Egan Regional General Manager	PO Box 3104 MOORABBIN EAST 3189	8301 7400	602 South Rd MOORABBIN EAST 3189
Eastern Region Melbourne	Ms Marwin Austerberry Regional General Manager	PO Box 1121 CROYDON 3136	9427 6400	39 Hewish Rd CROYDON 3136
Northern Region Melbourne	Mr John Mills Regional General Manager	Cnr Howard & Rosslyn Sts WEST MELBOURNE 3003	8387 3200	Cnr Howard & Rosslyn Sts WEST MELBOURNE 3003
Western Region Melbourne	Ms Juliette Cox Regional General Manager	47 Synnot St WERRIBEE 3030	8412 2400	47 Synnot St WERRIBEE 3030

VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

VICTORIA
State
Government