

# Handbook for principals — NAPLAN Online

# 2022

# VCAA NAPLAN Helpdesk

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

## CONTACT DETAILS

<b>Freecall</b>	<b>1800 648 637</b>
<b>Email</b>	<b><a href="mailto:vcaa.naplan.help@education.vic.gov.au">vcaa.naplan.help@education.vic.gov.au</a></b>
<b>VCAA website</b>	<b><a href="http://www.vcaa.vic.edu.au">www.vcaa.vic.edu.au</a></b>
<b>NAPLAN Test Administration website</b>	<b><a href="https://www.naplanadmin.vic.edu.au">https://www.naplanadmin.vic.edu.au</a></b>

## DATES FOR NAPLAN ONLINE 2022 TESTS

<b>10 to 20 May</b>	<b>Writing, Reading, Conventions of Language and Numeracy</b>
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# PRINCIPAL AND NAPLAN COORDINATOR'S CHECKLIST

## YEAR 3, YEAR 5, YEAR 7 AND YEAR 9 NAPLAN - ONLINE TEST 2022

\*\* Indicates activity undertaken via the Test Administration website

Date		Check <input checked="" type="checkbox"/>
On receipt	Read this handbook, paying particular attention to the administrative procedures and the responsibilities of principals and NAPLAN coordinators	<input type="checkbox"/>
	Identify who will have a NAPLAN coordinator role and provide them with a copy of this handbook	<input type="checkbox"/>
	Confirm approach to administering NAPLAN Online, including devices to be used. Arrange for the locked down browser (LDB) to be installed on student devices (see page 46)	<input type="checkbox"/>
	Brief staff about NAPLAN Online and key activities to be undertaken before the tests	<input type="checkbox"/>
28 January	NAPLAN Test Administration website open for the enrolment phase** (see page 41)	<input type="checkbox"/>
11 February	Final date for independent schools to submit student data to VCAA**	<input type="checkbox"/>
	Final date to inform the VCAA NAPLAN helpdesk if you are unable to participate in the Coordinated Practice Test (to be conducted <b>24 March as close to 11.30 am AEST as possible</b> )	<input type="checkbox"/>
From February	Online refresher training courses available for principals, NAPLAN coordinators, test administrators and technical support officers	<input type="checkbox"/>
18 February	Final date to submit Principal's Statement of Compliance**	<input type="checkbox"/>
	Final date to submit names of staff authorised to take delivery of test materials**	<input type="checkbox"/>
	Final date to request alternative test formats**	<input type="checkbox"/>
	Final date to provide names of NAPLAN coordinator and technical support officer roles**	<input type="checkbox"/>
From 21 February	Receive the NAPLAN Online grid card package. Contents of this package includes copies of the <i>NAPLAN Online test administration handbook for teachers</i> , <i>NAPLAN Online coordinators guides</i> , grid cards, <i>Test Materials Security Log</i> and the <i>NAPLAN Online - information for parents and carers</i> brochures.	<input type="checkbox"/>
	On receipt and when not in use, store the grid cards in double secure storage and complete the <i>Test Materials Security Log</i>	<input type="checkbox"/>
	Provide test administrators with access to the training course for NAPLAN Online test administration and ensure staff are briefed and have access to a supported device on the day of testing	<input type="checkbox"/>
	Distribute the <i>NAPLAN Online information for parents and carers</i> brochures and communicate the intended test schedule to parents	<input type="checkbox"/>
	Principal to login to the Online National Assessment Platform (the platform), using the link (sent via email) and grid card and school pin (sent via grid card package)	<input type="checkbox"/>
	Principal to invite the NAPLAN coordinator and technical support officer to register on the platform	<input type="checkbox"/>
	Confirm students to undertake the Coordinated Practice Test (see page 47)	<input type="checkbox"/>
25 February	Final date to complete and submit the Technical Readiness Check**	<input type="checkbox"/>
	Final date to submit initial school NAPLAN Online test schedule**	<input type="checkbox"/>
From 14 March	Review enrolments and register any newly arrived students onto the platform	<input type="checkbox"/>
21 March – 22 April	Practice test window	<input type="checkbox"/>

24 March	Conduct practice tests in the morning as close to 11.30 am AEST as possible, as part of Coordinated Practice Test	<input type="checkbox"/>
From 26 April	Discuss parental requests for withdrawals, exemptions and disability adjustments. Generate forms and acquire signatures where applicable **	<input type="checkbox"/>
	NAPLAN coordinator to print the test administrator Session Slips and Student Slips and place in secure storage and update the <i>Test Materials Security Log</i>	<input type="checkbox"/>
From 28 April	<b>[Year 3 Only]</b> Receive and check contents of the Year 3 NAPLAN writing test packages against the packing slip	<input type="checkbox"/>
	Record the name of the staff member who signs for receipt from the courier in the <i>Test Materials Security Log</i>	<input type="checkbox"/>
	Securely store all materials and update the <i>Test Materials Security Log</i>	<input type="checkbox"/>
By 29 April	NAPLAN Online test schedule to be finalised**	<input type="checkbox"/>
Week of 2 May	Ensure that all student test devices have the current version of the LDB and operate correctly by conducting a final device check. Students to test headphones that will be used (see page 47)	<input type="checkbox"/>
3 May	Final date to submit applications to use a scribe or assistive technology**	<input type="checkbox"/>
From 10 May	Start of the NAPLAN Online test window. Conduct the tests according to the submitted school schedule. (See page 26)	<input type="checkbox"/>
13 May	<b>[Year 3 Only]</b> Final date for catch-up writing tests by individual students	<input type="checkbox"/>
16 May	<b>[Year 3 Only]</b> Unless otherwise notified by the VCAA, completed writing test materials need to be ready for collection by 8.30 am on <b>Monday 16 May</b>	<input type="checkbox"/>
20 May	End of test window. Final date for tests to be administered	<input type="checkbox"/>
	Finalise all test sessions, student participation and complete the platform checklist	<input type="checkbox"/>
	Finalise all exemption and withdrawal forms**	<input type="checkbox"/>
3 June	End test security period	<input type="checkbox"/>

**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 *Handbook for principals – NAPLAN Online* is to make sure that principals and their delegates, NAPLAN coordinators and school technical support officers, understand what is required to administer NAPLAN Online.

The following organisations are involved in the NAPLAN tests:

- **The Australian Curriculum, Assessment and Reporting Authority (ACARA)** has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN).
- **Education Services Australia (ESA)** manages the Online National Assessment Platform on which the NAPLAN Online tests are delivered.
- **The Test Administration Authority (TAA)** in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols.

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

There are two parts to this handbook:

- **Part A:** Relevant sections of *National protocols for test administration – NAPLAN Online*, including the code of conduct. These protocols apply to all schools administering NAPLAN Online.
- **Part B:** Describes the tasks for which school principals and their delegates are specifically responsible. Includes jurisdiction-specific information.

## PART A: PROTOCOLS EXTRACT

### 1. INTRODUCTION

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

## 2. CODE OF CONDUCT

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

### 2.1 Participation and accessibility

- 2.1.1 **NAPLAN is a national assessment, and all eligible students are expected to participate. NAPLAN should be accessible to all eligible students to allow them to demonstrate their actual skills and knowledge.**
- 2.1.2 Disability adjustments that are appropriate for students to access and participate in the tests should be granted.
- 2.1.3 It is unacceptable to exert influence on parents/carers to withdraw their children from testing.

### 2.2 Test integrity

- 2.2.1 **NAPLAN is primarily an assessment of learning, so the test environment must be tightly controlled to maintain test integrity. This includes the conduct of test administrators, support staff, and the presence of unauthorised teaching or support material.**
- 2.2.2 The integrity of the tests must be maintained at all times; cheating is not permitted.
- 2.2.3 The test environment must neither advantage nor disadvantage any student.
- 2.2.4 Tests should be appropriately administered. In deciding what is appropriate, principals should take into consideration the time, location, supervision and technical support requirements, where applicable, for the test sessions.
- 2.2.5 Active supervision of students during the tests is required (see section 8.9.7).
- 2.2.6 Providing unauthorised assistance to students during the tests is not permitted.
- 2.2.7 Providing unauthorised additional time for the tests is not permitted.
- 2.2.8 Allowing students access to unauthorised materials and aids during the tests is not permitted.
- 2.2.9 Allowing students unauthorised internet access, beyond that necessary to access the tests, is not permitted.
- 2.2.10 Test administrators should ensure their actions before, during and after the tests do not unduly impact on students' results.
- 2.2.11 Any attempt by school staff to unfairly or dishonestly manipulate test results is not permitted.
- 2.2.12 Any attempt by any party to modify an answer after the test is completed by the student is not permitted.



## 2.3 Test preparation

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

## 2.4 Test security

- 2.4.1 The security of the tests is critical to ensure that students' individual results accurately reflect their abilities. Test materials must be kept secure to avoid any premature disclosure of content or unauthorised disclosure of test materials at any time.**
- 2.4.2 The security and confidentiality of the test materials must be maintained from the time they are delivered to the school, generated or made accessible via the platform, to the end of the test security period (see section 8.5.3). Secure test materials are defined in section 11. Schools delivering tests via the low-bandwidth solutions are required to keep any records as required by their TAA.
- 2.4.3 The content of NAPLAN tests must not be disclosed prior to or during the test security period. For more details on the post-security period use of test materials, see section 4.3.12.
- 2.4.4 Tests must not be conducted outside the secure school location unless prior permission has been granted by the TAA.
- 2.4.5 All secure test materials, including student session codes, must be secured and returned to NAPLAN coordinators immediately after each test session. Materials must not be left in the possession of test administrators, classrooms or other insecure storage areas.
- 2.4.6 Schools should ensure that students have logged out of test attempts at the completion of each test session and that students' test attempts are finalised at the completion of testing. Schools using a low-bandwidth application can expect finished test attempts to reconcile automatically when the test administrator finalises the test session, the NAPLAN coordinator next logs into the Remote application on their device, and internet connectivity is available.
- 2.4.7 Schools must not copy, store, transcribe or transmit tests or student responses, or cause responses to be recorded, except as outlined by these protocols.

- 2.4.8 If schools are provided with alternative format (paper) test materials, then test security should be maintained in line with the *NAPLAN national protocols for test administration – alternative format (paper)*.

## 2.5 Communication

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

- 2.5.2 Principals and their delegates must read and understand the *NAPLAN handbook for principals and NAPLAN coordinators – online* and the relevant *NAPLAN test administration handbook for teachers – online*.
- 2.5.3 Failure to read or become aware of these protocols and documents is not a valid reason for breaching protocols.
- 2.5.4 Principals, NAPLAN coordinators and test administrators must adhere to the instructions outlined in the *NAPLAN handbook for principals and NAPLAN coordinators – online* and *NAPLAN test administration handbook for teachers – online*. Principals should seek clarification from their TAA if unsure of any points.
- 2.5.5 Dishonest and inappropriate practices should be actively discouraged and will not be tolerated. Allegations of breaches of the *NAPLAN national protocols for test administration – online* should be reported promptly.
- 2.5.6 It is the responsibility of the principal to make parents and carers aware of the main aspects of the testing program.

## 2.6 Alternative format (paper) tests

- 2.6.1 Schools with an alternative curriculum recognised by the relevant state/territory authority<sup>1</sup>, and in which digital technologies/tools are not introduced until Year 5 or above, may be permitted to undertake the NAPLAN tests in an alternative format (paper). Permission to use alternative format (paper) tests must be given by the relevant TAA. This does not alter existing arrangements made between a school and its TAA. This clause is not relevant to NSW schools.
- 2.6.2 All Year 3 students will complete the writing test on paper and the *NAPLAN national protocols for test administration – alternative format (paper)* will apply. Schools are not required to apply for alternative format (paper) tests for Year 3 writing.
- 2.6.3 Where a school is permitted, or directed, to use alternative format (paper) tests, these protocols as well as the *NAPLAN national protocols for test administration – alternative format (paper)* apply.

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<sup>1</sup> State/territory school registration and accreditation authorities:  
ACT Education Directorate: [www.education.act.gov.au/schooling/non-government-schools](http://www.education.act.gov.au/schooling/non-government-schools)  
NT Department of Education: <https://education.nt.gov.au/policies/registration-of-a-non-government-school>  
Qld Non-State Schools Accreditation Board: <https://nssab.qld.edu.au/index.php>  
SA Education Standards Board: [www.esb.sa.gov.au/](http://www.esb.sa.gov.au/)  
Tas. Non-Government Schools Registration Board: <https://schoolregistration.tas.gov.au/>  
Vic. Registration & Qualifications Authority: [www.vrqa.vic.gov.au/Pages/default.aspx](http://www.vrqa.vic.gov.au/Pages/default.aspx)  
WA School Curriculum and Standards Authority:  
<https://k10outline.scsa.wa.edu.au/home/teaching/alternative-curriculum-recognition>

### 3. COMMUNICATIONS

#### 3.1 Responsibilities of ACARA

3.1.1 ACARA is responsible for:

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

#### 3.2 Responsibilities of test administration authorities (TAAs)

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

#### 3.3 Responsibilities of principals

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

3.3.2 Principals are required to:

- ensure that parents/carers of students in Years 3, 5, 7 and 9 are fully informed about the program
- discuss and plan for disability adjustments, withdrawals and exemptions
- record on the platform: disability adjustment codes (DACs), withdrawals, exemptions, abandonments due to illness and injury, absences, refusals, students no longer enrolled, students taking the test in an alternative format
- ensure that all relevant staff are aware of the scheduling and IT requirements (e.g. minimum technical specifications for devices, technical readiness requirements) during the online NAPLAN 9-day test window
- ensure that all relevant staff are fully informed of their roles and responsibilities and test administration requirements
- ensure that all staff are aware that they must maintain test security at all times
- ensure that all students are familiar with the type of device that they will be using for NAPLAN. This includes external keyboards for tablets and headphones for audio items (if being used). For more information about device requirements, please refer to resources available at [www.assessform.edu.au](http://www.assessform.edu.au)
- ensure that NAPLAN student reports are delivered to parents/carers in a timely manner as prescribed by their TAA and/or jurisdiction after they are made available
- be aware of any additional jurisdiction-specific responsibilities outlined in Part B of the *NAPLAN handbook for principals and NAPLAN coordinators – online*.

- 3.3.3 Principals are responsible for ensuring that all students have access to the “NAPLAN Online public demonstration site”, or other equivalent means of familiarisation as advised by their TAA. Students must be given the opportunity to become familiar with the functionality of the online NAPLAN tests and range of item types in each domain before they sit online NAPLAN tests.
- 3.3.4 Principals are responsible for acknowledging, in a manner prescribed by their TAA, that they have read and understood the *NAPLAN handbook for principals and NAPLAN coordinators – online*, which includes the relevant sections of these protocols. This acknowledgement must be done by the principal and cannot be delegated.

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

### **4.1 Responsibilities of test administration authorities (TAAs)**

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

### **4.2 Responsibilities of test administration authorities (TAAs) with contractors**

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

### **4.3 Responsibilities of principals**

- 4.3.1 The following procedures must be followed for all test materials, including platform access materials, low-bandwidth solutions and all alternative format tests, in line with the definition of test material in Section 11.
- 4.3.2 The principal will receive account and login details for the platform prior to NAPLAN. The principal is responsible for creating accounts to provide access to the platform for school staff. The principal also retains overall responsibility for ensuring that only appropriate staff have access to the platform and that these staff understand the need to maintain security of test materials.
- 4.3.3 The principal is responsible for ensuring that test materials are appropriately secured.
- 4.3.4 The principal must notify the TAA immediately if test material security has been breached in any way. This obligation commences at the time access details for the platform or other test materials have been received in the school.
- 4.3.5 Test materials must be received in person by the principal or the principal’s delegate(s) (someone who occupies a position of suitable responsibility, whom the principal nominates as an eligible person to accept the test material delivery). The principal is to ensure that the authorised person who receives the test materials signs for them and legibly records their name and the time the material arrives at the school. This information may be requested by the TAA. When a courier is used to deliver materials, materials must not be left unattended on school premises. If this occurs, the TAA must be notified immediately.
- 4.3.6 Where couriers cannot avoid making deliveries after school hours, the principal or the principal’s delegate must take delivery of the test materials.

- 4.3.7 The principal, or the principal's delegate who signs for the materials, is to ensure the contents of deliveries are correct as soon as possible after the receipt of the material. Packages containing test materials, such as Year 3 writing tests and secure login cards, must be checked for tampering.
- 4.3.8 In the event of incorrect/incomplete delivery, evidence of tampering or other compromise in security during transit, the relevant TAA must be notified immediately and any jurisdiction-specific process followed. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.
- 4.3.9 The principal must ensure that teachers and students not involved in the tests do not have access to the test materials. Principals responsible for tests using low-bandwidth solutions need to ensure the security of the devices at all times until testing has concluded in their school, all test attempts have been reconciled and the Remote application on the device(s) reset. Between tests, devices need to be stored securely, in the same way as paper tests.
- 4.3.10 Videos and photographs
- The principal must ensure that videos or photographs are not taken during test sessions, except as necessary for troubleshooting technical issues. This is to protect students from being distracted and to ensure the security of the test. Videos and photographs for media opportunities, including social media, must be taken outside the test sessions and must not show test materials.
  - In the event of a technical issue being experienced by a school (see section 8.12.4), the TAA may advise the principal or their delegate to take a video or photograph of a device or screen for the purpose of troubleshooting issues experienced.
- 4.3.11 The principal must ensure that test administrators are fully aware of test processes and are made familiar with information provided on test security. During the test security period, security protocols apply to all people present in classrooms and the school in general, including university students on practicum.
- 4.3.12 Post-security period use of test materials
- The test materials referred to in this clause are all NAPLAN test materials from 2008 onwards and the exemplars in the student and school summary report (SSSR).
  - As used in this clause and clause 4.3.13, 'ICT platform' means any service or medium used for electronic communication, including (without limitation) websites, social media, mobile telephony, internet protocol television (IPTV), multimedia programs and apps, and any other relevant service or medium that comes into existence after the date of these protocols.
  - Principals (and their teaching staff) will have access to released NAPLAN test materials<sup>2</sup> for non-commercial educational use within their school after the test security period has ended. ACARA will provide schools with visibility of released items through the SSSR.
  - Principals (and their teaching staff) are not permitted to publicly release the NAPLAN test materials and the exemplars in the SSSR and must not upload the NAPLAN test materials and exemplars to any public ICT platform (that is, an ICT platform that is not password-protected).

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

#### 4.3.13 Uploading previous NAPLAN paper tests to password-protected ICT platforms

- Principals (and their teaching staff) may upload the 2008–2016 NAPLAN paper tests to their password-protected ICT platforms and are responsible for ensuring that any access to these papers is consistent with section 113P of the *Copyright Act 1968 (Cth)*.
- In relation to the 2017–2022 NAPLAN paper tests (noting that NAPLAN 2020 did not proceed), ACARA has not released these tests publicly. ACARA is banking these tests for future research and development activities.
- Principals (and their teaching staff) are **not** permitted to upload the 2017–2022 NAPLAN paper tests to any ICT platform (including their password-protected ICT platforms) and are **not** permitted to provide the 2017–2022 NAPLAN paper tests or SSSR exemplars to parents/carers or members of the wider community, including the media, at any time.

## 5. STUDENT PARTICIPATION COHORTS

5.0.1 All students in Years 3, 5, 7 and 9 in each state and territory attending government and non-government schools are expected to participate in NAPLAN tests. Students in all other year levels do not participate in NAPLAN tests.

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

5.0.3 The participation status of some students may be changed either prior to testing or at the conclusion of testing, depending on the situation.

### 5.1 Participating students

5.1.1 Participating students include:

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

### 5.2 Exempt students

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

Criteria for exemption

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

5.2.2 Parent/carers signed consent for exemptions

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

### 5.2.3 Recording reason for exemption

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

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

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

## 5.3 Withdrawn students

### 5.3.1 Criteria for withdrawal

- Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. School staff must not influence parents/carers to withdraw their child (see section 2.1.3). Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

### 5.3.2 Parent/carer signed consent for withdrawals

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

### 5.3.3 Treatment of withdrawn students' data and results

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

<sup>3</sup> [www.nccd.edu.au/](http://www.nccd.edu.au/)

## 5.4 Absent students

- 5.4.1 Students must be recorded as absent if:
- they are not present at school when the test is administered and are unable to sit a test in a catch-up session during the test window or school's planned testing schedule; or
  - they are present at school but are unable to take a test as a result of an accident or mishap prior to the scheduled test session, preventing their participation, and are unable to sit a test in a catch-up session. If this occurs after they enter the test session, it is considered sanctioned abandonment (see section 5.5.1).
- 5.4.2 Students must not be recorded as absent if:
- they are not present on a testing day, but consent has been received for them to be exempt or withdrawn (see section 5.2.4, Exempt students; section 5.3.3, Withdrawn students)
  - they are present for the tests but do not attempt any part of the test (see section 5.6, non-attempts and refusals).
- 5.4.3 Principals are encouraged to facilitate students' participation in the tests by holding a catch-up session for those students who were identified (at their enrolled school) as absent on the day they were scheduled to do a test but who return to school within the school's planned test schedule.
- 5.4.4 Treatment of absent students' data and results
- Absent students are not counted as part of the cohort of participating students.
  - The text that will appear on the individual student report for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded.*
  - Where a student is absent from all tests, it is recommended that an individual student report be issued. TAAs can provide further advice on the issuing of reports to students who are absent from all tests.

## 5.5 Sanctioned abandonment

- 5.5.1 Abandonment of a test applies only where sanctioned and verified by the TAA and refers only to:
- a student who has started a test but who abandons the test due to illness (i.e. a medical or social/emotional condition) or injury
  - a student who cannot complete a rescheduled test following a postponement due to a technical disruption (see section 8.7) during the test window.
- 5.5.2 A student's participation status may only be recorded on the platform as 'Abandon (sanctioned)' after verification of the reason by the TAA.
- 5.5.3 Sanctioned abandonment does NOT apply to students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the TAA; such students must be counted as participating with the score that they achieve (see section 5.6, Non-attempts and refusals, and section 8.11.7). These students are not permitted to complete a catch-up test or a rescheduled test.
- 5.5.4 All instances of students who have started a test but who then abandon the test due to illness or injury must be reported to the TAA as soon as practicable for advice on appropriate actions (see section 8.11.5). The student is not permitted to complete the test in a catch-up session.



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

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

### 5.6 Non-attempts and refusals

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

- Students who do not log in must be recorded as refused.
- Students who do log in but do not provide any responses must be recorded as present.
- Students who do provide any responses to the test must be recorded as present.

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

- Students without any responses and who are recorded as present receive a raw score of 0 and a corresponding scaled score.
- Students with a participation status of refused do not receive a raw score or a pathway, but they will be assigned the lowest band.
- The text that will appear on the individual student report for tests where a student is marked as refused will read: *Your child was present for this test but did not complete any part of the test.*

### 5.7 International fee-paying students

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

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

### 5.8 Hosted and visiting students

5.8.1 Students are expected to undertake the tests at the school in which they are enrolled. If a student is away from their regular location (e.g. visiting interstate), it may be possible for the student to be given an opportunity to take the NAPLAN tests in a scheduled test session at a school in the student's temporary location. Principals are not required to offer a separate or catch-up session for these students. Principals should contact their relevant TAA for further information.

5.8.2 Principals of host schools are encouraged to facilitate the participation of visiting students, where the student's regular location and the host school are delivering the same mode of testing. Host principals are responsible for ensuring that visiting students are familiar with the NAPLAN online platform prior to taking the tests.

- 5.8.3 Where a student is visiting, the principal at the host school is responsible for contacting their TAA to arrange for the test attempts completed by the visiting student to be transferred to their home school.
- 5.8.4 The student's results will be included in the dataset for their enrolled school and state/territory.
- 5.8.5 The student will receive a student report through their own school.

## **6. ADJUSTMENTS FOR STUDENTS WITH DISABILITY**

- 6.0.1 Student participation in NAPLAN is the joint responsibility of schools and TAAs, as outlined in these protocols.
- 6.0.2 Adjustments permitted in the tests are detailed in this section and apply only to students with disability as identified by the 4 NCCD categories: physical, cognitive, sensory, and social/emotional. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. The adjustments accessed for NAPLAN should reflect those identified and documented in the student's personalised learning and support plan. For the NAPLAN program, disability is defined as per the Commonwealth *Disability Discrimination Act 1992*.<sup>4</sup>
- 6.0.3 Students with disability are allowed access to their usual, standard non-educational facilities and furniture that form part of their everyday assessment adjustments under the Disability Discrimination Act and the *Disability Standards for Education 2005*. Standard provisions and furniture may include, for example, usual medication, food or medical equipment.
- 6.0.4 Adjustments for students with disability are intended to enable access to and participation in the tests on the same basis as students without disability.
- 6.0.5 Adjustments for students with disability for NAPLAN should be determined in line with these protocols on a case-by-case basis by the school together with the relevant TAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of 'scenarios'<sup>5</sup> published on the NAP website ([www.nap.edu.au](http://www.nap.edu.au)).

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

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

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<sup>4</sup> [www.austlii.edu.au/au/legis/cth/consol\\_act/dda1992264/](http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/)

<sup>5</sup> [www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability/disability-adjustments-scenarios](http://www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability/disability-adjustments-scenarios)

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

## 6.2 Adjustments, test requirements and student participation

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

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

- Adjustments should allow students with disability to access and participate in NAPLAN tests.
- A student may have access to more than one adjustment in any one test and different adjustments may be appropriate for different tests.
- Adjustments should reflect the kind of support and assistance identified and documented in the student’s personalised learning and support plan, and normally required for assessment in the classroom. This will allow the student to demonstrate what they know and can do, noting that adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.
- Adjustments should not compromise the ability to assess the underlying construct and skills that are the objects of the assessments (see section 6.2.4).

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

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

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

For information on appropriate and permitted behaviours, see section 8.9.11.

### 6.3 Responsibilities of test administration authorities (TAAs)

#### 6.3.1 Each TAA will:

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

### 6.4 Responsibilities of principals

#### 6.4.1 The principal must:

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

6.4.2 The types of adjustments that may be provided for online NAPLAN tests are described in sections 6.5 to 6.15. Principals are advised that this list is not exhaustive, and the granting of a listed adjustment is not automatic. It is important to ensure that each application is assessed individually according to the relevant state/territory process and the student's needs.

6.4.3 The principal may consult the NAPLAN accessibility videos and the guidelines, *Guide for schools to assist students with disability to access NAPLAN online* ([www.nap.edu.au/online-assessment/accessibility](http://www.nap.edu.au/online-assessment/accessibility)), for further advice.

**6.5 Approval of disability adjustments**

6.5.1 Disability adjustments must be approved by TAAs or applied by the school in accordance with the terms of these protocols.

Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.

Adjustments requiring TAA approval	Adjustments not requiring TAA approval (school approval)
<ul style="list-style-type: none"> <li>• Braille, large print, black and white, electronic PDF test</li> <li>• Assistive technology that requires an unsecured browser (e.g. colour contrast modification)</li> <li>• Computer for writing (Year 3)</li> <li>• Extra time – double the total test time</li> <li>• Scribe (writing test only)</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative items – visual</li> <li>• Alternative items – audio</li> <li>• Black text with blue background theme</li> <li>• Black text with green background theme</li> <li>• Black text with lilac background theme</li> <li>• Black text with white background theme</li> <li>• Black text with yellow background theme</li> <li>• Extra time – one minute for every two minutes of test time</li> <li>• Extra time – one minute for every three minutes of test time</li> <li>• Extra time – one minute for every six minutes of test time</li> <li>• NAPLAN support person</li> <li>• Oral/sign support</li> <li>• Rest breaks</li> <li>• Assistive technology that does not require the unsecured browser and is compatible with the test construct (e.g. ergonomic mouse, bluetooth headphones, classroom communication devices)</li> </ul>

**6.6 Braille (TAA approval required)**

6.6.1 There are currently technical limitations which prevent the tailored test design used for NAPLAN being implemented online for braille students. As such, braille students will continue to undertake NAPLAN using hard copy tests, as per previous years’ arrangements. These will be the braille versions of the same tests used by schools with TAA permission to use alternative format (paper) tests (see section 2.6).

6.6.2 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.

6.6.3 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).

6.6.4 Students completing the braille numeracy calculator-allowed test, who use standalone software and talking calculator options where answers are presented in an audible way, should access such devices via a headphone jack.

- 6.6.5 The logistics of using braille format warrant the provision of some extra time for all students accessing the test in this manner, regardless of their proficiency in this medium. For braille users, guidelines regarding the provision of extra time are as follows. Note that these times are a guide only. The allocation of extra time for a braille user should be decided on a case-by-case basis.

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

- 6.6.6 Schools wishing to access braille test materials and the associated additional time adjustment for students must apply to their TAA in line with these protocols.
- 6.6.7 Completed braille tests must be returned in the manner prescribed by the TAA.

### 6.7 Large print and alternative format (disability adjustment) tests (TAA approval required)

- 6.7.1 Students with disability who require large print should be encouraged to use the platform magnification as the default 'large print'. However, if students are unable to access the tests using adjustments in the platform, various formats of large print test books are available. These should be provided to the student in the same format that is generally used for their classroom assessments.
- 6.7.2 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. Ensure students have had the opportunity to practise using the zoom function in the "NAPLAN Online public demonstration site" before ordering large print materials.
- 6.7.3 Students who have previously required other offline formats, namely hard copy black and white and electronic PDF test formats, should be encouraged to use the platform adjustments (see section 6.5.1) to access the online NAPLAN test.

### 6.8 Use of a scribe (writing test) (TAA approval required)

- 6.8.1 A scribe may be permitted to assist a student with disability to complete the writing test only. The role of a scribe is to provide access to the writing test, including logging into the test for a student, not to improve a student's performance in this test.
- 6.8.2 A scribe may be provided for a student with disability in the writing test who meets **all** of the following criteria:
- has significant difficulty with the act of typing due to a physical disability (this does not refer to a student's difficulty processing what they want to type) or lacks fine motor control due to a disability, or experiences excessive fatigue of hands or upper limbs due to a disability; and
  - regularly works with a scribe in the classroom; and
  - would be unable to access the writing tests by any of the other adjustments available.
- 6.8.3 Scribes are only appropriate for students with disability if using a scribe is a regular literacy assessment practice and where other adjustments are not sufficient or available. Scribes are only appropriate for students whose physical disability impacts their ability to access a computer. Where appropriate, students should be encouraged to undertake the tests independently of a scribe using alternative adjustments.

6.8.4 A NAPLAN scribe:

- must be officially and regularly engaged as a scribe by the school
- must be familiar with, and agree to adhere to, the NAPLAN scribe rules prior to scribing the NAPLAN writing test for the student (section 6.8.9)
- may be a teacher, teacher's aide, or other appropriate person. Another student or a parent/carer of the student must not act as their scribe. A scribe should, wherever possible, be familiar with the student in question.

6.8.5 A scribe may type a student's response.

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

6.8.7 Students who use a scribe may be permitted the use of a NAPLAN support person for the other NAPLAN tests, if appropriate. Where necessary, students should access an appropriate amount of extra time (see section 6.12).

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

6.8.9 Scribe rules

- Test instructions should be delivered exactly as outlined in the *NAPLAN test administration handbook for teachers – online*.
- The scribe may log into the test for the student.
- The scribe must type the following words at the beginning of the document: *This student has approval for a scribe and all scribing rules are acknowledged.*
- After allowing the student time to reflect and consider, the scribe will type as the student dictates and must not suggest ideas or words to use 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 type word for word to reproduce the student's own language.
- The scribe must type without inserting any punctuation except as and where dictated by the student.
- The scribe must type all words in lower case except as and where dictated by the student.
- The scribe must type all sentences in a block without inserting paragraph breaks, except as and where dictated by the student.
- The student may read, or request the scribe to read, the text back throughout the test for the purpose of maintaining continuity. However, the scribe should not lead the student to re-read the scribed text.
- A spelling test must be performed before the student can be given the scribed text to proofread and edit. At the completion of the writing test time, the test administrator will need to add an appropriate amount of time for the spelling test. A test administrator should use their professional judgement when adding time.
- The scribe will select four (4) simple words, four (4) common words and four (4) difficult words that have been used in the scribed text and ask the student to orally spell each one. The scribe will record the student's oral spelling of each of these 12 words in a space below the scribed text.

- When completed, the scribe must ensure the student cannot see the scribed text by scrolling past the scribed text and showing the student only the 12 spelling words. The scribe must ask the student to check these words and indicate any change that the scribe should make.
- When the test is over, the scribe will type the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- If necessary, the test administrator will add an appropriate amount of time for the student to edit their work. A test administrator should use their professional judgement when adding time. During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The scribe will then type the capitals, full stops, paragraphs, etc. into the scribed text as directed by the student.
- During this time the student may also indicate any changes or additions to the scribed text, and the scribe will type these where indicated by the student.
- Please note, for Year 3 writing, the *NAPLAN national protocols for test administration – alternative format (paper)* scribe rules apply.

#### **6.9 Assistive technology (TAA approval required)**

- 6.9.1 Advice on the use of assistive technologies should be sought from the TAA. Assistive technology that requires the use of an unsecured browser requires TAA approval.
- 6.9.2 Students can usually use assistive technologies that are compatible with the platform and the test construct (see section 6.2.4 for information on test constructs) without TAA approval. Refer to the TAA for advice.
- 6.9.3 Acceptable assistive technology includes access to:
- customised pointing devices or keyboards
  - switch devices
  - screen magnification tools
  - assistive listening devices
  - text-to-speech software to access student responses in the numeracy test only (students using a text-to-speech software need to be supported by a support person to ensure that the screen reader only reads allowable parts of the test)
  - a physical calculator for the calculator section of the numeracy test where students with disability cannot access the on-screen calculator
  - a device (computer or iPad) for the Year 3 writing test. Responses must be printed and returned for processing in the manner prescribed by the TAA.
- 6.9.4 Unacceptable aspects of assistive technology use include:
- word prediction
  - spelling and grammar checking
  - text-to-speech software for writing, reading and conventions of language tests
  - calculator use during the non-calculator numeracy section.
- 6.9.5 Students accessing assistive technology are likely to need extra time. The allocation of extra time should be decided on a case-by-case basis. Refer to section 6.12 for more details on allocating extra time. If it is decided to allocate double time (only available for students using assistive technology), TAA approval is required. Refer to section 6.10 for more details on allocating double time.



#### 6.9.6 Colour contrast modification

Students have the ability to control brightness and background colours, including inverting the colour theme BNW (black text with white background) to white text with black background, through the settings on their device. However, depending on the device, it may be necessary to use an unsecured browser.

#### 6.10 Extra time – double the total test time (TAA approval required)

6.10.1 Allowing a student double time requires TAA approval.

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

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

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

6.11.2 A NAPLAN support person may:

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

6.11.3 The role of NAPLAN support person is distinct and separate from the role of test administrator. See section 6.8 for information on supported access to the writing test.

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

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

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

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

**6.12 Extra time and rest breaks (TAA approval not required)**

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

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

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

- Extra time is added to a student’s test in the platform prior to the test. The platform automatically allocates the extra time to the student’s test.
- Rest breaks must be managed manually by pausing and resuming the timer on the test.

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

Adjustments requiring TAA approval	Adjustments not requiring TAA approval (school approval)
<ul style="list-style-type: none"> <li>• Extra time – double the total test time</li> </ul>	<ul style="list-style-type: none"> <li>• Extra time – one minute for every six minutes of test time</li> <li>• Extra time – one minute for every three minutes of test time</li> <li>• Extra time – one minute for every two minutes of test time</li> </ul>

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

Test duration (minutes)				
Standard time	Extra time – one minute for every six minutes of test time	Extra time – one minute for every three minutes of test time	Extra time – one minute for every two minutes of test time	Extra time – double the total test time (see section 6.10)
40	47	53	60	80
42	49	56	63	84
45	53	60	68	90
50	58	66	75	100
65	76	87	97	130

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

Braille users: see section 6.6.5; Assistive technology users: see section 6.9.5.

### **6.13 Oral/sign support (school-approved)**

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

### **6.14 Colour themes, visual and audio alternative items (TAA approval not required)**

- 6.14.1 Audio alternative items are assigned to a student in the platform prior to the test. Audio alternative items replace audio files for spelling with text passages for proofreading. The platform automatically provides the audio alternative items.
- 6.14.2 Visual alternative items are assigned to a student in the platform prior to the test. Visual alternative items simplify or enlarge images, where identified as necessary, including text within images, for easier viewing. The platform automatically provides visually accessible items.
- 6.14.3 Colour themes are assigned to a student in the platform prior to the test. Different colour themes are available in the platform for students who normally access their classroom assessments copied onto coloured paper or used with colour overlays. The available themes are:
- black text with white background (this theme can be inverted by system settings for white text with black background; it may be necessary to use an unsecured browser – see section 6.9.6, Colour contrast modification)
  - black text with blue background
  - black text with lilac background
  - black text with green background
  - black text with yellow background.

### 6.15 Temporary injuries

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

## 7. PREPARING STUDENTS FOR THE TEST

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

### 7.1 Practice for the NAPLAN writing test

- 7.1.1 It is appropriate for students to gain experience in producing writing scripts on the same type of device they will be using for NAPLAN, (this includes external keyboards for tablets) under timed test conditions using practice topics.
- 7.1.2 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, conventions of language and numeracy tests before they take the tests. Students should understand that they must complete the tests without communicating with other students and without teacher assistance (except where adjustments for students with disability are deemed necessary).

## 7.3 Familiarisation with online NAPLAN tests

- 7.3.1 Principals must ensure all students are familiar with the functionality of the NAPLAN online tests and range of item types in each domain. Principals can use the “NAPLAN Online public demonstration site” for this purpose or equivalent method as advised by the TAA. Guidance on how to understand branching messages and how to assist students in managing test times are available in the *NAPLAN test administration handbook for teachers - online*. Demonstration tests will be available to low-bandwidth schools for download.
- 7.3.2 Host principals are also responsible for ensuring that visiting students are familiar with the NAPLAN platform prior to taking the tests (see section 5.8.2 on hosted and visiting students).

# 8. ADMINISTERING THE TESTS

## 8.1 Responsibilities of test administration authorities (TAAs)

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

## 8.2 Responsibilities of principals

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

## 8.3 Students registered for non-school-based locations

- 8.3.1 Arrangements for the administration of the tests for students who do not normally attend a regular school location will vary in accordance with the legislation, regulations and policies in each of the states and territories. These protocols do not override existing state and territory requirements, and may not reflect or apply to all situations.
- 8.3.2 In accordance with jurisdiction-specific legislation or policy, TAAs must ensure that students registered for non-school-based education are able to participate in the tests. Where participation in the tests can only occur in non-school locations, TAAs must ensure that measures are in place to assure the security of the tests. Where this is not possible, students cannot sit the test online.

- 8.3.3 Schools with students registered in non-school-based locations who are unable to attend a centralised testing location or local school to complete NAPLAN should contact their TAA to arrange alternative access. Schools are not to add student/s to the platform if the student/s is unable to attend a centralised testing location or school to complete NAPLAN. Schools must contact their TAA concerning the enrolment of these students.

#### 8.4 Test durations

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

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

#### 8.5 Test sequence by domain

- 8.5.1 Tests will not be available before the start of the NAPLAN test window. The NAPLAN test window starts on Tuesday 10 May 2022 and finishes on Friday 20 May 2022. The test security period extends for 2 weeks past the end of the test window and finishes on Friday 3 June 2022.

- 8.5.2 Domains other than writing must be tested in the following sequence:

Reading → Conventions of language → Numeracy (**R-CoL-N**)

##### Writing:

- All year 3 students sit the writing test on day 1. It is recommended year 3 writing tests be completed by all classes at the same time in the morning.
- Year 5 students sit the writing test on day 1, with day 2 only used where there are technical/logistical limitations.
- Year 7 and 9 students sit the writing test on day 2, with day 3 only used where there are technical/logistical limitations.
- Year 7 and 9 students can sit domains other than writing on day 1, following the test sequence above.

Catch-up sessions are test sessions made available for students who were identified by the school they are enrolled in as absent for their scheduled NAPLAN test (see section 5.4). Catch-up sessions for whole classes should follow the usual test sequence. Individual catch-up tests should, if possible, also follow the test sequence. They are not available for students who have already logged into a session and started a test nor to visiting students attending a host school.

			Year 3	Year 5	Years 7 & 9
NAPLAN Testing Window	Week One	Monday 9 May	Preparation day - NO tests permitted		
		Tuesday 10 May Day 1	Writing (Paper) R	Writing R	No Writing R-CoL-N
		Wednesday 11 May Day 2	R-CoL-N  Catch-up tests	Writing R-CoL-N  Catch-up tests	Writing R-CoL-N  Catch-up tests
		Thursday 12 May Day 3	R-CoL-N  Catch-up tests	R-CoL-N  Catch-up tests	Writing R-CoL-N  Catch-up tests
		Friday 13 May Day 4	R-CoL-N  Catch-up tests (Year 3 writing catch-up tests must be completed by this day)	R-CoL-N  Catch-up tests	R-CoL-N  Catch-up tests
	Week Two	Monday 16 May Day 5	Follow test sequence Reading → Conventions of language → Numeracy (R-CoL-N)  Catch-up tests permitted		
		Tuesday 17 May Day 6			
		Wednesday 18 May Day 7			
		Thursday 19 May Day 8			
		Friday 20 May Day 9			
Test Security Period	Week Three	Monday 23 May – Friday 27 May	These two weeks may ONLY be used for testing with written permission from the relevant TAA.  Test security to be maintained by all schools to 3 June 2022.		
	Week Four	Monday 30 May – Friday 3 June			

8.5.3 NAPLAN test materials must remain secure from the time they are delivered to the school, generated or made accessible via the platform, to the end of the test security period. Test materials are defined in section 11. Refer to *NAPLAN national protocols for test administration – alternative format (paper)* for maintaining security of alternative format (paper) tests.

## 8.6 Scheduling

8.6.1 Schools must schedule tests so that they are undertaken during the NAPLAN test window. Schools must follow the test sequence (see section 8.5.)

- Tests must be scheduled as soon as possible within the test window, prioritising scheduling in week one over week two and the morning over the afternoon.

- 8.6.2 Only schools with compelling reasons may be given permission by TAAs to schedule tests outside the NAPLAN test window, into the test security period. Schools need to contact and receive approval from their TAA prior to the nine-day test window. The reason must be of a serious order and beyond the school or school system's control; for example, where a local public holiday occurs during the testing period or where there are major technology issues/limitations. It must not include activities scheduled ahead of time, such as school excursions, camps or carnivals. It is only available to classes or groups, not individual students.
- 8.6.3 Where possible, each of the tests must be completed in a single, uninterrupted session. Tests may be paused and resumed in the case of rest breaks as disability adjustments or test disruptions (see definition section 11). See section 8.11 for information on managing test disruptions.
- 8.6.4 Where there is more than one test scheduled for the same students for any day, the order in the schedule in section 8.5 must be adhered to, with the exception of students sitting tests in catch-up sessions (see section 5.4 and definition in section 11). A minimum of 20 minutes break time for students must be provided between each test session.
- 8.6.5 Year 3 writing catch-up sessions must be completed by Friday 13 May.

## 8.7 Rescheduling

- 8.7.1 Test sessions must be rescheduled as soon as possible within the online NAPLAN nine-day test window if students or classes experience test disruptions and test sessions cannot be started or completed (see definition section 11).
- 8.7.2 Where test disruptions are likely to impact the ability for schools to successfully complete NAPLAN within the NAPLAN test window, principals must contact the TAA immediately (see section 8.11).
- 8.7.3 Schools that reschedule sessions due to technical disruptions should notify their TAA as soon as possible.
- 8.7.4 Rescheduled tests must occur as soon as possible within the 9-day test window, except for writing (see sections 8.5, 8.7.5).
- 8.7.5 Writing
- Rescheduled writing tests take precedence over scheduled, rescheduled or catch-up testing for other domains.
  - If writing tests must be rescheduled after day 1 (Year 3), day 2 (Year 5) or day 3 (Years 7 & 9), the schools must notify the TAA as soon as possible.

## 8.8 Preparation for test administration

- 8.8.1 Responsibilities of the principal
- The principal must determine, and appoint if required, relevant persons to act as NAPLAN coordinators and test administrators.
  - The principal must ensure that NAPLAN coordinators and test administrators, including those using the low-bandwidth solution, have sufficient training to complete their tasks within the platform's dashboards.
  - The principal must ensure that test administrators are aware of the disability adjustments that students may need to access and any arrangements that must be in place for additional support.



- The principal must ensure NAPLAN coordinators and test administrators are provided with the relevant *NAPLAN test administration handbook for teachers – online* and all assessment materials, and are familiar with the requirements of the role, including implementation of disability adjustments for relevant students.
- The principal must ensure that technical readiness tests are run on all devices used for NAPLAN and that all devices meet the minimum technical specifications for delivering NAPLAN online, including devices under a bring your own device (BYOD) policy.
- The principal must ensure that once the locked-down browser (LDB) has been installed, students or the school’s IT support person must log into and test the locked-down browser before sitting any NAPLAN test.
- The principal must ensure that test scheduling for NAPLAN complies with the requirements of the protocols (including section 8.5).
- The principal must ensure the school community is aware of the school’s planned testing schedule in advance of the test window, including opportunities for catch-up sessions. School schedules may be subject to prior approval by the TAA.
- The principal must ensure NAPLAN coordinators and test administrators are provided with a copy of the code of conduct (see section 2).
- With any other readiness activities, the principal must follow advice from the TAA.

8.8.2 The principal must ensure that:

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

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

## 8.9 Administering the tests – appropriate behaviours

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

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

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

- viewing test materials before the test session and using this knowledge to prepare students
- accessing an unsecured browser without approval, or without adequate supervision
- explaining, paraphrasing or interpreting questions (including translating questions into another language or dialect)
- giving verbal or physical hints to students about the accuracy of their responses
- reminding students about related work completed in class

- providing extra time for students to complete a test unless authorised by the protocols (see section 6.12)
  - informing individual students or groups of students undertaking the test in a catch-up session of test content
  - changing student responses during or after the test
  - knowingly allowing students to engage in behaviour amounting to cheating
  - signing on as a student
  - deliberately allowing a student to knowingly log into a test attempt using another student's code with the intent to deceive.
- 8.9.4 Student cheating is not, in itself, considered a breach of these protocols, but may reflect a breach by test administrators. In the case of students, an advantage would generally be observed in their individual result. Acts of academic misconduct by students during the tests, such as cheating, are to be dealt with through schools' existing procedures. Cheating may include intentionally:
- taking unauthorised equipment or prohibited information into the test room
  - communicating with any person other than an administrator during the test introduction time, planning time or during the test. This includes communicating with any person outside of the test room via internet or texting
  - accessing the internet, information stored on their device, or functionality of their device by disabling the locked-down browser without permission
  - accessing the internet, information stored on their device, or functionality of their device without permission if using an unsecured browser
  - copying another student's work.
- 8.9.5 Where a student is found to have cheated, or is reasonably suspected of having done so, the TAA must be contacted as soon as possible.
- 8.9.6 During the tests, students should be seated so they are not able to read work on other students' screens. If students take the tests in their classroom, the test administrator must be present at all times. If students are seated with a larger group (e.g. in a hall), the student – test administrator ratio must be comparable to that of a regular classroom.
- 8.9.7 It is expected that test administrators will actively supervise students at all times, including walking around the room, to ensure that test conditions are maintained.
- 8.9.8 Test administrators are responsible for ensuring that only permitted items are taken into the test area. This involves taking reasonable steps to ensure the security of the testing environment is maintained by students not bringing in cameras and mobile internet or bluetooth-enabled devices.
- 8.9.9 The following items are NOT permitted in the test area under any circumstances:
- mobile phones (test administrators must ensure that students are notified that mobile phones are not permitted)
  - electronic devices (other than the device for testing) that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries, scanning pens and computerised watches
  - dictionary
  - rulers
  - calculators (other than those approved for students with disability).

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

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

8.9.11 Reading aloud to students

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

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

### 8.10 Instructions by test administrators

- 8.10.1 Test instructions must be delivered exactly as documented in the *NAPLAN test administration handbook for teachers – online*. Instructions outside those specified in the handbook should be minimal. Typically, these other instructions may be to:
- remind students of elapsed time
  - maintain test conditions for all students
  - remind students to check that they have completed all questions.
- 8.10.2 Under no circumstances is it appropriate to prompt students to record or change any response.

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

- 8.11.1 All students must be allocated the standard time set for each test, unless they are granted extra time in accordance with the protocols (see sections 6.10, 6.12 and 8.4).
- 8.11.2 Variations from the allocated time may be permitted only in cases where students have been granted extra time as a disability adjustment prior to the tests. Granting of extra time as a disability adjustment must be recorded in the platform by adding the appropriate DAC to the student's profile prior to the relevant test(s).
- 8.11.3 If a test session cannot be commenced or completed due to a test disruption, schools should follow rescheduling instructions (see section 8.7).
- 8.11.4 Schools 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
  - rescheduled test sessions due to test disruptions cannot be scheduled within the online test window.
- 8.11.5 If a student commences any test and, due to illness (i.e. a medical or social/emotional condition) or injury, is unable to finish the test during the official test session, the TAA must be contacted. If the TAA sanctions the reason for the student abandoning the test, the test attempt must be flagged as abandoned in the platform. For students using alternative format tests (paper and/or disability adjustments), the test book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book / attempt must be submitted / finalised and will be marked. See section 5.5.4.
- 8.11.6 If a student commences any test and is unable to finish the test due to test disruptions, and is absent for any rescheduled test opportunities, the TAA must be contacted. If the TAA sanctions the reason for the student's test being considered 'abandoned', the test attempt must be flagged as abandoned in the platform. If the TAA does not sanction the reason for the student abandoning the test, the test attempt must be finalised and will be marked.
- 8.11.7 Where student behaviour during the tests is disruptive to the point where it might impact on one or more students' results, the assessment environment should be appropriately managed. Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately or be deemed to have finished the test.

## 8.12 Collection of test materials and post-test procedures

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

## 9. MARKING

### 9.1 Responsibilities of ACARA

- 9.1.1 ACARA is responsible for the quality assurance procedures for marking.
- 9.1.2 A common set of quality assurance procedures and processes to ensure comparable marking standards across the country has been set at the national level.
- 9.1.3 The procedures include:
- a common set of marking criteria for the writing test
  - common training procedures and materials for the writing test, including common marker manuals, training materials, and training of lead markers from each TAA
  - agreed common minimum procedures for quality assurance that will apply across all TAAs.

## 9.2 Responsibilities of test administration authorities (TAAs)

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

## 10. BREACHES OF TEST PROTOCOLS

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

### 10.1 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 *NAPLAN 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 occurs that compromises the security or integrity of NAPLAN testing, including behaviours listed as ‘inappropriate’, should be considered as a possible breach of protocol and reported accordingly for investigation.
- 10.3.2 States and territories may be liable for additional costs of printing, distribution and marking associated with test incidents.

### 10.4 Breaches of security for the writing test

- 10.4.1 While it is important that the security of all NAPLAN tests is maintained, the content of the writing test is particularly sensitive. Any publication of the content of the writing test poses a significant validity and fairness issue. The writing prompts must be kept secure until the end of the test security period.
- 10.4.2 If the writing topic is known to students in advance, and they have had opportunity to practise their writing, this exposure provides a significant advantage to students and will compromise the test data.
- 10.4.3 Any alleged breaches of writing test content must be immediately reported to ACARA. ACARA will have an action plan to deal with such incidents.

### 10.5 Consequences of substantiated incidents

- 10.5.1 Any substantiated breach of protocol that is deemed to have affected the validity of any test data may result in a TAA or ACARA withholding these data.
- 10.5.2 The responsible entity for each school, be it the TAA, education department or the school authority / school owners / school boards, is directly responsible for any disciplinary action in schools within their jurisdiction that follows from inappropriate behaviour by school staff or students in relation to security of test material and/or 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 were not able to complete the test in a catch-up session.
Alternative format tests	A test provided in a format outside the online national assessment platform, either as a paper test (e.g. Year 3 writing tests) or as a disability adjustment (e.g. Braille tests).  All alternative format tests, apart from Year 3 writing tests, require approval from the relevant TAA in line with these protocols.
Alternative format (paper) tests	Alternative format (paper) tests are provided for the Year 3 writing test, and for all domains for schools with a TAA-approved alternative curriculum, where technology is not introduced until Year 5 or above.
Alternative format (disability adjustment) tests	Alternative format (disability adjustment) tests refer to hard copy braille, large print, black and white tests and electronic PDF tests.
Alternative item (audio)	Test items that have been modified for students with hearing impairments. Most alternative items test the same skills or understandings at approximately the same difficulty level as the main item. When the skill or understanding being assessed is not able to be demonstrated by a student with a hearing impairment, such as a spelling item that depends on listening to an audio file, the alternative item will test a different skill or understanding (such as proofreading) at approximately the same difficulty level.

Alternative item (visual)	Test items that have been modified for students with visual impairments. Most alternative items test the same skills or understandings at approximately the same difficulty level as the main item. When the skill or understanding being assessed is not able to be demonstrated by a student with a visual impairment, such as a reading item that draws on viewing skills, the alternative item will test a different skill or understanding at approximately the same difficulty level.
Breach of protocol	Any breach of the <i>NAPLAN national protocols for test administration – online</i> that may relate to test security, cheating, or any other breach.
Breach of security	Any breach of the <i>NAPLAN national protocols for test administration – online</i> that bears upon the security of the test materials prior to and during the test security period.
Catch-up session	Test sessions made available for students who were identified by the school they are enrolled in as absent for their scheduled NAPLAN test (see section 5.4). Catch-up sessions are not available for students who have already logged into a session and started a test (see 'Reschedule') nor to visiting students attending a host school (see section 5.8.1).
Cheating	Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.
Disability adjustments	Adjustments intended to allow students with disability to participate in and access the tests on an equivalent basis to students without disability, while upholding the integrity of the testing process. See section 6 for disability adjustments permitted in the tests.
Exempt	Students may be exempt from one or more of the tests (i.e. writing, reading, conventions of language, numeracy) on the grounds of English language proficiency or disability (see section 5.2.1).
Low-bandwidth solutions	Test delivery software suitable for schools operating in low-bandwidth environments. The low-bandwidth solutions allow schools with inadequate or intermittent bandwidth to participate in NAPLAN testing online.
NAPLAN coordinator	School staff member who has been delegated by the principal to manage aspects of NAPLAN test administration. Each NAPLAN coordinator requires their own login details for the platform and cannot use login details of another NAPLAN coordinator or the principal (where schools have more than one NAPLAN coordinator).
NAPLAN support person	A NAPLAN support person enables students with disability to access the test by clicking on the answers indicated by the student, or typing short responses or answers dictated by the student for the reading, conventions of language and numeracy tests. A NAPLAN support person is not used for the writing test. A NAPLAN support person may read aloud only those elements of the test that can be read to all students (see section 8.9.11). A NAPLAN support person may be either a teacher or an official support person engaged by the school (not a parent/carer of the student or another student in their child's class). The role of NAPLAN support person is distinct and separate from the role of test administrator (see below definition). More information on the use of a NAPLAN support person can be found at section 6.11.
Platform	The online national assessment platform provides the online delivery of NAPLAN and other NAP assessment events. Schools may access the platform via test player applications.
Principal's role	The principal is accountable for NAPLAN administration at their school. If the principal is on extended leave and not able to sign into the platform, the principal's delegate must contact their TAA to have the principal's account transferred to an appropriate delegate. The principal's delegate must not use the login details received for the principal to sign into the platform on behalf of the principal. The TAA will send the principal's delegate their own account details to perform the principal's role.
Released NAPLAN test materials	NAPLAN test materials that have been released for non-commercial educational use. NAPLAN materials will be released in a secure manner after the end of the test security period. See sections 4.3.12 and 4.3.13.
Remote and Replay	See 'Test player applications'.
Reschedule	Test sessions are rescheduled when a student's or a class's test session could not be started or resumed due to a test disruption (see definition and section 8.7).



Responsible entity	An entity that has authority in relation to any particular school or school system to receive and assess initial reports of possible breaches of the protocols (e.g. school board, system authority, government department, depending on school type). See <i>NAPLAN guidelines for managing test incidents in schools</i> ( <a href="http://www.nap.edu.au">www.nap.edu.au</a> ) for more information.
Sanctioned abandonment	Refers to an abandoned test attempt that has been sanctioned and verified by the TAA. It applies only to a student who has started a test but who abandons the test due to illness (i.e. a medical or social/emotional condition) or injury; and/or a student who cannot complete a rescheduled test following a postponement due to a technical disruption (see 'Test disruption' and section 8.7) during the test window.
Scribe	A person who assists a student with disability during the writing test. All other one-on-one support granted as adjustments is covered under the term 'NAPLAN support person'. Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice. More details on the processes a scribe must follow can be found in section 6.8.
Test administration authority (TAA)	An education department or NAPLAN test authority in each state or territory, which has a responsibility for administration of the tests in their jurisdiction. TAAs are listed in section 12.
Test administrator	A teacher, school staff member and/or school support staff involved in delivering (administering) the NAPLAN tests to students. Test administrators are not permitted to assist students by typing answers or clicking on answers for them. For information on adjustments available for students with disability who require assistance in order to access the tests, refer to section 6 Adjustments for students with disability.
Test attempt	A test sat by a student for one domain.
Test disruption	An unexpected disturbance that interrupts a test such as a fire alarm, electricity outage, technical issue, toilet break. Technical issues are related to the use of technology and might include technical failures. Test disruptions may impact one or more students.
Test materials	For the purposes of these protocols, test materials are all materials that must be kept secure throughout the test security period. These include any user login details, grid cards, Remote key (low-bandwidth schools only), student session codes, test session codes and all versions of the tests including all alternative format tests. Note that Remote devices (low-bandwidth schools only) are to be secured as soon as the test materials are downloaded on the device.
Test player applications	Applications ('apps') are required for students to access NAPLAN online. <ul style="list-style-type: none"> <li>• Schools accessing the tests online are required to install the NAP locked-down browser on student devices.</li> <li>• Schools using the low-bandwidth solution are required to install the Remote application on test administrator devices and the Replay application on student devices.</li> <li>• Schools using the single device solution install Remote and an alternative version of Replay on the same device.</li> </ul>
Test security period	The period during which the NAPLAN tests remain secure. The test security period starts as soon as secure test materials are received by, or released to, a school, and continues for 2 weeks following the official test window for NAPLAN. (Refer to table in section 8.5.)
Test session	A test session created by a test administrator composed of test attempt(s). This may include students from different year levels and/or students doing tests in different domains.
Test window	The test window encompasses the official days of test administration. (Refer to table in section 8.5.)
Withdrawn	Students may be withdrawn from the testing program by their parent/carer on the basis of issues such as religious beliefs and philosophical objections to testing.

## 12. TEST ADMINISTRATION AUTHORITY CONTACT DETAILS

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

### ACT

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

### SA

NAPLAN team  
Education Assessments and Collections  
31 Flinders Street  
Adelaide SA 5000  
Tel.: 1800 316 777  
Web: [www.education.sa.gov.au](http://www.education.sa.gov.au)

### NSW

NAPLAN Team  
NSW Education Standards Authority  
117 Clarence Street  
Sydney NSW 2000  
Tel.: 1300 119 556 / +61 9367 8382  
Email: [naplan.nsw@nesa.nsw.edu.au](mailto:naplan.nsw@nesa.nsw.edu.au)  
Web: [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au)

### Tas.

Director  
Education Performance and Review  
Department of Education  
GPO Box 169  
Hobart TAS 7001  
Tel.: (03) 6165 5914  
Email: [naplan@education.tas.gov.au](mailto:naplan@education.tas.gov.au)

### NT

Senior Manager National and Systemic  
Assessment  
Quality Teaching and Learning  
Department of Education  
GPO Box 4821  
Darwin NT 0801  
Tel.: (08) 8944 9245  
Email: [naplan@education.nt.gov.au](mailto:naplan@education.nt.gov.au)  
Web: [www.education.nt.gov.au](http://www.education.nt.gov.au)

### Vic.

Manager, Assessment Programs  
Victorian Curriculum and Assessment  
Authority  
Assessment Programs Unit  
Level 7, 2 Lonsdale Street  
Melbourne VIC 3000  
Tel.: 1800 648 637  
Email: [vcaa.naplan.help@education.vic.gov.au](mailto:vcaa.naplan.help@education.vic.gov.au)  
Web: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### Qld

NAPLAN Team  
Queensland Curriculum and Assessment  
Authority  
PO Box 307  
Spring Hill QLD 4004  
Tel.: (07) 3864 0396  
Email: [NAPLAN@qcaa.qld.edu.au](mailto:NAPLAN@qcaa.qld.edu.au)  
Web: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

### WA

Manager, K–10 Testing  
School Curriculum and Standards Authority  
PO Box 816  
Cannington WA 6987  
Tel.: (08) 9442 9442  
Email: [naplanonline@scsa.wa.edu.au](mailto:naplanonline@scsa.wa.edu.au)  
Web: [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

ACARA can be contacted for general enquiries about the NAPLAN program, by submitting an online inquiry: [www.acara.edu.au/online-enquiry](http://www.acara.edu.au/online-enquiry)

### ACARA

Level 13, Tower B, Centennial Plaza  
280 Elizabeth Street, Sydney NSW 2000  
Web: [www.nap.edu.au](http://www.nap.edu.au)

## **PART B: Implementation of NAPLAN Online in Victoria**

### **INTRODUCTION**

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

From 2018, NAPLAN started transitioning from a paper-based test to an online assessment (i.e., students complete the tests utilising a computer or tablet). Your school will be completing the NAPLAN tests online in 2022.

Following is detailed information relating to practices and procedures for the implementation of NAPLAN Online in Victoria. It is provided to enable principals and NAPLAN coordinators to prepare for the administration of the 2022 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 *NAPLAN Online test administration handbook for teachers*. Appropriate technical guides and quick reference materials will also be provided to schools.

The VCAA will communicate regularly with schools prior to the tests and other important information about NAPLAN 2022 can be found on the VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

### **NAPLAN COLLECTION NOTICE AND PRIVACY POLICY**

#### **What is NAPLAN?**

The National Assessment Program – Literacy and Numeracy (**NAPLAN**) is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. The assessments are undertaken every year in May. NAPLAN is run at the direction of the Education Council.

The Australian Curriculum, Assessment and Reporting Authority (**ACARA**) is the independent statutory authority responsible for the overall management of the Australian National Assessment Program, in collaboration with representatives from all states and territories and non-government school sectors.

#### **The VCAA**

The Victorian Curriculum and Assessment Authority (**VCAA**) is a statutory authority continued under the *Education and Training Reform Act 2006* (Vic). The VCAA is responsible for curriculum, assessment and reporting in year levels Foundation to 12 for all Victorian school students. The VCAA is also the Test Administration Authority responsible for the administration and delivery of NAPLAN in Victoria.

Personal information about children and their parents/guardians is collected by the VCAA for the purposes of administering and delivering NAPLAN. This notice describes what personal information the VCAA collects, how the VCAA uses that information and to whom the information is disclosed.

### Collection of information

The VCAA collects personal information within the meaning of the *Privacy and Data Protection Act 2014* (Vic) (**PDP Act**) about all Victorian school students who sit NAPLAN in years 3, 5, 7 and 9. The VCAA collects this information from schools. The VCAA may also collect personal and health information within the meaning of the *Health Records Act 2001* (Vic), for example, when a student applies for disability adjustments to undertake NAPLAN testing.

The VCAA collects personal information about students each time they sit NAPLAN tests. This includes student's name, school, year level, Victorian Student Number (VSN), gender, date of birth, country of birth, language background, Aboriginal and Torres Strait Islander (ATSI) status, parental occupation and parental education. The VCAA also collects student NAPLAN test responses for the **primary purpose** of assessing and reporting on student learning against the national minimum standards. This helps to improve learning outcomes. NAPLAN test responses may be reported to a student's past and current school, or any future school they attend. The test responses may also be reported across school sectors (e.g. Government and Non-Government) and to other Government agencies and statutory bodies, in order to improve learning outcomes for a particular student.

### Use and disclosure of information

The personal information collected by the VCAA will be used by VCAA employees and disclosed to and used by VCAA contractors for and in connection with the abovementioned purposes, and for analysis and research associated with the VCAA's statutory functions.

If personal information is not provided, student test responses cannot be assessed and reported for the purposes set out above.

The VCAA discloses personal information as set out below:

- NAPLAN test results are given to the student's parent/guardian;
- Student name, date of birth, gender, language background, ATSI status and NAPLAN test results will be given to the student's past and current school, as well as any future school they attend. This data may also be given to different school sectors (e.g. Government and Non-Government).

The VCAA discloses de-identified and aggregated data:

- to another State of Australia or the Commonwealth Government upon request or to comply with reporting requirements;
- on request from the Victorian Registration and Qualification Authority (**VRQA**) in relation to the VRQA's statutory functions, including the registration of schools and training organisations; and
- third party researchers, for the purposes of analysis and research related to education, health and other policy issues. Personal information will only be provided to researchers where they have written consent from parents or students for the VCAA to disclose that personal information.

The following information is disclosed to ACARA for national reporting and education policy purposes and to Educational Services Australia Limited (ESA), a national not-for-profit company owned by all Australian education ministers, for the administration of NAPLAN Online:

- VCAA Student identifier
- Gender
- Date of birth
- Country of birth
- Language background
- ATSI status
- Parent/guardian occupation and education
- Parent languages
- Test responses
- Year level and classes
- School

Personal information (first name, surname, DOB, gender) as well as NAPLAN results and a range of 'background information' (gender, ATSI status, language background, school parent/guardian occupation and education) are provided to education sector authorities (e.g. Victorian Department of Education and Training, Catholic Education Commission Victoria, and Independent Schools Victoria).

Personal information collected for the abovementioned purposes will not otherwise be used or disclosed by the VCAA, except with the prior consent of the student (or student's parent or guardian where applicable) and in accordance with the PDP Act, or if the VCAA is required or otherwise permitted by law to do so.

#### **Access and correction**

An individual may request access to personal information, if any, the VCAA holds about them, and request its correction if inaccurate. Contact the VCAA NAPLAN helpdesk on 1800 648 637 or [vcaa.naplan.help@education.vic.gov.au](mailto:vcaa.naplan.help@education.vic.gov.au).

#### **Further information**

Further information about NAPLAN is available on the VCAA's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

The VCAA Privacy Policy can be found at <https://www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx>.

Information about ACARA's collection, use and disclosure of personal information about NAPLAN is available on the ACARA website: <https://www.acara.edu.au/contact-us/privacy#PartC>.

ESA's Online National Assessment Platform (Assessment Platform) Privacy Policy is available at: <https://www.assessform.edu.au/Public/Legals/PrivacyPolicy.aspx>.

## OVERVIEW OF NAPLAN ONLINE

NAPLAN Online builds upon the paper test design, with many elements remaining unchanged. Key aspects of the online tests include:

- The NAPLAN Online test window is longer than the paper-based test window. NAPLAN Online tests will be conducted from **10 to 20 May 2022**.
- The same domains (writing, reading, conventions of language and numeracy) are being tested.
- In 2022, all online Year 3 students will continue to complete the Year 3 writing test using paper tests.
- To ensure online schools are able to complete NAPLAN tests within the nine day testing window, testing for Year 7 and Year 9 students can commence on day one with reading test.
- Using the Test Administration website, schools will need to complete the Technical Readiness Check and the Scheduling Tool (see page 42).
- The NAPLAN Online tests will be conducted via the Online National Assessment Platform (the 'platform') (see page 46).
- It is via this platform that the test will be administered, test participation recorded and student details updated.
- To use the platform, principals and NAPLAN coordinators will need their username, password and a 'grid card'. Grid cards need to be handled with the same level of security as test papers and be kept in double locked storage when not in use.
- In 2022, schools will still undertake some activities (for example, completing the Statement of Compliance, exemption, withdrawal, assistive technology and scribe forms) using the current Test Administration website.
- Students will access the test via a locked down browser (LDB) that will need to be installed on all devices being utilised for testing. This LDB prevents students from accessing the internet and other applications during testing, and also disables functionality such as spell and grammar check.
- Students will require headphones for the conventions of language test. Headphones can also optionally be used for the numeracy and writing tests.
- Prior to the tests, schools will need to ensure that students are familiar with NAPLAN Online item types (see page 47).
- Schools will receive full colour printed individual student results. All results will be on the same reporting scale and directly comparable to current and past paper NAPLAN results.

## THE 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. NAPLAN Online schools will be required to utilise the Test Administration website for some functions. Other functions will be completed via the platform.

The Test Administration 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, including the NAPLAN coordinator and technical support officer
- reviewing school contact and address details
- uploading student registration data (for independent schools only)
- Technical Readiness Check
- Test Schedule
- ordering alternative test formats, including braille and large print (see page 51).

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 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 (if required)
- requesting the use of a scribe and assistive technology (if required)

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 **Friday 20 May 2022**.

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 VCAA NAPLAN helpdesk if they require any assistance with this process. Please see *Appendix 2: 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 - NAPLAN Online* (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 18 February 2022**.

## NAPLAN COORDINATOR

It is recommended that principals nominate a NAPLAN coordinator to lead the setup, planning and administration of the NAPLAN Online tests. NAPLAN coordinators must ensure that all procedures outlined in this handbook and the *NAPLAN Online test administration handbook for teachers* are adhered to. In addition, NAPLAN coordinators will receive a *NAPLAN coordinators guide*, which provides detailed information on how to prepare for and administer the tests, as well as how to use the National Assessment Platform. 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 18 February 2022**. This will provide the VCAA with a liaison person who can be contacted regarding specific follow-ups and queries.

Schools will have the opportunity for staff allocated to coordinate NAPLAN to complete or revisit refresher training. To make access easier, the VCAA is providing training from **February 2022** in a new online format which can be accessed any time it suits the staff. NAPLAN coordinators nominated via the Test Administration website will receive direct access to the NAPLAN coordinator refresher training course for 2022.

Note: for those who are new to the NAPLAN coordinator role, training is required to ensure that the online tests are effectively and efficiently delivered.

Access to the online training courses will be provided in early Term 1 2022.

## TECHNICAL SUPPORT OFFICER

It is recommended that principals nominate a technical support officer to lead the technical aspects of the setup and planning of the NAPLAN Online tests, including the completion of the Technical Readiness Check and installation of the LDB on all devices to be used for testing.

The VCAA requests that the school provide the name and email address of the school's NAPLAN technical support officer via the NAPLAN Test Administration website by **Friday 18 February 2022**. This will provide the VCAA with a liaison person who can be contacted regarding specific technical updates and follow-ups. A short online training course is available for nominated technical support officers. The VCAA will provide nominated staff with direct access to the course.

## AUTHORISED STAFF

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

Principals must authorise at least one, and a maximum of five, staff members to receive the test materials. 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 41) by **Friday 18 February 2022**.



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 Online tests.

Note: the delivery of materials to enable login to the platform (for example, grid cards) will be mailed via Australia Post and addressed to the principal.

## PLANNING FOR THE TESTS

### Technical Readiness Check (TRC)

For each online test session, every student and the test administrator will require a suitable device. In addition, there needs to be a suitable amount of internet bandwidth available to support each student.

The TRC is available to confirm that schools have the required number of devices, local network connectivity and internet bandwidth to administer NAPLAN Online. It is recommended that the TRC is completed by the technical support officer in conjunction with the NAPLAN coordinator.

This TRC allows the entry of information regarding devices and network capacity and will indicate technical capacity to administer the tests and assist with developing a school test schedule.

Minimum technical requirements for NAPLAN Online devices and required bandwidth during test sessions are available at <http://nap.edu.au/online-assessment/naplan-online/technical-requirements>.

The TRC needs to be completed via the NAPLAN Test Administration website by **Friday 25 February 2022**.

Instructions on how to use the TRC are provided on the Test Administration website.

### Scheduling test sessions

Following the completion of the TRC, schools are required to provide the VCAA with a schedule for the NAPLAN tests on the Test Administration website.

This schedule will be useful in assisting schools to plan ahead and determine what is required for delivering NAPLAN Online (for example, room set up, the number of devices required).

The schedule will need to adhere to the test sequence and timeframe outlined in part A, section 8.4 (page 25) of this handbook. Key considerations for administering the tests are:

- The order of test administration: writing, reading, conventions of language and numeracy.
- Year 3 students will complete their writing test on paper on **Tuesday 10 May 2022**. Year 5 students must complete their writing test on Day 1 of the test window, **Tuesday 10 May 2022** with Day 2 only used where there are technical limitations. Years 7 and 9 students must complete the writing test on Day 2 of the test window **Wednesday 11 May 2022** with Day 3 only used where there are technical limitations.
- To ensure online schools are able to complete NAPLAN tests within the nine day testing window, testing for Year 7 and Year 9 students can commence on day one with the reading test. Schools with Year 7 and Year 9 students are still required to complete the domains in the following order: reading, conventions of language, and then numeracy with the requirement to commence the writing test on day two.
- Year 3 students must sit the writing test on **Tuesday 10 May 2022**, excluding any individual catch-ups, which must be completed by **Friday 13 May 2022** (see page 45 for further details).

As part of determining the test schedule, principals need to give consideration to the number of catch-up sessions they will provide for students who miss scheduled test days. Schools are encouraged to use the test window to maximise participation.

When developing the test schedule, schools should allow for additional student devices to be available but not allocated to students for each test session. It is recommended that there are no fewer than three machines available as contingency.

This schedule can be updated at any time. However, an initial schedule is required to be submitted by **Friday 25 February 2022**. If the school is unable to schedule all their students within the test window and meet the requirements for the writing test, the school must contact the VCAA NAPLAN helpdesk as soon as possible for advice.

Schools are required to ensure their final intended test schedule is entered into the Test Administration website by **Friday 29 April 2022**.

The schedule can also be printed or exported from the Test Administration website.

During the test window, schools can alter the timing of sessions or add additional sessions as required.

Instructions on how to use the scheduling tool are provided on the Test Administration website.

### **Year 3 writing**

The Education Council, comprising state, territory and commonwealth education ministers, has agreed that in 2022, all states and territories will continue to conduct Year 3 writing using paper, including those completing NAPLAN tests online.

For schools with Year 3 students, this means that they will receive a test package with Year 3 writing test books, delivered from **Thursday 28 April 2022**. Schools should ensure appropriate alternative format tests are ordered for students with disability (see page 51).

Please note that Year 3 students must sit the writing test on **Tuesday 10 May 2022**. Year 3 catch up sessions must be completed by **Friday 13 May 2022**.

Participation for Year 3 students will be marked on the front of the test books and all test books will be collected by courier from 8.30 am **Monday 16 May 2022**, unless otherwise notified by the VCAA.

Further details will be provided in the *NAPLAN Online test administration handbook for teachers*.

## THE ONLINE NATIONAL ASSESSMENT PLATFORM

### General information about the Online National Assessment Platform

The Online National Assessment Platform (the 'platform') enables assessments to be delivered online to students enrolled in all Australian schools.

NAPLAN Online is conducted on the platform and students access the tests via a locked down browser (LDB), which needs to be installed on all of the devices being used by students for testing. The LDB prevents students from accessing other applications during the test.

The platform facilitates schools to complete tasks related to the NAPLAN Online tests. These tasks include:

- adding new students
- editing student details
- entering Disability Adjustment Codes (DAC) to facilitate disability adjustments
- administering the tests
- managing student attendance information
- finalising student test attempts and attendance information
- accessing results information.

From **Monday, 21 February 2022**, principals will receive a grid card package, along with instructions on how to log onto the platform and how to invite NAPLAN coordinators and technical support officers onto the platform.

The platform will be populated with student enrolment information collected by the VCAA.

The VCAA will also provide training for NAPLAN coordinators from **February 2022** (see page 43). This training, alongside the user guides, will cover all that is required to successfully use the platform to administer the NAPLAN tests online.

### Locked down browser (LDB)

In order to prevent students from accessing prohibited tools or browsing the internet, they are required to use a purpose built LDB to access the NAPLAN Online tests in a locked down mode.

When in this locked down mode, students are prevented from switching applications, accessing other software and operating commands such as functions accessed by Ctrl-Alt-Delete. Features such as camera, spell check, screenshot, home and back buttons will be disabled.

Schools are responsible for ensuring that students are using devices that are in this locked down mode.

Where schools have a 'bring your own device' (BYOD) policy, the NAPLAN coordinator and technical support officer will need to decide the most effective means for ensuring the LDB is installed on all student devices. ACARA's policy on the use of BYOD is available at: [nap.edu.au/online-assessment/naplan-online/technical-requirements](https://www.nap.edu.au/online-assessment/naplan-online/technical-requirements)

The LDB needs to be installed prior to practice testing.

A new version of the LDB will need to be installed on all devices that will be used during the 2022 NAPLAN tests.

Further information regarding the LDB will be provided to the school's nominated technical support officer.

### Device check tool

This tool, contained within the LDB, allows a device to be confirmed as ready for use in testing. The device check tool needs to be run prior to practice testing.

Students will require headphones, earphones or earbuds for the conventions of language test, in order to hear the spelling items delivered via audio. Students will also require headphones if they choose to hear the audio player in the numeracy and writing tests; however, this is optional. The device check tool has the functionality to test each device's capacity to play sound.

The tool also provides advice on resolving any outstanding issues. This tool can be run by a school technician or student. Where schools have a BYOD policy the use of the device check tool can be combined with undertaking student familiarisation (see following).

### Student familiarisation

As stated in the *National protocols for test administration* (part A of this handbook, page 4), it is a requirement that students have the opportunity to become familiar with the question types contained in the NAPLAN Online tests.

### NAPLAN Online 2022 practice test window

The NAPLAN Online 2022 practice test window will run from **Monday 21 March to Friday 22 April 2022**.

Students will be able to familiarise themselves with the NAPLAN Online environment by completing practice tests on the platform. The practice test will also provide an opportunity for familiarisation by teachers in using the test administration dashboard and associated functions.

The tests available during the NAPLAN Online practice test window include:

1. A writing test (Years 5, 7, and 9 only) of 42 minutes in duration
2. An omnibus test including questions from the reading, conventions of language and numeracy tests of 45 minutes duration.

NAPLAN coordinators will need to prepare a test schedule, create test sessions codes for the practice tests and print individual student test sessions slips prior to practice test sessions. The LDB is also required to be installed on student devices prior to the commencement of the practice tests.

### Coordinated Practice Test

The Coordinated Practice Test (CPT) is part of the NAPLAN Online practice test window and the same writing and omnibus tests are offered.

The CPT is a one-day event held on **Thursday 24 of March 2022**. The test time is as close to **11:30am AEST** as possible.

Schools are asked to participate in the CPT to assist with testing the NAPLAN Online platform at scale. Where possible, schools should aim to hold practice test sessions with student numbers that are similar to the total number that would be scheduled for the first session of the first day of testing in the NAPLAN Online test window in May. For example, if the maximum number of test sessions that a school will conduct during the test window is three with 25 students each, it is recommended that the CPT reflects this.

All schools participating in the CPT are encouraged to start with the writing test (excluding Year 3), followed by the omnibus test. The writing test may be shortened to 30 minutes duration to accommodate completion of both test sessions at the school's discretion.

If both tests cannot be scheduled for the CPT day, students can be accommodated to sit these tests at another time during the NAPLAN Online practice test window.

If a school cannot participate in the CPT and for those students in the school who do not do the CPT, they can complete the NAPLAN Online practice tests on any other day during the practice test window.

**Please note** that as far as possible, it is important that all students undertake the practice test on the platform so there is a record they have completed familiarisation in accordance with the protocols. Also note that students can only complete each practice test once, either during the CPT or within the practice test window.

Further information regarding practice testing and the CPT will be provided by direct correspondence in February 2022.

### **Public demonstration tests**

If schools have new students or students are away during the practice test window, the ACARA public demonstration site is also available for student familiarisation. The demonstration site can be found at: [www.nap.edu.au/online-assessment/naplanonline/naplan-online-public-demonstration-site](http://www.nap.edu.au/online-assessment/naplanonline/naplan-online-public-demonstration-site).

The public demonstration site is available year-round and consists of a standard test for each test domain in each year level, and tests with adjusted questions that reflect some of the disability adjustments available on the platform.

The demonstration tests can also be accessed via the LDB, once downloaded and installed. If accessed in this way, the demonstration tests can, along with test supervision, simulate a secure online test environment.

### **Dealing with disruptions**

Disruptions can occur during test sessions. These may be general disruptions (for example, fire alarm) or technical disruptions (for example, loss of internet connection). Part A of this handbook provides the online protocols for dealing with test disruptions (see page 31). The test administrator is responsible for dealing with test disruptions as they arise within the test session. However, there may be occasions where the NAPLAN coordinator or principal is required to take steps in response to a test disruption or needs to escalate an issue to the VCAA.

Where interruptions occur, the test supervisor can pause individuals or the entire test session, for resumption once the interruption is addressed.

If the test administrator was unable to pause the test session during a disruption, additional time can be added to extend the session to compensate for time lost.

Where there are technical issues that impact on a minority of the students in the test session, test administrators should not try to resolve the issue. In such cases students should be promptly switched to a backup device that should be present.

If the issue is not able to be resolved immediately, the student(s) may resume their test attempt at a later time. For this to happen, the affected students' test attempt status must be changed to 'postponed'. In these cases the test administrator will need to escalate the issue to the NAPLAN coordinator or principal for action.

Where students have had their test interrupted by technical issues, schools are required to reschedule the session and allow completion of the test by **Friday 20 May 2022**.

In the event of significant disruptions that threaten the ability to complete all scheduled test sessions, the VCAA NAPLAN helpdesk should be contacted as soon as possible. A range of measures are available to ensure all students will complete the NAPLAN tests.

Full information on managing disruptions are provided within the *NAPLAN Online test administration handbook for teachers*, the *NAPLAN Online coordinators guide* and in the online refresher training courses.

## COMMUNICATING WITH PARENTS

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

- a letter sent directly to parents (schools can use or modify the sample letter on page 60 and an electronic version can be found in a word document at: <https://www.vcaa.vic.edu.au/assessment/f-10assessment/naplan/Pages/schools/forms.aspx>)
- as part of a regular school newsletter
- as part of a parent/teacher interview.

Schools should also ensure that the *Information for Parents* brochures are distributed. *Information for Parents* brochures are also available in languages other than English. These can be found at: <https://www.vcaa.vic.edu.au/Pages/prep10/naplan/parents/index.aspx>.

Schools are also required to inform parents of the intended test schedule, including opportunities that will be provided for catch-up sessions for students who are absent on scheduled test days.

## STUDENT PARTICIPATION

As detailed in the Statement of Compliance and National Protocols, it is expected that schools will maximise student participation in the NAPLAN Online 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 9) for information relating to the 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 were absent on test days.

## 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 18 April, after student enrolment is completed.

The record of exemption form is also available in languages other than English via the Test Administration website. The reason for exemption must be recorded by the school (via the Test Administration website) against four levels of adjustments identified by the Nationally Consistent Collection of Data on School Students with Disability (NCCD). Refer to part A, section 5.2.3 of this handbook (page 10)

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 exempt or withdrawn from the NAPLAN without signed approval of the parent or carer prior to the commencement of the tests.

In addition to completing the form via the Test Administration website, exempt and withdrawn students will need their participation status updated on the platform. Once a student is flagged as exempt or withdrawn on the platform, they cannot undertake the online tests.

Please note that fully signed records of student exemption and 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 Online 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. The protocols ensure national consistency in the administration of the NAPLAN Online 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, as described in part A section 6.4 (page 15), are required to:

- consult with, and receive agreement from, parents or carers 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 platform or the front cover of the Year 3 writing book.

Prior to the tests in May, schools should test the disability adjustments provided for NAPLAN Online via the student demonstration site to see if these adjustments meet individual student needs. Please note that as orders for alternative test formats are due **18 February** it is strongly recommended that orders are placed for students that usually utilise these formats for classroom assessment. Students can then either access the test via the platform or by utilising the paper-based alternative test formats that have been ordered for them. In some cases, assistive technology (see page 52) may also provide the opportunity for students to access the tests via the platform, using an unsecured browser.

## **LARGE PRINT AND BRAILLE MATERIALS**

Students with disability who require large print should be encouraged to use the platform magnification as the default 'large print'. However, if students are unable to access the tests using adjustments in the platform, various formats of large print test books are available. These should be provided to the student in the same format that is generally used for their classroom assessments. Requests for large print and braille material will need to be made online through the NAPLAN Test Administration website (see page 41).

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.

Large print or braille materials should only be used for students who generally access their classroom assessments in this manner.

Requests for large print and braille materials must be submitted by **Friday 18 February 2022**.



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

The following accommodations require pre-approval from the VCAA:

- use of a scribe for the writing test
- use of assistive technology
- double extra time.

### 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 by typing their dictated work only where the student usually uses a scribe in the classroom and where the student would be unable to access the test without the use of a scribe. Students and scribes must be familiar with the scribing process and rules listed in part A section 6.8 (pages 17). For the Year 3 writing test only, scribes will be required to write word for word to record the student's work instead of typing it into the online system, otherwise the same rules apply.

Principals should also note that scribes are **not** permitted for students with temporary injuries in the writing test, part A section 6.15.2 (page 23).

All applications to use a scribe for the writing test are to be completed via the Test Administration website. This will be available from Term 2 and all applications must be lodged by **Tuesday 3 May 2022**.

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

In the case of NAPLAN Online, assistive technology includes the use of a normal browser, alternative software or the use of a computer (for the Year 3 writing test).

The use of the LDB for the NAPLAN Online tests means that students may not be able to utilise all accessibility functions which they use in normal classroom practice. However, schools can apply to access the tests via a normal browser (rather than the LDB) so students can access required accessibility functions.

Permission for the use of assistive technology must be sought and approved by the VCAA prior to the tests. This includes any adjustment where additional software or hardware is required to be used, including using tint (colour overlays), custom web browser or operating system settings (for example, large text) and special input devices.

Further information regarding guidelines for this application can be found in part A section 6.9 of this handbook (page 19).

All applications for assistive technology are to be completed via the Test Administration website. This will be available from Term 2 and all applications must be lodged by **Tuesday 3 May 2022**.

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

### Application to use double extra time

Permission for an eligible student to use double extra time during the NAPLAN Online tests must be sought and approved by the VCAA prior to the tests.

This adjustment is permitted only in exceptional circumstances, for example where a student has comorbid disabilities that do not prevent them from accessing the test but require a combination of adjustments that are each, in themselves, time-consuming.

The disability adjustment code for double extra time is ETD. This code must be entered onto the platform before the test commences. The platform will automatically calculate and add the extra time to the individual student's timer. Test administrator must ensure that the timing allowed for the test session caters for the total duration of tests for students with extra time.

All applications to use double extra time are to be completed via the Test Administration website. This will be available from Term 2 and all applications must be lodged by **Tuesday 3 May 2022**.

The VCAA will advise the school as to the outcome of the application to use double extra time.

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

- **Text to speech** (for example, 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 *NAPLAN Online test administration handbook for teachers* and check student responses). These devices **cannot** be used for the conventions of language 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/disability-adjustments-scenarios>.

## HOSTED AND VISITING STUDENTS

As outlined in part A section 5.8 (page 12), 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 (for example, visiting interstate) at the time of the tests and wish to sit the tests at a host school.

Please note that schools administering NAPLAN Online can only host students whose home school is also completing the NAPLAN tests online.

Principals should advise the student's parents to contact the VCAA on 1800 648 637 to discuss arrangements in these cases.

## HOME-SCHOOLED STUDENTS

Victorian students registered for home schooling are eligible to participate 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 VCAA NAPLAN helpdesk to make arrangements.

## DELIVERY OF YEAR 3 WRITING TEST PACKAGES

Note some schools may receive a Year 3 writing test package and/or alternative test format materials. Delivery of the NAPLAN test packages will begin on **Thursday 28 April 2022**. 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 4.00pm on **Tuesday 3 May 2022**, please contact the VCAA NAPLAN helpdesk on 1800 648 637 or email [vcaa.naplan.help@education.vic.gov.au](mailto:vcaa.naplan.help@education.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 grid card package.

## SECURITY OF TEST MATERIALS

Principals should ensure that they have read and adhered to the responsibilities described in part A section 4 (page 7) of this handbook, and ensure that the test security period is maintained up to and including **Friday 3 June 2022**.

The test materials (which includes grid cards) 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.

## **STANDARD CONDITIONS FOR TEST SUPERVISION**

To ensure that all NAPLAN tests are delivered uniformly across the country, comprehensive instructions for test administrators are provided in the *NAPLAN Online test administration handbook for teachers* for the relevant year levels and in the NAPLAN Online test administrator training refresher course. Test administrators should familiarise themselves with these handbooks and training materials 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 8.9 Administering the tests – appropriate behaviours (page 28–30).

## APPENDIX 1: DISABILITY ADJUSTMENT CODES (DAC)

DAC	Name	Platform adjustment	Action required by test administrator	Approval by TAA or school
SUP	NAPLAN support person	No platform adjustment. Domains applicable: reading, conventions of language, numeracy	Test environment arrangements should ensure that these adjustments do not impact other students.	School
OSS	Oral sign / support	No platform adjustment.		School
SCR	Scribe	No platform adjustment for student. Domains applicable: writing only		TAA
RBK	Rest break	No platform adjustment.	Pause student's test attempt when it is time for them to take a break. Once the student has returned from their rest break, resume the test attempt.	School
<b>Adjustments providing extra time</b>				
ETA	Extra time – one minute for every six minutes of test time	Platform will automatically calculate and allocate extra time to the individual student's timer, if this DAC is allocated.	Ensure that the time allowed for the test session caters for the total test duration for students with extra time. The principal or NAPLAN coordinator is responsible for adding and updating the DAC for students and overall scheduling.	School
ETB	Extra time – one minute for every three minutes of test time			
ETC	Extra time – one minute for every two minutes of test time			
ETD	Extra time – double total test time	Platform will automatically calculate and allocate extra time to the individual student's timer, if this DAC is allocated.	Ensure that the time allowed for the test session caters for the total test duration for students with extra time. The principal or NAPLAN coordinator is responsible for adding and updating the DAC for students and overall scheduling.	TAA

<b>Adjustments allowing secure browser to be disabled</b>				
AST	Assistive technology	Use browser which allows setting manipulation (customised pointing devices, keyboards, software access, etc.).	Locked down browser will not need to be used when this adjustment is applied. Students not using a secure browser will require additional supervision to ensure they are not using prohibited functionality, such as external websites or calculators.	TAA
COL	Colour contrast modification	Use browser which allows student to adjust colour, contrast or brightness settings on their device.  This includes setting screen to 'invert' in conjunction with BNW to create white text with black background.		
<b>Adjustments through offline testing</b>				
OFF	Braille, large print, black and white, electronic test format	No platform adjustment.	Student will sit an alternative format (paper) of the NAPLAN tests.	TAA
<b>Adjustments providing alternative items</b>				
AIA	Alternative items - audio	Platform will swap <i>audio items</i> for alternatives if alternative items are defined for this DAC.	None – the platform will automatically substitute affected items with appropriate alternative items.	School
AIV	Alternative items - visual	Platform will swap <i>visually detailed items</i> for alternatives if alternative items are defined for this DAC.		
<b>Adjustment providing alternative colour themes</b>				
BNW	Black text with white background (use with COL and system settings to invert colours for white text with black background*)	Platform will use student's preferred colour scheme where defined for this DAC.	None – the platform will automatically substitute student's chosen colour theme  *Follow student's usual process to set up screen inverting via device	School
BNB	Black text with blue background			
BNL	Black text with lilac background			
BNG	Black text with green background			
BNY	Black text with yellow background			

## APPENDIX 2: 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 Online at their school understands their responsibilities as stated in the *National protocols for test administration – NAPLAN Online* and Code of Conduct, printed at the start of this handbook.
2. Ensure that all *National protocols for test administration – NAPLAN Online* are adhered to in their school.

### Test participation

3. Ensure that participation in the NAPLAN Online 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 exempt or withdrawn from the tests. (Under no circumstances should a student be exempt or withdrawn from the NAPLAN Online tests without prior signed approval).
5. Finalise and submit all test sessions, ensuring all participation records are accurate by **Friday 20 May 2022**.
6. Ensure that all procedures for providing disability adjustments for students who require them to participate in the NAPLAN Online 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 scheduled test days but who return to school by **Friday 20 May 2022**.
9. Ensure that where individual students or whole classes have experienced technical issues, they are provided with the opportunity to complete the test session by **Friday 20 May 2022**.

### Security, audit and test supervision

10. Schools receiving Year 3 writing tests and/or alternative formats, 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.
11. Ensure that all test materials are immediately stored in double-secure storage (for example, 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.
12. Document the receipt, tracking, storage and distribution of test materials in the *Test Materials Security Log*.
13. 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 Online test administration handbook for teachers*.
14. Notify the VCAA immediately of test procedures which are inconsistent with directions in the *National protocols for test administration – NAPLAN Online* and the *NAPLAN Online 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 student familiarisation, device checks and appropriate planning (including the completion of the technical readiness check and schedule via the Test Administration website) are undertaken.
19. 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.
20. Where paper test books are used, ensure that all required test books are returned to the VCAA and that all administrative forms are fully completed, signed and kept on file at the school.

**NAPLAN Online reports and NAPLAN Online data**

21. Ensure that Individual Student Reports are distributed to parents/carers in a timely manner after they are received at the school.
22. Ensure that all personnel who are given access to the school's data treat that information in a confidential manner.



## APPENDIX 3: SAMPLE LETTER TO PARENTS/CARERS

A copy of this letter can be found on the VCAA website at:

<https://www.vcaa.vic.edu.au/assessment/f-10assessment/naplan/Pages/schools/forms.aspx>

Dear Parent/Carer

The National Assessment Program – Literacy and Numeracy (NAPLAN) for Years 3, 5, 7 and 9 students are held in May each year. In 2022, the NAPLAN Online test window is between Tuesday 10 May and Friday 20 May. NAPLAN tests assess student knowledge and skills in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The results of the tests provide information for students, parents, teachers and principals and can be used to improve student achievement.

NAPLAN Online delivers numerous benefits including:

- a ‘tailored test’ design that adapts to correct and incorrect student responses providing a more precise understanding of student achievement;
- innovative use of technology, including a more engaging test design and a wider range of item types;
- the extension of the ‘test window’ to two weeks, allowing schools greater opportunity to schedule the tests at times that suit them best and increasing student participation.

All students are expected to participate in the NAPLAN Online tests. Catch-up tests will be available for individual students who are absent on test days up to and including Friday 20 May 2022.

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

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 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.

While it is anticipated that NAPLAN Online will be successfully implemented in 2022, there are a range of contingencies in place to deal with the unlikely occurrence of significant issues.

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, conventions of language (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 NAPLAN Online, please visit the VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) or the NAP website at [www.nap.edu.au](http://www.nap.edu.au)

Yours sincerely

Principal

## APPENDIX 4: CONTACT DETAILS FOR REGIONAL OFFICES 2022

### Department of Education and Training

REGION	OFFICE	MAIL ADDRESS	TELEPHONE	SITE ADDRESS
South Western Victoria Chris Thompson Regional Director	Geelong	75 High St BELMONT 3216	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 Terry 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 Ian Burrage 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 Angela Singh 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 Executive Director of Melbourne Arch Diocese Catholic Schools	PO Box 3 EAST MELBOURNE 8002	9267 0228	James Gould House 228 Victoria Pde EAST MELBOURNE 3002
Ballarat	Mr Tom Sexton Executive Director of Catholic Education	PO Box 576 BALLARAT 3353	5337 7135	5 Lyons St SOUTH BALLARAT 3350
Bendigo	Mr Paul Desmond Executive Director of Catholic Education Sandhurst LTD	PO Box 477 BENDIGO CENTRAL 3552	5443 2377	120 Hargreaves St BENDIGO 3550
Wangaratta	Mr Paul Desmond Executive Director of Catholic Education Sandhurst LTD	PO Box 1181 WANGARATTA 3676	5723 0000	71 Ryley St WANGARATTA 3677
Tatura	Mr Paul Desmond Executive Director of Catholic Education Sandhurst LTD	74 Hogan St Tatura 3616	5831 3811	74 Hogan St Tatura 3616
Sale / Warragul	Ms Maria Kirkwood Director of Diocese of Sale Catholic Education LTD	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	25 Norwood Cres MOONEE PONDS 3039	8387 3200	25 Norwood Cres MOONEE PONDS 3039
Western Region Melbourne	Ms Juliette Cox Regional General Manager	47 Synnot St WERRIBEE 3030	8412 2400	47 Synnot St WERRIBEE 3030

