



Handbook for Principals and NAPLAN coordinators

Key contacts

Materials

Enquiries about:	Contact
<ul style="list-style-type: none">• delivery of test materials• number of copies of test materials• replacement of misplaced return labels• delivery of student reports	QCAA NAPLAN helpdesk 1300 214 452 naplan@qcaa.qld.edu.au
<ul style="list-style-type: none">• tracking Australia Post consignments	Australia Post 13 13 18 auspost.com.au

Administration

Enquiries about:	Contact
<ul style="list-style-type: none">• general test administration• student participation (section 5)• adjustments for students with disability (section 6)• return of test materials (Year 3 writing)• test abandonments	QCAA NAPLAN helpdesk 1300 214 452 naplan@qcaa.qld.edu.au
<ul style="list-style-type: none">• emergencies and breaches	(07) 3864 0440

NAPLAN tests

For further information about the National Assessment Program — Literacy and Numeracy (NAPLAN) tests, see ACARA's NAP website (www.nap.edu.au).

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Handbook overview

From 2023, NAPLAN tests are held during March each year. The purpose of the *NAPLAN handbook for principals and NAPLAN coordinators* is to make sure that principals and their delegates, NAPLAN coordinators and school technical support officers, understand what is required to administer NAPLAN.

The following organisations are involved in the NAPLAN tests:

- **The Australian Curriculum, Assessment and Reporting Authority (ACARA)** has responsibility for the development and central management of the National Assessment Program — Literacy and Numeracy (NAPLAN).
- **Education Services Australia (ESA)** manages the online national assessment platform (the platform) on which the online NAPLAN tests are delivered. ESA user guides provide technical instructions about using the platform and should be consulted in conjunction with this handbook. User guides are available from the Assessform website under **Resources** (www.assessform.edu.au).
- **The test administration authority (TAA)** in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols. The TAA for Queensland is the Queensland Curriculum and Assessment Authority (QCAA).

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.

Principals should ensure the school has received all required handbooks, including the *NAPLAN test administration handbooks for teachers*. The handbooks should be distributed to all staff who are administering the tests.

There are two parts to this handbook:

- **Part A:** Relevant sections of *NAPLAN national protocols for test administration*, including the code of conduct. These protocols apply to all schools administering online NAPLAN tests. All users of the platform must abide by the instructions in this handbook.
- **Part B:** Describes the tasks for which school principals and their delegates are specifically responsible, and includes jurisdiction-specific information.

Appendix 1: Year 3 writing and other alternative formats — protocols extract contains protocols from the *NAPLAN national protocols for test administration — alternative format (paper)* for online schools administering paper tests for Year 3 writing and for disability adjustment paper tests.

Part A: Protocols extract

1 Introduction

- 1.1.1 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 to students in Years 3, 5, 7 and 9 in accordance with nationally agreed protocols. From 2008–2022, NAPLAN tests were held in May. From 2023, education ministers agreed NAPLAN tests will be held in March.
- 1.1.2 It is a requirement that all schools administer online tests, with the exception that Year 3 students will continue to complete the writing test on paper.
- 1.1.3 Education Services Australia (ESA) manages the online national assessment platform (the platform) on which the online NAPLAN tests are delivered.
- 1.1.4 The *NAPLAN national protocols for test administration* (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* and *NAPLAN test administration handbook for teachers*.
- 1.1.5 The protocols set out the principles to manage security of the tests, the test environment and other relevant factors to ensure valid, reliable and 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 made prior to testing in consultation with the school and the QCAA.
- 1.1.6 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 NAPLAN code of conduct (section 2) is included to assist the QCAA and schools in determining what are appropriate and inappropriate behaviours. Information on how breaches are dealt with is provided in section 10.
- 1.1.7 ACARA, in cooperation with states and territories, will review the protocols each year to ensure that NAPLAN tests are delivered in an appropriate and consistent manner across all states and territories.
- 1.1.8 These protocols are designed to apply to the majority of situations. However, the QCAA 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

- 2.1.1 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.
- 2.1.2 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.

2.2 Participation and accessibility

- 2.2.1 **NAPLAN is a national assessment, and all eligible students in Years 3, 5, 7 and 9 are expected to participate. NAPLAN should be accessible to all eligible students to allow them to demonstrate their actual skills and knowledge.**
- 2.2.2 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.
- 2.2.3 Students should be granted the use of appropriate disability adjustments in order to access assessments.
- 2.2.4 It is unacceptable to exert influence on parents/carers to withdraw their children from testing.

2.3 Test integrity

- 2.3.1 **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 and support staff, and the presence of unauthorised teaching or support material.**
- 2.3.2 The integrity of the tests must be maintained at all times; cheating is not permitted.
- 2.3.3 The test environment must neither advantage nor disadvantage any student.
- 2.3.4 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.
- 2.3.5 Active supervision of students during the tests is required (see section 8.9.7).
- 2.3.6 Providing unauthorised assistance to students during the tests is not permitted.
- 2.3.7 Providing unauthorised additional time for the tests is not permitted.
- 2.3.8 Allowing students access to unauthorised materials and aids during the tests is not permitted.
- 2.3.9 Allowing students unauthorised internet access, beyond that necessary to access the tests, is not permitted.

- 2.3.10 Test administrators should ensure their actions before, during and after the tests do not unduly impact on students' results.
- 2.3.11 Any attempt by school staff to unfairly or dishonestly manipulate test results is not permitted.
- 2.3.12 Any attempt by any party to modify an answer after the test is completed by the student is not permitted.

2.4 Test preparation

- 2.4.1 **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.**
- 2.4.2 The best preparation schools can provide for students is teaching the Australian Curriculum, as implemented in all states and territories.
- 2.4.3 Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skills are inappropriate.
- 2.4.4 The preparation of possible responses for any test is inappropriate.
- 2.4.5 Any attempt by students to gain an unfair advantage is inappropriate.
- 2.4.6 Principals must ensure that all students are familiar with the functionality of the online NAPLAN tests and range of item types in each domain.
- 2.4.7 Principals must ensure that all students are familiar with the type of device that they will be using for NAPLAN and **ensure students use a supported device**. 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.

2.5 Test security

- 2.5.1 **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 (including on social media — see section 4.3.11).**
- 2.5.2 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 8.5.4). Secure test materials are defined in section 11. Schools delivering tests via the low-bandwidth solution are required to keep any records as required by the QCAA.
- 2.5.3 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 4.3.13.
- 2.5.4 Tests must not be conducted outside the secure school location unless prior permission has been granted by the QCAA.

- 2.5.5 All secure test materials, including student session codes, and test session codes, used and unused Year 3 writing tests, and alternative format (disability adjustment) tests, must be secured and returned to NAPLAN coordinators immediately after each test session. Materials must not be left in the possession of test administrators, or in classrooms or other unsecured storage areas.
- 2.5.6 Schools should ensure that each student has finished their test attempt and closed their browser at the completion of each test session. NAPLAN coordinators must ensure that all 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.
- 2.5.7 Schools must not copy, store, transcribe or transmit tests or student responses, or cause responses to be recorded, except as outlined by these protocols. 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)*.

2.6 Communication

- 2.6.1 **Effective communication at all levels is essential for the efficient and transparent delivery of the tests.**
- 2.6.2 Principals and their delegates must read and understand the *NAPLAN handbook for principals and NAPLAN coordinators* and the relevant *NAPLAN test administration handbook for teachers*.
- 2.6.3 Failure to read or become aware of these protocols and documents is not a valid reason for breaching protocols.
- 2.6.4 Principals, NAPLAN coordinators and test administrators must adhere to the instructions outlined in the *NAPLAN handbook for principals and NAPLAN coordinators* and *NAPLAN test administration handbook for teachers*. Principals should seek clarification from the QCAA if unsure of any points.
- 2.6.5 Dishonest and inappropriate practices should be actively discouraged and will not be tolerated. Allegations of breaches of the *NAPLAN national protocols for test administration* should be reported promptly.
- 2.6.6 It is the responsibility of the principal to make sure parents and carers are fully informed about the program.

2.7 Alternative format (paper) tests

- 2.7.1 Schools with an alternative curriculum that is recognised by the relevant state/territory authority¹, 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 QCAA. This does not alter existing arrangements made between a school and the QCAA. This clause is not relevant to NSW schools.
- 2.7.2 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.
- 2.7.3 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.

¹ State/territory school registration and accreditation authorities:

ACT Education Directorate: 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

Tas Non-Government Schools Registration Board: <https://schoolregistration.tas.gov.au>

Vic Registration and Qualifications Authority: 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) with updates on all aspects of the national tests
- providing a communications strategy that clearly outlines the respective roles played by ACARA and the QCAA. This includes communication to schools that will be made available to the QCAA. Materials arising from ACARA's communications strategy will be made available on the National Assessment Program (NAP) website (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 the QCAA and made available to schools on the NAP website (www.nap.edu.au)
- developing national communication messaging, to be adapted by the QCAA 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*, on ACARA's NAP website 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, exemptions and withdrawals where appropriate
- record on the platform: school-approved and/or QCAA-approved disability adjustment codes (DACs), withdrawals, exemptions, abandonments (due to illness, injury or technical disruption), absences, refusals, students no longer enrolled and students taking the test in an alternative format
- ensure that all relevant staff are aware of the school's test schedule, including the catch-up test schedule
- ensure that all relevant staff are aware of the IT requirements (e.g. minimum technical specifications for devices, technical readiness requirements) during the 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
 - ensure that NAPLAN individual student reports are delivered to parents/carers in a timely manner as prescribed by the QCAA 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*.
- 3.3.3 Principals are responsible for ensuring that all students have access to the NAPLAN public demonstration site, or other equivalent means of familiarisation as advised by the QCAA. 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 the QCAA, that they have read and understood the *NAPLAN handbook for principals and NAPLAN coordinators*, which includes the relevant sections of the *National protocols for test administration*. This acknowledgment 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*, on ACARA's NAP website 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*, on ACARA's NAP website 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 solution and all alternative format tests, in line with the definition of test materials in section 11.
- 4.3.2 The principal will receive instructions for registering in the platform prior to NAPLAN. The principal is responsible for sending invitations to register in the platform to relevant staff and ensuring they have completed registration. 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 at all times from their receipt until the end of the test security period.
- 4.3.4 The principal must notify the QCAA 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 QCAA. When a courier is used to deliver materials, materials must not be left unattended on school premises. If this occurs, the QCAA 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 secure test materials, such as Year 3 writing tests and secure login cards, must be checked for tampering and to ensure, without opening the tamper-evident bags, that correct quantities of test papers have been received.

- 4.3.8 In the event of incorrect/incomplete delivery, evidence of tampering or other compromise in security during transit, the QCAA 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.
- 4.3.10 Principals responsible for tests using the low-bandwidth solution 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 test materials.
- 4.3.11 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 the security of the test content and prevent students from being distracted. If videos and photographs are being taken for media opportunities, including social media, they must be taken before or after the test sessions and **must not show the test questions or the writing prompts**.
 - In the event of a technical issue being experienced by a school (see section 8.12.4), the QCAA 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.
- 4.3.12 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.
- 4.3.13 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 4.3.14, '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 applications (apps), and any other relevant service or medium that comes into existence after the date of these protocols.

- Principals (and their school staff) will have access to released NAPLAN test materials² 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 school 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).

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

- Principals (and their school 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 NAPLAN paper tests from 2017 onwards (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 school staff) are not permitted to upload NAPLAN paper tests from 2017 onwards to any ICT platform (including their password-protected ICT platforms) and are not permitted to provide NAPLAN paper tests from 2017 onwards or SSSR exemplars to parents/carers or members of the wider community, including the media, at any time.

² 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.

5 Student participation cohorts

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) (see section 5.5)
- students who are exempt from testing (see section 5.2)
- 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) only 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 limits their capacity to participate in the tests may be exempt from taking NAPLAN. This is decided after the principal, student and the relevant parent/carer have consulted with each other and agreed that the student is not able to access the tests even with adjustments.

5.2.2 Parent/carer signed consent for exemptions

- Principals must obtain signed parent/carer consent for all exempt students prior to testing. Principals can expect information from the QCAA 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)³ must be recorded. The NCCD identifies four levels of adjustment:
 - support provided within quality differentiated teaching practice
 - supplementary adjustments
 - substantial adjustments
 - extensive adjustments.

³ www.nccd.edu.au

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 for reporting purposes in national and jurisdictional summary data. Results for exempt students are not included in school-level calculations of means.
- Exempt students are not reported against any of the proficiency levels: Exceeding, Strong, Developing or Needs additional support.
- 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.*
- 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 2.2.4). 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 the QCAA 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.

5.4 Absent students

5.4.1 Students must be recorded as absent if:

- they are not present at the school in which they are enrolled when the test is administered and are unable to sit a test in a catch-up session during the test window or the school's planned testing schedule
- 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 (see section 8.6 for information on catch-up sessions).

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 (see section 5.2) or withdrawn (see section 5.3)
- they are present for the tests but do not attempt any part of the test (see section 5.6).

5.4.3 Principals are encouraged to facilitate students' participation in the tests by scheduling 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. The QCAA 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 QCAA and refers 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 cannot complete a rescheduled test during the test window
- a student whose scheduled test is postponed due to technical disruption (see section 8.7) and cannot complete a rescheduled test 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 QCAA.

- 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 QCAA; such students must be counted as participating with the score that they achieve (see section 5.6, Non-attempts and refusals, and section 8.11.8). 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 (i.e. a medical or social/emotional condition) or injury, OR whose scheduled test is postponed due to technical disruption (see section 8.7) and are unable to complete a rescheduled test, must be reported to the QCAA as soon as practicable for advice on appropriate actions (see section 8.11.5 and 8.11.6).
- 5.5.5 Treatment of students' results and data where abandonment applies
- Reasons for abandonment must be recorded and sanctioned by the QCAA to avoid the student being considered as participating. When abandonment is reported to and sanctioned by the QCAA, students are not counted as part of the cohort of participating students.
 - Where the school fails to contact the QCAA regarding a potential sanctioned 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 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 have their test attempt submitted for marking. Students who do provide any responses to the test must have their test attempt submitted for marking.
 - Students who do not provide any responses to questions on an alternative format 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 have their test attempt submitted for marking receive a raw score of 0 and the corresponding scaled score. This includes Year 3 students who submit a writing book with no response.
 - Students with a participation status of refused receive a raw score of 0 and the lowest scaled score, are not assigned a pathway, and are assigned the lowest proficiency level.

- 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 data sets but will receive a student report.

5.8 Hosted and visiting students

- 5.8.1 Students are expected to undertake the tests at the school in which they are enrolled. If a student is away from their regular location (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 the QCAA 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 platform prior to taking the tests.
- 5.8.3 Where a student is visiting, the principal at the host school is responsible for contacting the QCAA to arrange for the test attempts completed by the visiting student to be transferred to their regular school.
- 5.8.4 The student's results will be included in the data set for their enrolled school and state/territory.
- 5.8.5 The student will receive a student report through their regular school.

6 Adjustments for students with disability

- 6.1.1 Student participation in NAPLAN is the joint responsibility of schools and the QCAA, as outlined in these protocols.
- 6.1.2 Adjustments permitted in the tests are detailed in this section and apply only to students with disability as identified by the four [NCCD categories of disability](#): 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 *reasonable adjustments* (see section 6.2.3) 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*⁴.
- 6.1.3 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.
- 6.1.4 Adjustments for students with disability are intended to enable access to and participation in the tests on the same basis as students without disability.
- 6.1.5 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 QCAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of 'scenarios'⁵ published on the NAP website.

6.2 Disability Discrimination Act and Disability Standards for Education

- 6.2.1 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*.
- 6.2.2 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.

⁴ www.austlii.edu.au/au/legis/cth/consol_act/dda1992264

⁵ www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability/disability-adjustments-scenarios

- 6.2.3 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.

6.3 Adjustments, test requirements and student participation

- 6.3.1 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.
- 6.3.2 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 6.3.4).
- 6.3.3 All disability adjustments that are available in the platform are available via the low-bandwidth solution.
- 6.3.4 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 reading numbers or symbols that are not embedded within text is not permitted.

6.4 Responsibilities of test administration authorities (TAAs)

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

6.5 Responsibilities of principals

- 6.5.1 The principal must:
- ensure documented plans and a range of strategies, including the student's personalised learning and support plan and the NAPLAN public demonstration site, have been used to identify adjustments required by students with disability and, where QCAA approval is necessary, apply in writing to the QCAA for permission and/or alternative formats, according to the timelines set by the QCAA
 - ensure that parents/carers and the student are informed about, and have agreed to, the nature of the adjustment(s) the student will receive
 - document all adjustment arrangements and ensure school-approved DACs and/or QCAA-approved DACs are entered on the platform (see section 6.6), 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 QCAA 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.
- 6.5.2 The types of adjustments that may be provided for online NAPLAN tests are described in sections 6.6 to 6.16. Principals are advised to consult the QCAA for more information about applying for disability adjustments, as the granting of all listed adjustments 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.

- 6.5.3 The principal may consult the NAPLAN accessibility videos and the guidelines, *Guide for schools to assist students with disability to access NAPLAN* (www.nap.edu.au/naplan/accessibility), for further advice.

6.6 Approval of disability adjustments

- 6.6.1 The disability adjustments requiring approval by the QCAA and those approved by the school must be applied 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.
- 6.6.2 Assigning QCAA-approved DACs without QCAA approval is a breach of the protocols.

QCAA-approved disability adjustment	School-approved disability adjustment
<ul style="list-style-type: none"> • Braille, large print, black-and-white master, electronic PDF test • Assistive technology that requires an unsecured browser (e.g. colour contrast modification) • Colour contrast modification that requires an unsecured browser • Extra time — double the total test time • Scribe (writing test only) • Computer for writing (Year 3): all NAPLAN approved devices (no DAC available) 	<ul style="list-style-type: none"> • Alternative items — visual • Alternative items — audio • Black text with blue background theme • Black text with green background theme • Black text with lilac background theme • Black text with white background theme • Black text with yellow background theme • Extra time — one minute for every 2 minutes of test time • Extra time — one minute for every 3 minutes of test time • Extra time — one minute for every 6 minutes of test time • NAPLAN support person • Oral/sign support • Rest breaks • Assistive technology that does not require an unsecured browser and is compatible with the test construct (e.g. ergonomic mouse, bluetooth headphones, classroom communication devices). Note: there is no DAC for these assistive technologies.

Further information can be found in Appendix 2 (Part B) of the *NAPLAN handbook for principals and NAPLAN coordinators*.

6.7 Braille (QCAA-approved)

- 6.7.1 There are currently technical limitations that 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. These will be the braille versions of the same tests used by schools with QCAA permission to use alternative format (paper) tests (see section 2.7).

- 6.7.2 Schools wishing to access braille test materials and the associated time adjustments for students must apply to the QCAA as soon as possible in line with these protocols. 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.
- 6.7.3 Braille test materials will only be provided for the tests that are specified for a student in the application made by a school. For each test, the materials will include:
- braille format of the testbook and stimulus (where applicable)
 - a print transcript of the braille format of each braille testbook and stimulus (where applicable).
- 6.7.4 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 headphones.
- 6.7.5 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

- 6.7.6 Completed braille tests must be returned in the manner prescribed by the QCAA.

6.8 Large print and alternative format (disability adjustment) tests (QCAA-approved)

- 6.8.1 Students with disability should be encouraged to use the platform adjustments where possible to gain access to the online NAPLAN tests.
- 6.8.2 Students with disability who require large print should be encouraged to use the zoom function in the platform to enlarge the online tests. Students must be given the opportunity to practise using the zoom function in the NAPLAN public demonstration site. However, if students are unable to access the tests using adjustments in the platform, various formats of large print testbooks are available.
- 6.8.3 Large print materials must be ordered as soon as possible through the QCAA. The formats available are: A4, N18 font; A4, N24 font; A3, N18 font; A3, N24 font; A3, N36 font. These should be provided to the student in the same format that is generally used for their classroom assessments.

- 6.8.4 Students with disability who regularly use black-and-white materials in the classroom should be encouraged to use the colour theme functionality in the platform. Students must be given the opportunity to practise their preferred colour theme in the NAPLAN public demonstration site or NAPLAN training environment. However, if students are unable to access the tests using adjustments in the platform, black-and-white masters are available for photocopying on coloured paper.
- 6.8.5 Electronic (PDF) tests are intended only for students with significant vision or physical disabilities. Students with significant vision or physical disabilities who are unable to access the platform or the alternative format (paper) tests can access the electronic (PDF) test. QCAA approval is required.

6.9 Use of a scribe (writing test) (QCAA-approved)

- 6.9.1 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.
- 6.9.2 A scribe may be provided for a student with disability in the writing test who meets **all** of the following criteria (note: for the purpose of the Year 3 paper writing test, the term 'typing' can be replaced with 'handwriting' in section 6.9 and the same rules apply):
- 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 for whom the use of a scribe is a regular literacy assessment practice; **and**
 - would be unable to access the writing tests by any of the other adjustments available.
- 6.9.3 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.
- 6.9.4 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 6.9.9)
 - 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.
- 6.9.5 A scribe may type a student's response.

- 6.9.6 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.
- 6.9.7 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 6.11).
- 6.9.8 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 QCAA. Failure to do so may lead to results being invalidated.
- 6.9.9 Scribe rules:
- Test instructions should be delivered exactly as outlined in the *NAPLAN test administration handbook for teachers*.
 - The scribe may log into the test for the student.
 - The scribe must include 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 or 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 simple words, four common words and four difficult words that have been used in the scribed text and ask the student to orally spell each one. The scribe will scroll past the scribed text and record the student's oral spelling of each of these 12 words in a space below the text.

- When completed, the scribe must ensure the student can only see the 12 spelling words and 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 to the student's test attempt 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 enter these where indicated by the student.

6.10 Assistive technology

- 6.10.1 Students may use assistive technologies and/or colour contrasting software that are compatible with the platform and the test construct (see section 6.3.4 for information on test constructs).
- 6.10.2 Schools are advised to test the compatibility of the student's assistive technology using the public demonstration site or the training environment before applying for QCAA approval to use an unsecured browser.
- 6.10.3 Where the assistive technology and/or colour contrasting software is not compatible with the platform, the TAA must be notified and approval sought for the student to use an unsecured browser. If approved, the AST and/or COL DAC must be applied to the platform. Details on how to access the test in an unsecured browser will be securely supplied to the school by the QCAA.
- 6.10.4 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 supervised 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 QCAA (QCAA approval required. DAC not required.)
- ✓ speech-to-text software that has functionality to turn off all grammar and punctuation support. This software can be approved by the QCAA for the numeracy and writing tests only. When considering approval for the writing test, the scribe criteria and scribe rules must apply. This includes the requirement that students complete a short spelling test, without the use of software, after they have finished writing. Refer to section 6.9 for further details. Speech-to-text software must not be used for the conventions of language tests and is not applicable for the reading tests.

6.10.5 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.

6.10.6 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 6.13 for more details on allocating extra time. If it is decided to allocate double time, QCAA approval is required. Refer to section 6.11 for more details on allocating double time.

6.10.7 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. Schools are advised to test the student's device setting using the public demonstration site or the training environment before applying for QCAA approval to use the unsecured browser. Colour modifications should be provided to the student in the same format that is generally used for their classroom assessments.

6.11 Extra time — double the total test time (QCAA-approved)

- 6.11.1 Allowing a student double the total time requires QCAA approval.
- 6.11.2 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 typically available only for students using assistive technology and is therefore assigned in conjunction with the appropriate disability adjustment code.

6.12 Use of a NAPLAN support person (non-writing domains) (school-approved)

- 6.12.1 A NAPLAN support person may be either a teacher or a person officially engaged by the school to carry out this function.
- 6.12.2 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).
- 6.12.3 The role of NAPLAN support person is distinct and separate from the role of test administrator. See section 6.9 for information on supported access to the writing test.
- 6.12.4 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 for students with any other adjustments available. This includes students whose usual assistive technology is not compatible with the platform, or who usually use such a support person to participate in classroom assessments.
- 6.12.5 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. They 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.
- 6.12.6 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 QCAA should be consulted if necessary.

6.13 Extra time and rest breaks (school-approved)

- 6.13.1 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.

- 6.13.2 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.
- 6.13.3 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 are managed manually by the test administrator, who must pause and resume the student's test on the test administrator's dashboard.
- 6.13.4 Different amounts of extra time are available in the platform for adding to a student's test.

QCAA-approved disability adjustment	School-approved disability adjustment
<ul style="list-style-type: none"> • Extra time — double the total test time 	<ul style="list-style-type: none"> • Extra time — one minute for every 6 minutes of test time • Extra time — one minute for every 3 minutes of test time • Extra time — one minute for every 2 minutes of test time

- 6.13.5 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 6 minutes of test time	Extra time — one minute for every 3 minutes of test time	Extra time — one minute for every 2 minutes of test time	Extra time — double the total test time (see section 6.11)
40	47	53	60	80
42	49	56	63	84
45	53	60	68	90
50	58	67	75	100
65	76	87	98	130

- 6.13.6 It is recommended that no more than one minute of extra time for every six 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 QCAA requirements.
- 6.13.7 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.

- 6.13.8 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 QCAA requirements.
- 6.13.9 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.

6.14 Oral/sign support (school-approved)

- 6.14.1 Students who are deaf or are hard of hearing may access oral or signed communication (e.g. an Auslan interpreter) support. The support person must be skilled in oral/signed communication and familiar at communicating with the particular 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 section 6.15.1).

6.15 Alternative items (audio and visual) and colour themes (school-approved)

- 6.15.1 Audio alternative items (AIA) are assigned to a student in the platform prior to the test and are only applicable for the conventions of language test. Audio alternative items replace audio files for spelling with text passages for proofreading. The platform automatically provides the audio alternative items.
- 6.15.2 Visual alternative items (AIV) 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.
- 6.15.3 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 student's device settings for white text with black background — see section 6.10.7)
 - black text with blue background
 - black text with lilac background
 - black text with green background
 - black text with yellow background.

6.16 Temporary injuries

- 6.16.1 Where a temporary injury that 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.

- 6.16.2 A writing test 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.
- 6.16.3 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.
- 6.16.4 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 the QCAA (if required by these protocols).
- 6.16.5 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

- 7.1.1 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.
- 7.1.2 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 they will be using to undertake the tests.
- 7.1.3 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.

7.2 Practice for the NAPLAN writing test

- 7.2.1 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.
- 7.2.2 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.

7.3 Practice for other NAPLAN tests

- 7.3.1 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).

7.4 Familiarisation with online NAPLAN tests

- 7.4.1 Principals must ensure all students are familiar with the functionality of the NAPLAN tests and range of item types in each domain. Principals can use the NAPLAN public demonstration site for this purpose. Practice tests will be made available in the training environment. Guidance on how to understand branching messages and how to assist students in managing test times is available in the *NAPLAN test administration handbook for teachers*.
- 7.4.2 Host principals are 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*, on ACARA's NAP website www.nap.edu.au.

8.2 Responsibilities of principals

- 8.2.1 Principals have overall responsibility for ensuring that these protocols are followed in their school, including when they have delegated duties and system access for test administration. This includes ensuring that IT requirements are met, for example, minimum technical specifications for devices and technical readiness requirements, as well as monitoring the progress and submission of all online NAPLAN test attempts within their school within the online NAPLAN nine-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, the QCAA 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, the QCAA must ensure that measures are in place to assure the security of the tests. Where this is not possible, students cannot sit the tests 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 the QCAA 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 the QCAA 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

*For the online writing test, the timer starts as soon as the prompt is shown. The online writing tests allows students an additional 2 minutes (compared to the paper writing test) to read/listen to the prompt, noting that for paper tests, students read and listen to the prompt as it is read to them by the test administrator before the test starts.

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 Wednesday 13 March 2024 and finishes on Monday 25 March 2024. The test security period extends for 4 days past the end of the test window and finishes on Thursday 28 March 2024.

8.5.2 Domains must be tested in the following sequence:

Writing (W) → Reading (R) → Conventions of language (CoL) → Numeracy (N)

Writing:

- All Year 3 students must 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.
- Years 5, 7 and 9 students must sit the writing test on day 1, with day 2 only used where there are technical/logistical limitations to testing all students on day 1.

Catch-up sessions:

- 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 or to visiting students attending a host school.
- A test session can be run as a catch-up session, with students sitting different domains and/or year levels simultaneously. If this is the case, the correct test scripts must be read.

8.5.3 The test timetable is below:

			Year 3	Years 5, 7, 9
Week 1	Monday 11 March – Tuesday 12 March		Preparation only — NO tests permitted	
	NAPLAN Test Window	Wednesday 13 March Day 1	Writing (paper) R (R only after writing)	Writing R (R only after writing)
		Thursday 14 March Day 2	R–CoL–N Catch-up tests (All domains)	Writing (Only to be used when technical/logistical issues prevent testing on Day 1) R–CoL–N Catch-up tests (All domains)
		Friday 15 March Day 3	R–CoL–N Catch-up tests (All domains)	R–CoL–N Catch-up tests (All domains)
		Week 2	Monday 18 March Day 4	R–CoL–N Catch-up tests (All domains. Last day for Year 3 writing catch-up tests.)
Tuesday 19 March Day 5			Follow test sequence: Reading → Conventions of language → Numeracy (R–CoL–N) Catch-up tests for all domains (Except Year 3 writing)	
Wednesday 20 March Day 6				
Thursday 21 March Day 7				
Friday 22 March Day 8				
Week 3			Monday 25 March Day 9	This security period may ONLY be used for testing with written permission from the QCAA.
	Test Security Period	Tuesday 26 March – Thursday 28 March		
		Good Friday: 29 March		

Note: NAPLAN coordinators MUST ensure ALL test sessions are finalised by the end of the test window.

- 8.5.4 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.

8.6 Scheduling

- 8.6.1 Schools must schedule tests as soon as possible within the NAPLAN test window prioritising scheduling in week 1 over week 2 and the morning over the afternoon. Schools must follow the test sequence (see section 8.5).
- 8.6.2 Only schools with compelling reasons, who contact and receive approval from the QCAA prior to the 9-day test window, may schedule tests outside the NAPLAN test window into the test security period. 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 8.5.2 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 close of business Monday 18 March.

8.7 Rescheduling

- 8.7.1 Test sessions must be rescheduled as soon as possible within the NAPLAN 9-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 of schools to successfully complete NAPLAN within the NAPLAN test window, principals must contact the QCAA immediately (see section 8.11).
- 8.7.3 Schools that reschedule sessions due to technical disruptions must notify the QCAA as soon as possible.
- 8.7.4 Rescheduled writing tests
- 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) or day 2 (Years 5, 7 and 9), the school must notify the QCAA as soon as possible.
 - Year 3 writing tests rescheduled after day 1 must be completed by close of business Monday 18 March.

- Years 5,7 and 9 writing tests rescheduled after day 1 or day 2 may be completed to the end of the 9-day test window.

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, test administrators and school technical support officers.
- 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 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, including devices under a bring your own device (BYOD) policy.
- The principal must ensure that once the NAP locked down browser has been installed, students or the school's IT support person log into and test the NAP locked down browser before any student sits a 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 QCAA. Schools are not obliged to offer catch-up sessions beyond their advertised test schedule.
- 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 QCAA.

8.8.2 The principal must ensure that:

- students undertake the tests according to 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 are not able to view material within the test area that could assist them to respond to the writing task or answer questions in any of the 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*.

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 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 6.13)
 - 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 NAP 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 QCAA 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 or, in the case of Year 3 writing, textbooks. 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 to 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, mobile phones or devices that can connect to the internet. Where bluetooth-enabled devices can connect to the internet, test administrators must ensure this is not accessed during testing.
- 8.9.9 The following items are NOT permitted in the test area under any circumstances*:
- mobile phones (ensure that students are notified that mobile phones are not permitted)
 - electronic devices (other than the devices being used for testing) that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries, scanning pens and computerised watches
 - dictionaries

- rulers
- calculators (other than those approved for students with disability)
- smart pens (e.g. pens/pencils/stylus) capable of transcribing a student's handwritten response into digital text.

*Note: Where exceptional circumstances may apply, please refer to section 6.1.3.

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 (may also be used as working-out paper during the test), to be collected at the end of the test session
- pencils or pens (as specified by the QCAA)
- pencil sharpener
- eraser
- one blank piece of working-out paper for each of the tests, to be collected 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.

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 test 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*. 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 6.11, 6.13 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 are required to contact the QCAA 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 test window.
- 8.11.5 If a student commences any online 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. The student may complete the test in a rescheduled session. If the student cannot complete the rescheduled test, and if the QCAA sanctions the reason for the student abandoning the test, the test attempt must be flagged as abandoned in the platform.
- 8.11.6 Where a student who commences a test using an alternative format test (paper and/or disability adjustment) and, due to illness (i.e. a medical or social/emotional condition) or injury, is unable to finish the test in the test session, the QCAA must be contacted. If the QCAA sanctions the reason, the testbook must be marked as abandoned. If the QCAA does not sanction the reason for the student abandoning the test, the testbook/attempt must be submitted for marking. See section 5.5.4.
- 8.11.7 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 QCAA must be contacted. If the QCAA sanctions the reason for the student's test being considered abandoned, the test attempt must be flagged as abandoned in the platform. If the QCAA does not sanction the reason for the student abandoning the test, the test attempt must be flagged as finished by the test administrator or NAPLAN coordinator and the test session finalised so that tests are submitted for marking.
- 8.11.8 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 QCAA, 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, photocopying or photographing completed Year 3 writing tests 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 QCAA may grant a school permission to take videos or photos of a device. Schools must follow QCAA instructions in taking videos or photos and send these via secure transmission using the method dictated by the QCAA. Once the school is certain the QCAA 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 testbooks 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 QCAA instruction.
- 8.12.7 Schools delivering the tests via low-bandwidth solutions must contact the QCAA and confirm that all test attempts have reconciled successfully. Once confirmed, the QCAA 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 the QCAA
 - 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*, on ACARA's NAP website www.nap.edu.au.

10 Breaches of test protocols

- 10.1.1 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).
- 10.1.2 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.
- 10.1.3 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.

10.2 Reporting of incidents

- 10.2.1 All allegations of test incidents or breaches of these protocols must be reported immediately to the relevant responsible entity and the QCAA.
- 10.2.2 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.
- 10.2.3 Where an incident is reported directly to the QCAA, the principal(s) concerned and/or the appropriate school authority, school owners and/or school boards must be notified as soon as possible.

10.3 Investigation of incidents

- 10.3.1 When a report alleging a breach of the protocols is received by the QCAA, the relevant responsible entity will require that an investigation of the allegation is undertaken.
- 10.3.2 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.
- 10.3.3 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.
- 10.3.4 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.

10.4 Types of incidents

- 10.4.1 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.
- 10.4.2 States and territories may be liable for additional costs of printing, distribution and marking associated with test incidents.

10.5 Breaches of security for the writing test

- 10.5.1 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, including staff or students posting on social media, poses a significant validity and fairness issue (see section 4.3.11).
- 10.5.2 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.
- 10.5.3 Any alleged breaches of writing test content must be immediately reported to ACARA. ACARA will have an action plan to deal with such incidents.

10.6 Consequences of substantiated incidents

- 10.6.1 Any substantiated breach of protocol that is deemed to have affected the validity of any test data may result in the QCAA or ACARA withholding these data.
- 10.6.2 The responsible entity for each school, be it the QCAA, 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 at the school in which they are enrolled when the test was administered and who was 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 QCAA in line with these protocols.
Alternative format (disability adjustment) tests	Alternative format (disability adjustment) tests refer to hard copy braille, large print, black-and-white masters for photocopying, and electronic PDF tests.
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 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</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</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 section 8.7) or 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 the same basis as students without disability, while upholding the integrity of the testing process. See section 6 for reasonable 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 solution	Test delivery software suitable for schools operating in low-bandwidth environments. The low-bandwidth solution allows 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	<p>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, including the Year 3 writing test.</p> <p>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). See section 6.12 for further information.</p>
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 relieving principal delegate must contact the QCAA to have the principal's account transferred to them. The relieving principal must not use the login details received by the principal to sign into the platform on behalf of the principal. The QCAA will send the relieving principal 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 4.3.13 and 4.3.14).
Reschedule	Rescheduled tests occur when a student's test attempt or a class's test session could not be started or resumed (see 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> (www.nap.edu.au) for more information.
Sanctioned abandonment	An abandoned test attempt that has been sanctioned and verified by the QCAA. It applies only to students who have started a test but abandon it due to illness (i.e. a medical or social/emotional condition) or injury, or whose tests have been postponed due to a technical disruption, and who cannot complete their test attempt in a rescheduled test session during the test window (see sections 5.5 and 8.7).

Scribe	A person who assists a student with disability during the writing test. All other one-on-one support granted as adjustments is covered under the term 'NAPLAN support person'. Scribes are only appropriate for students with disability where all conditions in section 6.9.2 are met. More details on the rules and processes a scribe must follow are in 6.9.
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. See section 6 for information on adjustments available for students with disability who require assistance in order to access the tests.
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, secure login cards, Remote key (low-bandwidth schools only), student session codes, test session codes and all versions of the tests, including alternative format (paper) tests and stimulus material, and alternative format (disability adjustment) tests. Note: 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"> Schools accessing the tests online are required to install a NAP locked down browser on student devices. Schools using the low-bandwidth solution are required to install the Remote application on test administrator devices and the NAP locked down browser on student devices. Schools using the single device solution install Remote and an alternative version of the NAP locked down browser on the same device.
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 3 days following the official test window for NAPLAN (refer to table in section 8.5.3).
Test session	An online test session created by a test administrator composed of student test attempt(s). It 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 8.5.3)
Withdrawn	Students may be withdrawn from the testing program by their parent/carers 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 Director, Performance and Systems Education Directorate GPO Box 158 Canberra ACT 2601 Tel: (02) 6205 9317 Web: www.education.act.gov.au	SA NAPLAN team Education Assessments and Collections 31 Flinders Street Adelaide SA 5000 Tel: 1800 316 777 Email: education.naplan@sa.gov.au Web: www.education.sa.gov.au
NSW NAPLAN Team NSW Education Standards Authority 117 Clarence Street Sydney NSW 2000 Tel: 1300 119 556 / (02) 9367 8382 Email: naplan.nsw@nesa.nsw.edu.au Web: educationstandards.nsw.edu.au	Tas Director Data, Systems and Insights — DSI Department of Education, Children and Young People GPO Box 169 Hobart TAS 7001 Tel: (03) 6165 5914 Email: naplan@decyp.tas.gov.au Web: www.decyp.tas.gov.au/
NT Assistant Director National and Systemic Assessment Systemic Assessment, Performance and Reporting GPO Box 4821 Darwin NT 0801 Tel: (08) 8944 9245 Email: naplan@education.nt.gov.au Web: 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 Web: www.vcaa.vic.edu.au
Qld NAPLAN Team Queensland Curriculum and Assessment Authority PO Box 307 Spring Hill QLD 4004 Tel.: 1300 214 452 Email: NAPLAN@qcaa.qld.edu.au Web: 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 Web: www.scsa.wa.edu.au
ACARA can be contacted for general enquiries about the NAPLAN program by submitting an online enquiry: www.acara.edu.au/online-enquiry ACARA Level 13, Tower B, Centennial Plaza 280 Elizabeth Street, Sydney NSW 2000 Web: www.nap.edu.au	

Part B: Your school and NAPLAN

13 Introduction

Part B contains jurisdiction-specific information and focuses on the processes for administering NAPLAN.

When reading Part B, please see the relevant protocols in Part A and/or Appendix 1 for paper tests.

Part B contains embedded hyperlinks to useful resources when accessed electronically.

13.1 Platform roles

13.1.1 The table below summarises the three main school administrative roles associated with the NAPLAN tests and their access levels and responsibilities within the [online national assessment platform](#) (the platform).

Role	Access levels and responsibilities
Principal	<ul style="list-style-type: none">• person accountable for NAPLAN administration• can perform all tasks performed by NAPLAN coordinators and technical support officers. Where a task can only be performed by the principal, this is noted.
NAPLAN coordinator	<ul style="list-style-type: none">• can perform the majority of the principal's role as delegated by the principal (except for designating and managing the NAPLAN coordinators in the platform)
School technical support officer (STSO)	<ul style="list-style-type: none">• sufficient IT skills are required to follow instructions on running the technical readiness tests and device checks, and to communicate with the QCAA NAPLAN helpdesk to diagnose and fix simple technical issues. Not required to be specialist IT professional or IT teachers.• can perform specific roles via the <i>School technical support officer</i> dashboard.

13.1.2 A person may only be assigned to **one** of these roles within the [platform](#). If one person performs multiple roles, for example, in a small school, they should be assigned the role with the highest permission level. This will allow them to perform this role, in addition to the roles below it. Principals can perform the roles of the NAPLAN coordinator and school technical support officer. If a person is assigned to more than one school, they will need separate logins per school.

13.1.3 Staff may not, under any circumstances, log into the [platform](#) using the login details for someone else. Principals can invite as many NAPLAN coordinator users to register as are required to administer the NAPLAN assessments. If the principal is away for a prolonged period during the time when they would normally be completing principals' actions, a NAPLAN coordinator must email the QCAA advising contact details of the acting principal.

13.2 Support documentation

- 13.2.1 Parent/carer information, developed for NAPLAN is available at www.nap.edu.au/naplan/for-parents-carers, and should be forwarded to parents/carers as appropriate.
- 13.2.2 Education Services Australia (ESA) user guides provide technical instructions about using the [platform](#) and should be consulted in conjunction with this handbook. User guides are available from the platform under 'Resources'.



Useful websites for NAPLAN administration:

- QCAA NAPLAN
www.qcaa.qld.edu.au/p-10/naplan
- National Assessment Program
www.nap.edu.au
- Online national assessment platform
www.assessform.edu.au

To receive NAPLAN updates:

- What's new for NAPLAN
www.qcaa.qld.edu.au/p-10/naplan/whats-new
- Subscribe to the NAPLAN QCAA memos for schools:
www.qcaa.qld.edu.au/news-data/memos

Before testing

14 QCAA Portal tasks

14.1 The QCAA Portal

14.1.1 The [QCAA Portal](#) is a secure access point to QCAA's applications (apps) and data for staff at Queensland schools. The QCAA Portal has the following apps for administering NAPLAN:

- NAPLAN Administration
- NAPLAN AARA
- fileShare.

Tasks previously completed in the NAPLAN portal have now transitioned to the NAPLAN Administration and NAPLAN AARA apps in the [QCAA Portal](#).

14.1.2 Principals and NAPLAN coordinators are required to have their own QCAA Portal account and arrange with the school's Organisation Administrator to assign the appropriate role to access these apps, with principal approval. The NAPLAN coordinator should be assigned the role of Principal's delegate NAPLAN in the QCAA Portal to enable access to most files. The below table summarises the access levels for roles related to these apps.

QCAA Portal Role	fileShare			NAPLAN Admin.	NAPLAN AARA
	General files	Reporting files	Welfare files		
Principal	✓	✓	✓	✓	✓
Principal's delegate NAPLAN	X Needs fileShare Submitter role	✓	✓	✓	✓
NAPLAN Coordinator		X Needs fileShare Submitter role	X	✓	X



More information on assigning roles in the QCAA Portal apps:

- QCAA Portal for NAPLAN
www.qcaa.qld.edu.au/p-10/naplan/test-administration/qcaa-portal-for-naplan
- QCAA Portal login
www.qcaa.qld.edu.au/portal

14.1.3 NAPLAN Administration app

Student data upload

Principals from state schools and schools from each of the Catholic dioceses are required to check, edit as required, and confirm the accuracy of their school's data (uploaded by the QCAA) in the NAPLAN Administration app early in Term 1.

Independent and Religious Institute Catholic schools are required to upload their own student data and check its accuracy early in Term 1.

See the [NAPLAN 2024 school checklist](#) for due dates.

This information is then used to populate student details within the [online national assessment platform](#) (the platform).

The following student information needs to be checked for accuracy and verified:

- student name to appear to the student, test administrator and NAPLAN coordinator in the [platform](#) and for reports, including the individual student report (ISR). Consult your sector's policy regarding the change of student names, if a [correct](#) name (i.e. **not** a preferred name such as an anglicised name or nickname) is to replace the enrolled name (also commonly known as a legal name)
- date of birth
- year level
- class groups
- student background data.

The QCAA recognises that, for some students, different names need to appear on the [platform](#) and/or for reporting. Please see the *NAPLAN Administration: QCAA Portal application user guide* (downloadable from the Forms & resources tab in the NAPLAN Administration app) for more information about how data submitted is uploaded to the [platform](#) and how preferred names are used in NAPLAN processes.

Forms and resources

The following forms will be available to download from the Forms & resources tab in the NAPLAN Administration app:

- *NAPLAN 2024 Record of parent/carers withdrawal* form
- *NAPLAN 2024 Record of test exemption* form
- *Record of adjustment for disability (school use only)* form.

Help guides

The following user guides will be available to download from the Help tab in the NAPLAN Administration app:

- *Register multiple students*

- *Register single students*
- *Edit student details*
- *Class groups.*

14.1.4 NAPLAN Access Arrangements and Reasonable Adjustments (AARA) app

- The NAPLAN AARA app is the new QCAA ICT platform for submitting applications for QCAA-approved access arrangements and reasonable adjustments for NAPLAN (NAPLAN AARA) for students with disability.
- For details of school-approved NAPLAN AARA and QCAA-approved NAPLAN AARA see Section 6.6.2 of this handbook. Both types of NAPLAN AARA must be recorded on the *Record of adjustment for disability (school use only) form* that is downloadable from the Home tab of the NAPLAN AARA app or the Forms & resources tab of the NAPLAN Administration app. The school must retain the original signed form on the student's file and provide a copy to the parent/carer. This form should not be sent to the QCAA.

14.1.5 fileShare app

The fileShare app is the secure location for downloading and uploading secure digital files for NAPLAN. This includes:

- accessing the [platform](#) login credentials
- accessing electronic (PDF) test materials for students with approved QCAA adjustments
- accessing alternative format test administration handbooks
- uploading student responses
- accessing student welfare scripts
- accessing student and school reports
- accessing writing scripts.

15 School and student readiness

15.1 Technical preparation

- 15.1.1 Schools should allow sufficient time before the test window to complete the preparation of staff and student devices to identify and rectify any issues in advance.
- 15.1.2 Technical readiness testing is a process that takes place in schools to confirm that they are technically ready to run online NAPLAN tests. Technical readiness will be undertaken by the school technical support officer, principal or NAPLAN coordinator prior to testing.

See the *School technical support officer (STSO) checklist* in the [QCAA NAPLAN resources](#) for the technical preparations tasks to be completed.



QCAA NAPLAN resources

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-resources

The [online national assessment platform](#) contains the technical requirements for NAPLAN. If a login is required to view a document, the login credentials for the NAPLAN Training environment or the NAPLAN 2024 environment can be used.



Online national assessment platform

www.assessform.edu.au

- 15.1.3 All devices must have the latest version of the NAP locked down browser (LDB) installed prior to testing. Some devices (including iPads) also require system/accessibility settings to be manually set up prior to test sessions. Schools must consult the list of known device issues and LDB user guides on www.assessform.edu.au and comply with all requirements.
- 15.1.4 Schools should allow sufficient time before the test window to complete the NAP locked down browser (LDB) installation and connection to the server, including opening and running the LDB. Once the LDB is downloaded and installed, it must be opened, and a connection established to the server prior to the NAPLAN tests.
- 15.1.5 Smart pens (e.g. Apple Pencils) that convert handwritten content into digital text must have this conversion feature and any built-in spellchecker feature disabled.
- 15.1.6 A device check must be conducted on all student devices.



Factsheet 5: Technical readiness

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

- 15.1.7 Schools must also ensure that students are invigilated so that students do not

log out of the NAP locked down browser (LDB) during a test. The LDB prevents students from accessing software, switching applications and using other operating commands, such as functions accessed by Ctrl-Alt-Delete. On devices, features such as the camera, spellchecker, screenshot, home and back buttons will be disabled. Schools should ensure the LDB and fire wall requirements user guides are followed. Students should be instructed not to use the touch screen function on touch screen devices when selecting the NAP locked down browser (except for iPads).



QCAA NAPLAN school readiness

www.qcaa.qld.edu.au/p-10/naplan/getting-ready/school-readiness

15.2 Student familiarisation

- 15.2.1 Practice tests are available for users of the [online national assessment platform](#) (the platform), including test administrators and students, to help them become confident in using the platform. The practice tests are available in the Training Environment and can be accessed via the *NAPLAN Training Environment* tile on the [platform](#). Login details for the Training Environment are available to download from the fileShare app in the [QCAA Portal](#). The tests are prepopulated with deidentified student data.
- 15.2.2 The [NAPLAN public demonstration site](#) allows students, parents/carers and teachers to familiarise themselves with the student test experience and functionality. Students gain familiarity with the different item types that will be in the NAPLAN tests.
- 15.2.3 Students should use the [NAPLAN public demonstration site](#) or the Training Environment on the [platform](#) with the same type of device that they will use for NAPLAN tests.



- NAPLAN public demonstration site
www.nap.edu.au/online-assessment/public-demonstration-site
- QCAA NAPLAN student readiness
www.qcaa.qld.edu.au/p-10/naplan/getting-ready/student-readiness

15.3 Preparing student participation in the platform

- 15.3.1 Schools' live data for the main NAPLAN tests will be available prior to the test window using the *NAPLAN 2024* tile on the [online national assessment platform](#) (the platform). Details will be made available by the QCAA prior to the test becoming available.
- 15.3.2 Once student information is available in the NAPLAN 2024 environment on the [platform](#), the NAPLAN coordinator must check that all student data has been uploaded correctly.
- 15.3.3 NAPLAN coordinators will need to check, update and verify student information in the [platform](#), outlined below, for all students eligible to participate in the NAPLAN tests. Accurate student information is required to

facilitate the smooth administration of the tests and to enable reliable analyses of student results. The confirmed data will also be used for individual student reports.

15.3.4 The following student information needs to be checked for accuracy and verified:

- student name to appear to the student, test administrator and NAPLAN coordinator on the [platform](#) and for reports, including the individual student report (ISR). Consult your sector's policy regarding the change of student names, if a [correct](#) name (i.e. **not** a preferred name such as an anglicised name or nickname) is to replace a legal name (see section 14.1.3).
- year level
- student background data.

15.4 Principal registration

15.4.1 The QCAA will send all principals an instruction pack for the [online national assessment platform](#) (the platform) registration process. This pack will contain a welcome letter and secure login grid cards. A pre-assigned school PIN will need to be accessed in the fileShare app, in the [QCAA Portal](#). The PIN is needed for both principal and NAPLAN coordinator registration. Please note that the unique grid card used to register on the [platform](#), and the PIN, needs to be retained by the staff member for future logins, including logins to the platform after the testing when access to the *Results* dashboard is required.

15.4.2 The QCAA will invite principals to register via an email sent to the principal's email account. This email will include the principal's username and a link to the statement of compliance. By registering, the principal agrees to this statement of compliance and acknowledges receipt of all sent test materials.

15.4.3 The self-register email will be sent to principals from the **8 February 2024**. If the email is not received, the principal should contact the QCAA on 1300 214 452 or email naplan@qcaa.qld.edu.au.

15.5 Setting up roles within the platform

15.5.1 Once the principal has gained access to the *Preparing* dashboard on the platform, they can invite staff members to the roles of NAPLAN coordinator and school technical support officer, allowing them to assist the principal with the preparation activities for the NAPLAN assessment.



- Factsheet 3: Invite NAPLAN coordinator
 - Factsheet 4: Invite School Technical Support Officer
 - Factsheet 10: Moving from Preparing to Delivering
- www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

16 Test materials

16.1 Receipt of paper test materials

- 16.1.1 The Year 3 writing testbooks and Year 3 writing stimulus will be delivered by Australia Post. These materials should arrive at the same time as the welcome letter and grid cards. See the [NAPLAN 2024 school checklist](#) for applicable dates.
- 16.1.2 Tests ordered in braille, large print and black-and-white formats will arrive separately. See the [NAPLAN 2024 school checklist](#) for applicable dates. The return envelopes included in each pack must be used to return the materials at the completion of the tests. Braille materials will require a separate envelope. For specific instructions, see section 23.1, Returning completed test materials.
- 16.1.3 When more than one carton of test materials is required, cartons will be labelled to indicate the number of each carton and the total number of cartons dispatched to a school, e.g. 2 of 3.
- 16.1.4 The packages of test materials will contain:
- test materials packing slip — listing the quantities of materials sent to the school
 - named testbooks with student details printed on the cover — names, date of birth, EQ ID (where applicable). If you (or your sector authority on your behalf) uploaded your end-of-2023 Year 2 student data by the 17 November 2023 into the [NAPLAN Administration app](#), this data will be used to overprint your named test response books. The testbooks will be supplied to you alphabetically by year level.
 - unnamed testbooks — these do not have student details printed on them, but do have the school name and code printed on them
 - student lists — showing all students who have been supplied with named testbooks (for the school to use to record attendance data)
 - unnamed testbook allocation student list — for the school to record the allocation of unnamed testbooks to students who do not have a named testbook
 - stimulus materials for the writing (Year 3 and alternative format papers) and reading tests (alternative format papers only)
 - return address labels and instructions for returning test materials
 - returned test materials lodgement form.

16.2 Check paper test materials received

- 16.2.1 Secure test materials will be packaged in tamper-evident bags. **The tamper-evident bags must not be opened to count the materials.** Instead, use the transparent window on the side of the bags.
- 16.2.2 The principal (or delegate) who receives the test materials must:
- check that the school has received the correct cartons before signing for

them

- legibly record on the delivery docket their name and the time that the packages arrived at the school
- advise the principal that the test materials have been received (if received by a delegate)
- check that the security of the test materials has not been compromised during transit.

16.2.3 The principal (or delegate) who is responsible for the security of the test materials must then check the quantities received by using the packing slips provided with the test materials and counting the contents of the bags without opening them.

16.2.4 The writing stimulus will be packed in opaque bags and cannot be individually counted. The principal (or delegate) needs to check the labels on the opaque bags to verify that the quantities indicated are sufficient.

16.2.5 If required, the principal (or delegate) must contact the QCAA via email naplan@qcaa.qld.edu.au as soon as possible to:

- advise of incomplete delivery
- request additional test materials.

16.2.6 If at any stage, prior to the tests, it is seen that the seals of these bags have been tampered with, the QCAA must be notified immediately by phoning 1300 214 452 or emailing naplan@qcaa.qld.edu.au.

16.3 Non-receipt of test materials

16.3.1 Prompt action must be taken if test materials have not been received by **Thursday 29 February 2024**. The principal should:

- check with staff to make sure that packages have not been received in the school.
- contact the local post office (or agency) to check if materials were unable to be delivered and are awaiting collection.
- phone 1300 214 452 to advise of non-receipt.

16.4 Security of test materials

16.4.1 Test materials must be kept secure throughout the whole process of delivery to schools, storage at schools and distribution during the testing period up to and including **Thursday 28 March 2024**.

16.4.2 Test materials must not be left unattended or unsecured at schools or other locations. The principal must ensure that:

- test administrators do not have access to the testbooks until the morning of the scheduled test day
- students are unable to preview or practise the test questions
- no test materials are accessed or provided to anyone other than for the purpose of administering a test session.

16.5 Sorting Year 3 writing test materials prior to tests

- 16.5.1 The Year 3 writing testbooks will arrive packed in alphabetical order.
- 16.5.2 The principal or NAPLAN coordinator may sort the Year 3 writing testbooks into class groups in the afternoons of Monday 11 March and Tuesday 12 March, but only after students have left school that day. Once sorting has been completed, these testbooks must be returned to secure storage until testing. The purpose of this process is to ensure that testbooks are sorted into class groups for test administrators, to identify any unnamed testbooks required for students enrolled in 2024 and visiting students, and to separate named testbooks of those students who are exempt, withdrawn or no longer enrolled. Writing prompt packages must not be opened prior to the morning of **Wednesday 13 March 2024**.
- 16.5.3 Unnamed testbooks are to be used by students:
- for whom there is no named testbook (e.g. a new enrolment)
 - whose named testbook is lost or damaged (see section 23.1)
 - who are visiting from another school, e.g. a distance education student or a student on holiday
 - for whom their legal first name as overprinted on the testbook is no longer to be used. This is not a preferred name (e.g. an anglicised name or nickname) but a [correct](#) name. Consult your sector's policy regarding the change of student names. (A preferred name can be added to any student's enrolled — usually legal — name on the front cover of a named (overprinted) testbook that the student will use, but it will not appear on the individual student report (ISR) unless also changed on the [online national assessment platform](#)) (see section 14.1.3). Schools should also complete a *Student test attempt advice* form in the NAPLAN Administration app to inform QCAA of the change in student name.
- 16.5.4 Test materials must be returned to secure storage after sorting until the morning of the Year 3 writing test.
- 16.5.5 Test content **must not** be accessed during this process.
- 16.5.6 Schools that need greater flexibility to prepare and sort materials must contact the QCAA for advice by phoning 1300 214 452 or emailing naplan@qcaa.qld.edu.au.

17 Scheduling

- 17.1.1 The principal and/or NAPLAN coordinator must organise a schedule to allow all students to complete the NAPLAN tests, in the correct order, as soon as possible within the test window. See section 8 for more detailed information about scheduling.



NAPLAN test window infographic

www.nap.edu.au/docs/default-source/default-document-library/naplan-test-window-infographic.pdf

- 17.1.2 Separate supervision may be provided to ensure students are not distracted. This is an administrative decision to be made by the school and is not considered to be an adjustment for disability.
- 17.1.3 If the NAPLAN coordinator has exhausted all options for scheduling in the test window and is unable to follow the parameters outlined above, they should contact the QCAA as soon as possible for advice, prior to the start of the test window by phoning 1300 214 452 or emailing naplan@qcaa.qld.edu.au.

18 Preparing test administrators

18.1 Responsibilities of test administrators

- 18.1.1 In the context of assessment delivery, a test administrator is an authorised user who administers a test and supervises a group of students within a test session. Test administrator logins are not assigned to a specific person and can be used by any authorised staff member who will be administering a test session.
- 18.1.2 The test administrator is responsible for administering student test attempts in a test session by:
- creating a test session code and displaying it for all students in the test session (e.g. writing it on the board)
 - providing students with their student session slip containing the correct student code
 - starting a test session
 - performing various functions as required, relating to student test attempt(s) on the Test administrator's dashboard
 - managing test session disruptions
 - managing student test attempt submissions to the 'Finished' status and/or notifying the NAPLAN coordinator of any postponed or paused test attempts
 - finalising the test session (only where there are no postponed or paused test attempts or unresolved technical issues).

18.2 Preparing test administrators

- 18.2.1 In the weeks before the test, the NAPLAN coordinator should meet with test administrators to:
- provide access to the NAPLAN Training Environment, which includes training resources (e.g. test administrator guides and videos), to ensure test administrators know how to use the test administrator's dashboard and NAP locked down browser
 - confirm the availability of the [NAPLAN public demonstration site](#)
 - discuss the organisational procedures for all scheduled test session including:
 - location of test session
 - duration and organisation of breaks between test sessions
 - arrangements for non-participating students
 - arrangements for students bringing their own device (BYOD), if allowed
 - confirm the test administrator has access to a suitable device for their own use in administering the test session/s

- confirm which internet connection the test session will use and instructions on how to connect the devices (e.g. password).
- confirm that student devices have passed device checks and arrangements have been made for the devices to be in the room during each day of testing
- review procedures for emergencies and problem situations, including how to seek technical assistance if needed
- establish procedures — including adequate training and preparation — in the event that the test is to be administered by a casual, relief or supply teacher
- ensure that any casual, relief or supply teachers who are administering tests are familiar with all the test administration instructions and procedures.

18.3 Test administrator pack

- 18.3.1 Using the test schedule, the NAPLAN coordinator or principal must create a test administrator session slip for each of the test sessions. These test administrator session slips contain a username — a code generated by the [online national assessment platform](#) (the platform) — and a password.
- 18.3.2 NAPLAN coordinators must prepare and distribute a test administrator (TA) pack for each session. Each pack includes:
- the test administrator session slip for the test session they will be administering
 - student session slips for all students participating in the test session (these slips have the unique, one-time student codes that each student needs in order to access a particular test)
 - the *NAPLAN test administration handbook for teachers*
 - a list of students allocated to the test session, including details concerning which students, if any, have been allocated disability adjustments. The *Participating Student Report* contains disability adjustment codes (DAC) information and can even advise if a student has been previously postponed
 - information on how many school devices and which students are expected to bring their own device
 - contact details for the school's IT support and the NAPLAN coordinator
 - a copy of the *Test administrator quick reference guide* and *Notification of technical disruption* form (optional) available from the [QCAA website](#).
- 18.3.3 The NAPLAN coordinator should print out and package the test administrator logins and student session slips required for each test session in the TA pack. Other documents may either be printed and packaged in the TA pack or shared electronically.



Factsheets 12–15 provide guidance on preparing TA packs
www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets



NAPLAN QCAA resources
www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-resources

- 18.3.4 The test administrator session logins and student session slips are printed from the *Delivering* dashboard in the [platform](#). The platform will not allow a user to progress to the *Delivering* dashboard until all items on the *Preparing* dashboard have been checked and the checklist is marked as complete by the principal or NAPLAN coordinator.



- Factsheet 10: Moving from Preparing to Delivering
 - Factsheet 11: Roles and tasks overview (for *Delivering* phase)
- www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

- 18.3.5 A list of required materials that are specific to each test domain is provided in the *NAPLAN test administration handbook for teachers*.



NAPLAN test administration
www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan

- 18.3.6 Test administrator session slips are not assigned to a specific person and can be used by any authorised staff member who will be administering a particular test session. If a principal or NAPLAN coordinator is administering a test session, they will need to log out of their own account in the [platform](#) and use a test administrator session slip.

18.4 Preparing test rooms

- 18.4.1 During the tests, students should be seated so they are not able to read other students' work. If students take the tests in their classroom, it is expected that a test administrator is present at all times. If students are seated with a larger group (e.g. in a hall), the student-to-test-administrator ratio must be comparable to that of a regular classroom. Any wall materials or posters should also be removed or covered up.
- 18.4.2 Students will need enough desk space to use working out paper for the tests.

19 Student participation and disability adjustments

19.1 Managing student participation

19.1.1 Managing student participation status before test day:

- The [online national assessment platform](#) (the platform) allows a participation status to be set by the principal or NAPLAN coordinator for each student enrolled in the testing event. Participation statuses are crucial for the correct handling of enrolled students.
- Certain participation statuses can be set for a student before test sessions commence (see below). Other participation statuses are only appropriate for use during a test session, or after a test session or test window has closed and must not be used earlier in the test delivery process. See section 5 of the protocols relating to student participation.
- The default status for a student enrolled in a testing event is 'participating' or 'open'.
- Since it will be completed on paper, the default status for the Year 3 writing test will be set to 'alternative format'. If a Year 3 student does not sit the writing test, it is important that their participation status is changed on the [platform](#) **and** the correct bubble shaded on their testbook.
- The following statuses can be selected for each student before a test session commences
 - exempt
 - withdrawn
 - no longer enrolled
 - alternative format. Student test attempts with 'OFF' DAC **must** also have the participation status 'alternative format'.

To update the status for Year 3 writing or for student using alternative format test materials, see instructions in section 21.5.4.

- Principals should finalise arrangements for student participation in NAPLAN tests including exemptions, withdrawals, alternative format, new students and hosted students, prior to day 1 of the testing window. See section 5 for information about student participation and the [NAPLAN 2024 school checklist](#).



Factsheet 8A: Manage student participation statuses (including Visiting students)

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

19.1.2 Adding new students

It may be necessary to create student accounts for hosted, visiting or newly enrolled students. For instructions on how to do this, please access *Factsheet 6: Create new student record* on the [QCAA website](#) or go to the [platform](#), log into the *NAPLAN 2024* tile, open the *Tools and resources* menu, then click on the *Principal and NAPLAN coordinator* link.

Schools should take care when adding new students to the platform, as incorrect/duplicate entries cannot be removed. If a duplicate record has been created, the NAPLAN coordinator or principal must change each test attempt status of the 'duplicate' student to 'no longer enrolled'.



Factsheet 6: Create new student record

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

19.1.3 Students no longer enrolled

- The school should ensure that students who are no longer enrolled at the school have their participation status updated to 'no longer enrolled' for all test domains. Ensure this task is completed prior to scheduling tests so that the data used is as accurate as possible. Where students leave during the testing period, schools should contact the QCAA for advice by phoning 1300 214 452 or emailing naplan@qcaa.qld.edu.au.
- For Year 3 writing and alternative format (disability adjustment) paper tests, ensure the bubble 'No longer at this school' has been shaded in addition to changing their participation status to 'no longer enrolled' on the [platform](#). If a status is already marked as 'AF' (such as Year 3 writing), their status must first be changed to 'participating' before selecting 'no longer enrolled'.

19.1.4 See [Appendix 4: Additional information on student participation](#) for information on managing:

- hosted and visiting students and home-schooled students
- international fee-paying students
- repeated and accelerated students
- excluded and suspended students
- distance education students.

19.2 Exemptions and withdrawals

19.2.1 The school must obtain signed notification from the student's parent/carers that they wish to exempt or withdraw their child from one or more test domains. See sections 5.2 and 5.3 for the criteria for these participation statuses.

Forms are available on the NAPLAN Administration app on the [QCAA Portal](#) under the Forms & resources tab. A copy of the completed form should be given to the parent/carers and the original signed form should be kept on the student's file.

- Exemption: Record of test exemption: Form S2002
- Withdrawal: Record of parent/carers withdrawal: Form S2003

After signed parent/carers notification has been obtained, the NAPLAN coordinator or principal will need to update the student's participation status to 'exempt' or 'withdrawn' on the [online national assessment platform](#).



Factsheet 8A: Manage student participation statuses

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

19.3 Disability adjustments

- 19.3.1 Schools are advised to keep a record of any disability adjustment information and provide a copy to the student's parent/carers. Principals or NAPLAN coordinators must complete and submit a NAPLAN Access Arrangement and Reasonable Adjustment (AARA) application for all QCAA-approved adjustments. This application is to be submitted in the NAPLAN AARA app in the [QCAA Portal](#). A *Record of adjustment for disability (for school use only)* form must be completed for each student who requires a school-approved and/or a QCAA-approved disability adjustment. This form can be downloaded from both the NAPLAN AARA app and the NAPLAN Administration app.
- 19.3.2 Further information about accessibility adjustments, including a [series of videos](#), is available on the NAP website.



Further information about accessibility adjustments

www.nap.edu.au/naplan/accessibility

19.4 Disability adjustments in the platform

- 19.4.1 Disability adjustments are managed within the [online national assessment platform](#) by the school adding disability adjustment codes (DACs) on the individual student's profile. The two different levels of adjustments as well as a description of each code and its acronym are listed in [Appendix 2](#). Information on which adjustments require approval from the QCAA is also included.
- 19.4.2 DACs must be assigned to the relevant test domains for the student when an adjustment is required.
- 19.4.3 The NAPLAN coordinator is responsible for adding and updating DACs for each student, and for applying for QCAA approval for disability adjustments, where this is required. NAPLAN coordinators are also responsible for checking that QCAA approval has been granted.

- 19.4.4 NAPLAN coordinators must check that the correct adjustments have been assigned on the platform and are applied only to the tests for which the student requires the adjustment. Where DACs need to be changed/updated in the platform, the previously assigned DAC should be removed from the platform first, then the correct DAC applied. The platform will not override previously applied DACs. QCAA-approved adjustments should not be assigned to the platform unless the school has received written confirmation from QCAA granting approval (see section 19.3.1).
- 19.4.5 Test administrators cannot add or amend DACs. For each test session, test administrators should be provided with a student list that includes details of the school-approved and QCAA-approved DACs listed for each student. The *NAPLAN test administration handbook for teachers* includes information on what each DAC means and what actions (if any) the test administrator should take. Once students join a test session, any DACs are indicated in the Test administrator's dashboard under a blue cross to the right of a student's name.
- 19.4.6 Multiple DACs can be added for a student if multiple adjustments are required and approved. However, some combinations of DACs which specify different levels of the same adjustment, such as different combinations of extra time DACs (ETA, ETB, ETC and ETD) or combinations of colour themes (BNW, BNB, BNL, BNG, BNY), **are incompatible and should not be entered**.



Factsheet 8B: Apply disability adjustments

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

19.5 Application for tests in alternative formats (disability adjustment)

- 19.5.1 The NAPLAN coordinator or principal can request alternative format (special print) testbooks in braille, large print and black-and-white formats for students with vision impairment, and electronic PDF format for students with significant vision and/or physical disabilities. Use of alternative formats for students with vision impairment are subject to QCAA approval. Applications for the use of alternative formats for students with disability are made through the NAPLAN AARA app on the [QCAA Portal](#). See the [NAPLAN 2024 school checklist](#) for due dates.
- 19.5.2 Students with disability sitting tests in alternative formats should follow the school's test schedule and test sequence.

19.6 Application to use assistive technology (computer or iPad) — For Year 3 writing test only

- 19.6.1 Principals or the Principal's delegate (NAPLAN) must submit a NAPLAN AARA application for a Year 3 student with disability to use assistive technology (computer or iPad) for the Year 3 writing test. See the [NAPLAN 2024 school checklist](#) for due dates.
- 19.6.2 All approved applications for Year 3 students to use assistive technology (computer or iPad) will receive a factsheet with their decision letter. This factsheet will include instructions on where to locate the computer template for Year 3 writing test. Students are to record their responses on this template

using a basic word processor, e.g. WordPad. A DAC is not required for this adjustment. See section 6.6.2 and [Appendix 2](#).

19.6.3 The standard computer or iPad used must have the following features disabled:

- assistive technology
- spelling and grammar checker
- thesaurus
- internet and internal network access
- touchscreen (except iPads)
- ability to convert handwritten text to typed text (e.g. the Scribble feature on iPads with Apple Pencil).

19.6.4 Text-to-speech features may be used in the Year 3 writing test to enable students with vision impairment who are using a computer or iPad to access their typed responses if they normally use this for assessment.

During testing

20 Test administrator responsibilities

20.1 Responsibilities of test administrators

- 20.1.1 Test administrators are responsible for administering the delivery of tests according to the specific scripts set out in the *NAPLAN test administration handbook for teachers*, and monitoring the test sessions according to the instructions that follow.
- 20.1.2 If a principal or NAPLAN coordinator is administering a test session, they will need to log out of their own account in the [online national assessment platform](#) (the platform) and use a test administrator session slip to log in.
- 20.1.3 During the test session, the test administrator should encourage student participation and engagement in the tests, and actively supervise student conduct.
- 20.1.4 For each test session, the test administrator must inform the NAPLAN coordinator as soon as possible after a test session of any:
- absent students
 - students who refused to log in or who logged in but did not complete the test
 - students who failed to complete the test due to illness or injury, or a technical disruption or problem with their device
 - errors in the spelling of student names
 - paused test attempts.
- 20.1.5 Where test disruptions or incidents are major and cannot be solved by the test administrator within 15 minutes, the test administrator should pause the test session for all students and then seek the advice of the NAPLAN coordinator. **Test attempts for students who face significant test disruptions should NOT be finalised.**
- 20.1.6 The test administrator is crucially important for the ultimate validity and fairness of the tests. There are limits to a test administrator's authority within the [platform](#). The effective delivery of assessments requires close cooperation between the test administrator and the NAPLAN coordinator.



Factsheets 16–23 guide TAs on managing test sessions

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

20.2 Completing testbook covers

For Year 3 writing and alternative format (paper) tests only

20.2.1 It is imperative that student details written on any unnamed testbooks are completed accurately, and checked, as any errors may result in incorrect data being provided for reporting.

- NAPLAN coordinators, test administrators and students all have roles in completing testbook covers.
- All information on the covers of the testbooks is to be entered using a HB or 2B pencil only.

20.2.2 Details to be completed by the NAPLAN coordinator on testbooks:

- unnamed testbooks
 - student details — first names and last names, date of birth, class, EQ ID (where applicable)
- named testbooks (optional)
 - class groups.

20.2.3 Details to be completed by the student on testbooks — both named and unnamed:

- Students write their first names and last name clearly in the spaces provided on the cover of each testbook on the day of the test.
- Students should be instructed to write their names in the same way on each testbook. For example, a student should not write Susan McDonald on one testbook and Sue McDonald or Susan Jane McDonald on other testbooks.
- Students should be told not to shade bubbles in the section of the cover that is to be completed by the NAPLAN coordinator.

20.2.4 If there is an error in the student details printed on named testbooks, the NAPLAN coordinator must rule a single line through the incorrect information and print the correct details neatly above (as shown with the 'First names' and 'Class' fields below).

Details to be completed by the teacher				Testbook No:	
First names	KAY KAI		Last name	KANGAROO	
School code	9876	Date of birth	20 03 2015	Class	AH7 RS7
		<small>dd mm yyyy</small>		EQ ID	12345678900
School name	Somewhere Park State School				

Where necessary, a preferred name may be added in brackets after a student's legal first name or last name. Including a preferred name does not override and prevent the student's first name from appearing on the individual student report (ISR). For the preferred name to also appear on the ISR, it should also be added in the [online national assessment platform](#) (the platform). Where no class information is indicated on named testbooks, test administrators should advise students to leave this field blank.

20.2.5 Test administrators or NAPLAN coordinators must:

- Check the names that students have written, and the bubbles they have shaded are correct.
- Where applicable, shade the bubble on the cover of the testbook to indicate that a student has a language background other than English (LBOTE). This bubble should be shaded only for students where the main language spoken at home is a language other than English.
- Shade bubbles on covers of testbooks to indicate whether a student
 - is absent
 - is exempt
 - is withdrawn (parent/carers requested)
 - was present but refused to complete any test items
 - is no longer at the school
 - is no longer in this year level
 - abandoned the test due to illness or injury approved by the QCAA
 - has had a scribe assigned (writing test only) as a QCAA-approved disability adjustment
 - is an international fee-paying student
 - has an adjustment for disability (this includes all school-approved or QCAA-approved adjustments)
 - is a visiting student from ... (insert school name and school code).

Do not shade the 'Absent' bubble on a testbook until after it is confirmed that the student was unable to complete that test in a catch-up session.

NAPLAN coordinators should check that the shaded bubbles for student participation match the students' records in the platform.

Cover of named testbook

NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy	acara AUSTRALIAN CURRICULUM ASSESSMENT AND REPORTING AUTHORITY
WRITING	YEAR 3 2024
Details to be completed by the teacher	
Testbook No: 012345	
First names KAY	Last name KANGAROO
School code 9876	Date of birth 20 03 2015
Class <input type="text"/>	EQ ID 12345678900
School name Somewhere Park State School	
Visiting this school from: School Name <input type="text"/> School Code <input type="text"/>	
Details to be completed by the NAPLAN Coordinator	
Shade one bubble if testbook is empty	
<input type="radio"/> Exempt	<input type="radio"/> No longer at this school
<input type="radio"/> Parent withdrawn	<input type="radio"/> No longer in this year level
<input type="radio"/> Absent	<input type="radio"/> Present but refused to complete any test items
Shade all the applicable bubbles	
<input type="radio"/> Abandonment due to illness or injury approved by QCAA	<input type="radio"/> Completed in catch-up session
<input type="radio"/> An approved scribe was assigned to this student	<input type="radio"/> International fee-paying student
<input type="radio"/> A disability adjustment has been approved by the principal	<input type="radio"/> This student has a language background other than English
Details to be completed by the student	
First names <input type="text"/>	
Last name <input type="text"/>	
40 min	
SESSION 1 Time available for students to complete test: 40 minutes	
Use 2B pencil	
© Australian Curriculum, Assessment and Reporting Authority, 2019	
Queensland Government	QCAA Queensland Curriculum & Assessment Authority

The details in this section are already printed on the testbook. **Students** to check the name and date of birth. **Test administrator** to check accuracy. See 20.2.4 for amendments.

NAPLAN coordinator to complete if applicable.

NAPLAN coordinator to complete if testbook returned without student response.

NAPLAN coordinator to complete if applicable.

Student to complete (check accuracy).

Cover of unnamed testbook

■ NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy		acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY ■			
WRITING		YEAR 3 2024			
Details to be completed by the teacher Testbook No: 012345					
First names	QUENTIN		Last name	QUOLL	
School code	9876	Date of birth	04 03 2015	Class	RS7
		dd mm yyyy		EQ ID	12345678973
School name	Somewhere Park State School				

Test administrator or NAPLAN coordinator to print the student's names in capitals and enter student's date of birth, class and EQ ID number, if applicable.

21 Managing events during testing

21.1 Adjustments for students with a temporary injury

- 21.1.1 Schools need to follow the protocols in section 6.16 and consider appropriate adjustments for students with temporary injuries.
- 21.1.2 Year 3 writing and alternative format paper tests (writing) only
- Schools submit a notice of use of a computer/iPad for the writing test in the NAPLAN AARA app in the QCAA Portal. This must be submitted via the Temporary Injuries tab in the app before the test.
 - The Microsoft WordPad template will be available to download in the NAPLAN AARA app prior to testing. The template should be downloaded immediately to the school's network. Schools are advised to transfer the template to the student's device before the test date.
 - A student with a temporary injury who is unable to complete the writing test using assistive technology must be marked absent from this test.
 - See section 19.6.3 for device features that need to be disabled.

21.2 Disruptive student behaviour

- 21.2.1 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.
- 21.2.2 If the student is deemed to have finished the test, the test administrator should submit the student's test attempt prior to finalising the test session.
- 21.2.3 If a student has not logged in, the NAPLAN coordinator should be notified. The NAPLAN coordinator should select the correct participation status, 'refused to attempt', for the student.

21.3 Catch-up sessions for absent students

- 21.3.1 If a student is absent from a test session, the test administrator will inform the NAPLAN coordinator of the student's absence. The test administrator will also

return the student's session slip to the NAPLAN coordinator. The student may sit the test in an alternative session. Their existing student code (found on the student session slip) can be used for this new test session.

- 21.3.2 Schools are encouraged to provide catch-up sessions for students who are absent from their scheduled test session. The NAPLAN coordinator should not set a student's participation status to 'absent' until the **end** of the test window when there are no further opportunities for catch-up sessions, as it blocks the student from access to that test.
- 21.3.3 Catch-up sessions are only available for students when they return within the school's planned test schedule. The test schedule must be available to the school community prior to testing.
- 21.3.4 A student who was absent for all catch-up sessions can be considered absent and the NAPLAN coordinator should change the student test attempt to 'absent'. For Year 3 writing, their status must first be changed to 'participating' before selecting 'absent'.

21.4 Dealing with test disruptions

- 21.4.1 If a student arrives late, discretion should be used as to whether a late student is admitted or given a catch-up test.



Factsheet 18: Allow late entry to a test session

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

- 21.4.2 A test disruption is an unexpected disturbance which interrupts a test and may impact one or more students. Technical issues, fire alarms and evacuations are the most common disruptions that lead to students' tests being interrupted. Schools can use the Notification of technical disruption form from the [QCAA website](#) to record technical disruptions.
- 21.4.3 See section 8 protocols for dealing with test disruptions. The test administrator is responsible for dealing with test disruptions as they arise within the test session. However, there may be occasions when the NAPLAN coordinator is required to take steps within the [online national assessment platform](#) (the platform) (such as postponing or rescheduling test attempts) in response to a test disruption, or when the NAPLAN coordinator needs to escalate an issue to the QCAA. If there are issues with test rescheduling, contact the QCAA.
- 21.4.4 The test administrator should provide the NAPLAN coordinator with details of any test disruption. The test administrator will also provide details within the [platform](#). For instance, when a test administrator pauses a test, they are required to provide the reason for doing so (by selecting from a drop-down list) and are also presented with a free text field to record any further information or context.
- 21.4.5 In the event of a test disruption, the test administrator can pause the test session. Clicking 'Pause student' will stop the timer for individually selected students. Clicking 'Pause session' will stop the timer for all students.



- Factsheet 19: Pause and resume a test attempt
- Factsheet 20: Pause and resume a test session

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

- 21.4.6 Once the disruption is resolved, the test administrator can resume the test session. Students will restart their test at the same point and with the same amount of remaining time that they had when the session was paused.
- 21.4.7 If the test administrator was unable to pause the test session, they should note the time when the disruption occurred and, when the disruption is resolved, add the amount of elapsed time to students' tests.



Factsheet 21: Reopen a test attempt and add more time

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

- 21.4.8 If the issue is not able to be resolved in the session within 15 minutes, the test administrator should contact the NAPLAN coordinator. The student(s) may be rescheduled and resume their test attempt in another session. For this to happen, **the test administrator must not finalise the test session**. If possible, the test administrator should pause the test session for all affected students. The affected students' test attempt status must then be changed to 'postponed' by the NAPLAN coordinator and the students should complete the test in another test session.
- 21.4.9 **Schools must follow Part A of the protocols relating to rescheduling.** See sections 8.6 and 8.7 for information related to scheduling and rescheduling.
- 21.4.10 To complete a student's postponed test attempt, the test administrator uses a new test administrator session slip to create a new test session, and a new test session code will be generated. Students will use their original student session slip with their unique code to log in.



Factsheet 24: Postpone a test attempt

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

- 21.4.11 If a student was postponed due to a test disruption, and absent for any rescheduled sessions, the NAPLAN coordinator must contact the QCAA to request a sanctioned abandonment for this student. If the QCAA grants a sanctioned abandonment, the NAPLAN coordinator must update the student's participation status to 'Abandoned (sanctioned)'. Otherwise, the student's test attempt status must be changed to 'Finished' and the student will be assessed on the basis of what they have completed. Note that the only way a postponed test attempt can be moved to 'Finished' or 'Submitted' is through a test session. A new test session must be started, postponed test attempts need to be added to a test session, the attempt finished, and the test session finalised.

- 21.4.12 Technical issues may disrupt tests. As technical disruptions do not stop the test timer, it is essential that the test administrator pause the affected student's test attempt, resolve the issue if possible, and then resume the testing for that student. If the student's test attempt could not be paused, the test administrator must take note of the time lost. If necessary, this time can be added to the student's test attempt. The [Test administrator quick reference: Technical disruptions](#) document provides solutions to solving simple and common technical issues.



NAPLAN QCAA resources

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-resources

- 21.4.13 If a student's or a class's test session could not be started or resumed within a reasonable amount of time due to a technical issue or disruption, the test session may be rescheduled.
- 21.4.14 Where technical issues are likely to impact the school's ability to successfully complete the tests within the NAPLAN test window, principals must contact the QCAA as soon as possible for advice on appropriate actions.

21.5 Managing student participation status after a test session

- 21.5.1 The test administrator does not have authority to change participation statuses for students. In situations where a student has been paused and did not complete their test attempt, the NAPLAN coordinator, not the test administrator, is responsible for finalising the test session.
- 21.5.2 When the session is finalised, the 'Finished' students' test attempts move from 'Open' to 'Submitted'. However, test administrators must NOT finalise a test session if any students remain paused — they must contact the NAPLAN coordinator to postpone these students instead.
- 21.5.3 The NAPLAN coordinator should change any student's participation to 'Finished' (where this is necessary) and then finalise the test session before the end of the testing window. The participation status cannot be changed from Submitted after the test session has been finalised. The NAPLAN coordinator should not finalise the test session unless certain that the student participation status is correct. However, if the test is finalised incorrectly, the NAPLAN coordinator should contact the QCAA for advice.



- Factsheet 25: Finalise a test session
- Factsheet 26: Manage a test session

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

For Year 3 and alternative format test papers only:

- 21.5.4 The NAPLAN coordinator should check that front covers of the testbooks have been filled in correctly, including appropriate bubbles being shaded. Before testbooks are returned to QCAA, student details in the [online national assessment platform](#) (the platform), including participation status, must also be updated to match the information on testbook front covers.

Two sources of student data need to be aligned for any students who do not complete the writing test AND have one of the following bubbles shaded on the testbook cover to align these two sources of student data:

- Exempt
- Parent withdrawn
- Absent
- No longer at this school
- No longer in this year level
- Present but refused to complete any test items

Please follow this 2-step process in the [platform](#) for these students:

1. Change the relevant test participation status from Alternative Format (AF) to Participating (P)
2. Change the participation status from Participating (P) to the relevant status – Exempt (E), Withdrawn (W), Absent (A), No Longer Enrolled (NLE) or Refused (R)

- 21.5.5 For students with a disability adjustment, the NAPLAN coordinators or test administrators, must ensure they shade the bubble on the cover of a student's testbook next to the statement, 'A disability adjustment has been approved by the principal'. This must be done for each test for which the student is granted an adjustment.

Where a student has used a scribe as an approved disability adjustment, please shade the bubble, 'An approved scribe was assigned to this student'. Before testbooks are returned to QCAA, student details in the [platform](#) must also be updated to match the disability adjustment information on testbook front covers.

After testing

22 Test session completion

- 22.1.1 Once a school has completed all its planned test sessions and all student test attempts have been finished, the NAPLAN coordinator must ensure that all student participation statuses are updated and correct. This **MUST** be completed before the end of the test security window. See section 5 of the NAPLAN national protocols for test administration in Part A of this handbook for information relating to student participation. NAPLAN coordinators should contact the QCAA if unable to finalise all participation statuses before the test security window closes.
- 22.1.2 Test administration session slips and any unused test codes, as well as all working out paper used during each of the tests, should be returned to the NAPLAN coordinator after each test to be securely destroyed. The NAPLAN coordinator should secure the test administration session slips and only destroy these once the school has moved to the *Results* dashboard.
- 22.1.3 When there are no remaining open or postponed test attempts, and the checklist in the *Delivering* dashboard is completed and confirmed, the school will move from the *Delivering* dashboard to the *Results* dashboard. Schools cannot go back to the *Delivering* dashboard once on the *Results* dashboard. Please note that while the NAPLAN coordinator can complete and confirm the checklist, ultimate responsibility lies with the principal.



Factsheet 30: Moving from Delivering to Results

www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

23 Returning and storing paper test materials

23.1 Returning completed test materials

- 23.1.1 All used and unused testbooks and the writing stimulus pages for Year 3 writing must be packed and dispatched as soon as the Year 3 writing tests are completed — no later than **Wednesday 20 March 2024**.
- 23.1.2 All other alternative format test materials (including reading magazines) should be returned as soon as the school testing window is completed.
- 23.1.3 Materials to return include:
- ✓ **all** Year 3 writing testbooks (used and unused, named and unnamed)
 - ✓ all writing stimulus pages
 - ✓ all special print materials, reading magazines and testbooks for students who accessed large print, or black-and-white paper tests. All testbooks should be placed in the provided satchel for return

- ✓ braille test materials (including braille testbooks, braille print transcripts and student responses) must be returned separately in the box provided to the return address on the consignment note — it is not to be returned with other test materials
- ✓ testbooks of students who accessed the electronic test format (interactive PDF) with the printout of their responses inserted and attached with a paperclip (Year 3 writing only)
- ✓ printed responses of all students who accessed the electronic test format (interactive PDF) for any of the online tests. All printed responses for each student should be attached together with a paperclip and placed in a separate envelope provided by the school
- ✓ testbooks of students who used assistive technology (computer templates for the writing test) with the printout of their responses inserted and attached with a paperclip (Year 3 writing only)
- ✓ testbooks for any visiting Queensland students. These should be placed in a separate envelope (not provided) that is clearly marked 'Visiting students' and packaged for return with the other testbooks. Please see section 23.1.5 for instructions for returning testbooks for students visiting from interstate.

Contact the QCAA as soon as possible for advice on damaged and lost testbooks.

Test security is to be maintained by all schools up until **Thursday 28 March 2024**.

23.1.4. Return of a students' Year 3 writing test completed using assistive technology (computer template)

When a Year 3 student uses a computer or iPad for the writing test, the school must:

- save the completed test to the desktop as a backup and convert it to a PDF
- complete the required student information table on the template and ensure the same information is included on each page of the student's response
- insert the student's response sheets into the student's named testbook (they may be affixed with a paperclip, but should not be glued or stapled to the testbook)
- place the student's named testbook with the printed response sheets in an envelope and return them with the other testbooks
- where the student does not have a named testbook, an unnamed testbook should be used, with student and school details filled in by the NAPLAN coordinator or principal.

A PDF copy of the student's response must also be uploaded to the **NAPLAN returns** tab in the **fileShare** app by close of business on **Wednesday 20 March 2024**.

23.1.5 Students visiting from interstate

Please do not return testbooks used by visiting interstate students to the QCAA.

Testbooks should be sent to the test administration authority (TAA) of the relevant state or territory in an Express Post bag (not provided) no later than **Wednesday 20 March 2024**.

Have the post office scan/or stamp the *Returned materials* lodgement form when you lodge materials for return. Retain this form at your school as proof of lodgement.

23.2 Australia Post lodgement instructions

23.2.1 Before returning Year 3 writing test materials and alternative format materials (including reading magazines), please ensure you:

- fill in the front covers of all used testbooks accurately
- update student records in the [online national assessment platform](#) to match the details on the testbook front covers, i.e. name corrections, participation status, disability adjustments
- check that all testbooks, writing stimulus pages and all alternative format test materials, including reading magazines, are included
- have the post office scan and/or stamp the *Returned materials* lodgement form when you lodge materials for return. Retain this form at your school as proof of lodgement
- return packages immediately — no later than **Wednesday 20 March 2024** for the Year 3 writing testbooks.

23.2.2 The return address labels sent with the test materials must be used when returning materials. If additional labels are required, please phone 1300 214 452.

23.2.3 Where possible, the original packaging should be reused to return completed testbooks.

23.2.4 The return parcels must be returned through Australia Post, except for braille materials. Braille materials will be collected by a courier (see the *Quick guide for courier collection* included with delivery materials).

23.3 Securely destroying or storing test materials

23.3.1 All testbooks, writing stimulus and reading magazines must be returned to the QCAA and cannot be kept by schools. See section 23.1.3 for further information.

23.3.2 Student working out paper must be securely destroyed by the end of the test security window.

23.3.3 See section 4 for information about the use, storing and sharing of test materials.

24 Final principal tasks

24.1.1 Principals must access the NAPLAN Administration app in the [QCAA Portal](#) to complete the *Student test attempt advice* form when an error that may affect the reporting of test results has occurred, such as where a student has:

- used another student's session slip to submit an online test attempt
- logged into a test domain out of sequence
- submitted online test attempts under multiple student registrations
- used another student's testbook.

This form is to be completed by **Tuesday 26 March 2024**.

24.1.2 If a school hosted a visiting student, please complete the *Visiting student data transfer form*. See [Appendix 4](#) for further information on completing this form.

25 Results

25.1 Reports

25.1.1 Schools will be informed of the release of reports via a QCAA memo.



- To subscribe to QCAA memos, visit:
www.qcaa.qld.edu.au/news-data/memos
- QCAA NAPLAN test reporting and analysis
www.qcaa.qld.edu.au/p-10/naplan/test-reporting-analysis

25.1.2 The *Results* dashboard displays tasks that allow the delivery of the student and school summary report (SSSR) and operational reports for NAPLAN tests.

25.1.3 The report available to schools is a NAPLAN-specific student and school summary report (SSSR). This will not be available for students who complete alternative format NAPLAN tests, with the exception of writing.

25.1.4 The SSSR provides feedback on how students performed on the NAPLAN tests.



- Factsheet 29: Generate reports
- Factsheet 32: School and student summary report
www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

25.1.5 The individual student report (ISR) provides achievement information for the four test domains and is supplied to schools by the QCAA.

25.1.6 ISRs are provided by the QCAA for students who sit NAPLAN tests.

Appendix 1: Year 3 writing and other alternative formats — protocols extract

OVERVIEW

This section contains excerpts from the *NAPLAN handbook for principals and NAPLAN coordinators — alternative format (paper)* for the purpose of administering NAPLAN paper-based tests (Year 3 writing and alternative format (disability adjustments) paper tests). These excerpts are to be used **in addition** to the other protocols extracts in this document.

If you require the full version of the *NAPLAN handbook for principals and NAPLAN coordinators — alternative format (paper)*, please contact the QCAA via email (naplan@qcaa.qld.edu.au) to request a copy.

1. INTRODUCTION

- 1.1.2. The *NAPLAN national protocols for test administration — alternative format (paper)* provide detailed information on all aspects of the administration of the NAPLAN paper-based tests. Please note there are also NAPLAN national protocols for test administration for the online NAPLAN tests.
- 1.1.4. In order to maintain the integrity of the tests, the testing process and, ultimately, test results, these protocols must be followed carefully. Breaches of the *NAPLAN national protocols for test administration — alternative format (paper)* and allegations of cheating or improper behaviour are taken very seriously. Substantiated cases of improper behaviour will be reported publicly in ACARA's annual test incident report. A code of conduct (section 2) is included in order to assist TAAs and schools in determining what are appropriate and inappropriate behaviours, as well as information on how breaches are dealt with (section 10).
- 1.1.6. These protocols are designed to cater for the majority of situations. However, the relevant TAA should be contacted for specific advice if it is apparent the protocols do not adequately provide guidance or if there are problems meeting the requirements in these protocols.

CODE OF CONDUCT

2. COMMUNICATION

- 2.6.2. Principals and all relevant school staff must read and understand the *NAPLAN handbook for principals and NAPLAN coordinators — alternative format (paper)* and the *NAPLAN test administration handbook for teachers — alternative format (paper)*.
- 2.6.3. Failure to read or become aware of these protocols and documents is not a valid reason for breaching the protocols.

- 2.6.4. Principals, NAPLAN coordinators and test administrators must adhere to the instructions outlined in the *NAPLAN handbook for principals and NAPLAN coordinators — alternative format (paper)* and the *NAPLAN test administration handbook for teachers — alternative format (paper)*, and principals should seek clarification from the QCAA if unsure of any points.
- 2.6.5. Dishonest and inappropriate practices should be actively discouraged and will not be tolerated. Allegations of breaches of *the NAPLAN national protocols for test administration — alternative format (paper)* should be reported promptly.

3. COMMUNICATIONS

3.3. Responsibilities of principals

- 3.3.3. Principals are responsible for acknowledging, in a manner prescribed by the QCAA, that they have read and understood the *NAPLAN handbook for principals and NAPLAN coordinators — alternative format (paper)*. This acknowledgement must be done by the principal and cannot be delegated.

4. SECURITY AND INTEGRITY OF TEST MATERIALS

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

5. STUDENT PARTICIPATION COHORTS

5.6. Non-attempts and refusals

- 5.6.2. Treatment of students' results where the test is not attempted
Students who are present for the entire test session but do not complete any part of the test must be counted as assessed students with a score of zero.
Students who submit a blank testbook must not be treated as absent.

6. ADJUSTMENTS FOR STUDENTS WITH DISABILITY

6.6. Summary of adjustments for students with disability

- 6.6.1. The following table outlines some types of adjustments that might be provided. See Part A for the complete list.

Disability adjustments	Comments	Approval by school or QCAA	Assessment platform DAC and participation status
Assistive technology/ computers	<p>Students can use assistive technologies that are compatible with the test construct.</p> <p>Computer use may be permitted for all tests for students with disability who normally use this adjustment for their usual classroom assessments and for students with temporary injuries such as a broken arm. Schools must follow QCAA procedures.</p> <p>Software providing text-to-speech outputs is permitted in the numeracy test only, to enable students with disability who normally use this type of adjustment to access allowable parts of questions and their own responses, where appropriate. It may not be used in any other test.</p> <p>Unacceptable aspects of assistive technology use include:</p> <ul style="list-style-type: none"> • word prediction • spelling and grammar checking • text-to-speech software for language conventions, writing and reading tests • calculator use during the non-calculator numeracy section • internet / internal network access. 	QCAA	<p>No DAC applied</p> <p>Participation status: AF</p>
Black-and-white masters	<p>Black-and-white masters of testbooks are available for students who generally access their classroom assessments in this manner. Black-and-white masters may be copied onto coloured paper or used with coloured overlays. Schools are responsible for copying onto coloured paper and providing the coloured overlays.</p> <p>Black-and-white print masters must be ordered in advance through the QCAA.</p>	QCAA	<p>DAC: OFF</p> <p>Participation status: AF</p>
Electronic test format	<p>This adjustment is an electronic PDF of the testbook and is limited to those students with disability who are unable to access the tests through any of the other adjustments available, including the use of assistive technology.</p> <p>Electronic test format materials must be ordered in advance through the QCAA.</p>	QCAA	<p>DAC: OFF</p> <p>Participation status: AF</p>
Extra time	<p>Generally, it is recommended that no more than 5 minutes of extra time per half hour of test time be granted; however, in some cases, up to an additional 15 minutes per half hour of published test time may be provided. See also section 6.7.5 for extra time for braille users.</p>	School	<p>No DAC applied</p> <p>Participation status: AF</p>

Large print format	<p>Various formats of large print testbooks are available for students with a vision impairment who generally access their classroom assessment in this manner.</p> <p>Large print materials must be ordered in advance through the QCAA. The formats available include:</p> <p>A4, N18 font A4, N24 font A3, N18 font A3, N24 font A3, N36 font.</p>	QCAA	<p>DAC: OFF</p> <p>Participation status: AF</p>
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6.9. Assistive technology (QCAA-approved)

- 6.9.2. Where a student with disability regularly uses a computer as a part of usual disability adjustments in classroom assessments, this adjustment may be appropriate for use during the tests. For example, students may type their responses to items on a computer. These responses must then be printed and returned for processing in the manner prescribed by the QCAA. QCAA manages the transcription of student responses.
- 6.9.4. Screen readers that provide text-to-speech outputs may be used by students to listen to their typed responses, where appropriate, in the numeracy test only. Students using a screen reader may need to be supervised by a support person to ensure that the screen reader only reads allowable parts of the test.

6.12. Extra time and rest breaks

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

6.13. Temporary injuries

- 6.13.1. Where a temporary injury that impacts a student's ability to access the tests independently has been sustained prior to the test, the school may make appropriate disability adjustments, such as the use of a computer to assist with the writing test, in line with section 6.6, or a NAPLAN support person to provide access to the other tests, in line with section 6.

7. PREPARING STUDENTS FOR THE TEST

- 7.1.2. Where a temporary injury that impacts a student's ability to access the tests independently has been sustained prior to the test, the school may make appropriate disability adjustments, such as the use of a computer to assist with the writing test, in line with section 6.6, or a NAPLAN support person to provide access to the other tests, in line with section 6.11.

8. ADMINISTERING THE TESTS

8.7. Preparation for test administration

8.7.1. Responsibilities of the principal

- Principals must obtain permission from the QCAA, in accordance with QCAA guidelines, where computers or network-enabled devices are used. Where permission to use computers is granted, the internet connection, spellchecker and grammar checker, and text prediction functions must be disabled.

8.11. Collection of test materials and post-test procedures

- 8.11.3. Schools must not copy, transcribe or transmit student responses, or cause responses to be recorded, except as outlined by these protocols. This prohibition includes photocopying completed testbooks and/or asking students to record their answers separately from their response book (except as may be required for their disability adjustment).
- 8.11.5. Test administrators are not to transcribe special print books unless advised by the QCAA.

Appendix 2: Disability adjustment codes (DACs)

DAC	Name	Platform adjustment	Action required by test administrator	Approval
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.		QCAA
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
Adjustments providing extra time				
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.	QCAA

Adjustments allowing secure browser to be disabled				
AST	Assistive technology	Use browser that 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.	QCAA
COL	Colour contrast modification	Use browser that 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.		
Adjustments through offline testing				
OFF	Braille, large print, black and white, electronic test format	No platform adjustment.	Student will sit an alternative format (paper) version of the NAPLAN tests.	QCAA
Adjustments providing alternative items				
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.		
Adjustment providing alternative colour themes				
BNW	Black text with white 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 3: Bring your own device (BYOD) policy

Some schools have adopted a 'bring your own device' (BYOD) program that allows students to use their own device at school. The use of a BYOD laptop or tablet for NAPLAN creates several issues around test security and privacy. These will need to be managed by schools to ensure that the assessments run smoothly.

Where a BYOD program operates, the principal is responsible for ensuring the following practices are used:

- Devices are used under an appropriate BYOD policy implemented by the school.
- Devices meet the technical requirements (located at www.assessform.edu.au/naplan-online/device-requirements).
- Devices are compatible with the applicable NAP locked down browser and this browser has been successfully installed and validated on each BYOD prior to the test event.
- Devices have had all required manual security settings made (see www.assessform.edu.au for device-specific instructions).
- Devices have been configured for school network access and can access the NAPLAN server successfully.
- Devices have virus protection software installed, where appropriate.
- Devices are fully charged prior to undertaking the NAPLAN tests, with the school managing any unexpected unavailability or failure of a student's BYOD device.
- Sufficient network access points (wired and/or wireless) are available within the school to support the BYOD devices operating in test sessions.
- The use of BYOD devices takes into account any restrictions described in the list of known device issues (www.assessform.edu.au).

Appendix 4: Additional information on student participation

Hosted and visiting students and home-schooled students

- Under certain conditions, students may sit the tests at a school other than their enrolled school (i.e. a host school) if they are:
 - attending a cultural or sporting event and enrolled at a school that is also delivering NAPLAN tests
 - travelling in Queensland or interstate and enrolled at a school that is also delivering NAPLAN tests
 - enrolled in a school of distance education
 - home schooled.
- For information on parent/carers, enrolled school and host school responsibilities for visiting students, see *Guidelines for hosted and visiting students*.



- Guidelines for hosted and visiting students
www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-resources
- Factsheet 8A: Manage student participation statuses (including Visiting students)
www.qcaa.qld.edu.au/p-10/naplan/naplan-resources/naplan-qcaa-factsheets

- The host school must complete the *Visiting student data transfer form* to arrange the visiting student's test attempts to be transferred back to their enrolled school. This form should be completed as soon as possible after the visiting student's last test attempt. This form is located in the NAPLAN Administration app in the [QCAA Portal](#).
- Where a home-schooled student or distance education student needs to access the tests in alternative formats (disability adjustment), the home education unit or SDE principal should advise the QCAA of the name of the school at which the student will sit the tests by **Friday 2 February 2024** (large print and black and white) and **Tuesday 20 February 2024** (assistive technology (computer template) or electronic format (interactive PDF)) so arrangements can be made to deliver the materials to that school. Contact QCAA immediately if you become aware of a student requiring an alternative format for a disability adjustment following this date.

International fee-paying students

- See the NAPLAN national protocols for test administration in Part A of this handbook (section 5.7) for information relating to international fee-paying students. Schools will need to ensure that the student data for international fee-paying students includes the correct visa number so that their data is treated appropriately.

- If an international fee-paying student does not intend to sit the tests, they should be marked absent.
- Students on short exchanges from other countries should not sit the tests.

Repeating and accelerated students

- Students repeating Years 3, 5, 7 or 9 must sit the tests with their current cohort. Students accelerated through a year level only sit NAPLAN if they are currently enrolled in Years 3, 5, 7 or 9.

Excluded and suspended students

- Students who are excluded or suspended from school during the test window are to be marked absent.

Distance education students

- Students enrolled in schools of distance education (SDE) should complete the tests at school locations wherever possible, via one of the following two options:
 - attend the campus of the SDE in which they are enrolled and sit the tests on the scheduled test dates under test conditions administered by staff of that facility; or
 - arrange to attend their nearest school and sit the tests as a visiting student.
- Students who are unable to attend a school campus because of geographical isolation or a medical condition may be eligible to sit the NAPLAN off-site test. Principals of SDEs will be contacted directly with information about applying to administer the NAPLAN off-site test.

