



# 2026 NAPLAN **Operations handbook**

# Key contacts

## Materials

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

## Administration

Enquiries about:	Contact
<ul style="list-style-type: none"><li>• general test administration</li><li>• student participation</li><li>• return of test materials (Year 3 writing)</li><li>• test abandonments</li></ul>	<b>QCAA NAPLAN helpdesk</b> 1300 214 452 <a href="mailto:naplan@qcaa.qld.edu.au">naplan@qcaa.qld.edu.au</a>
<ul style="list-style-type: none"><li>• adjustments for students with disability</li></ul>	<b>QCAA AARA unit</b> 1300 381 575 <a href="mailto:aara@qcaa.qld.edu.au">aara@qcaa.qld.edu.au</a>
<ul style="list-style-type: none"><li>• emergencies and breaches</li></ul>	(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](http://www.nap.edu.au)).

### Queensland Curriculum and Assessment Authority

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The Queensland version of the 2026 *NAPLAN Operations handbook* is adapted and published by the Queensland Curriculum and Assessment Authority (QCAA).

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# 1 Your school and NAPLAN

## 1.1 Introduction

1.1.1 This *NAPLAN Operations handbook* contains jurisdiction-specific information and focuses on the processes for administering NAPLAN. This handbook should be used in conjunction with the [NAPLAN National protocols for test administration](#).

1.1.2 This handbook contains operational information for NAPLAN tests. Detailed user guides on the functionality of the Online National Assessment Platform for each of the administrative roles below can be found under the Resources tab at [Home | Online National Assessment Platform \(assessform.edu.au\) \(the platform\)](#).

## 1.2 Platform roles

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

Role	Access levels and responsibilities
<b>Principal</b>	<ul style="list-style-type: none"><li>full access in the platform</li><li>person accountable for NAPLAN administration. They may delegate tasks to staff, but the responsibility remains with them</li><li>ensures that test security, and student and school privacy are maintained</li><li>can perform all tasks in <a href="#">the platform</a>, including tasks that are usually performed by NAPLAN coordinators and technical support officers. Where a task can only be performed by the principal, this is noted.</li><li>in any instances of a relieving principal, that person must contact the QCAA for creation of their own account</li></ul>
<b>NAPLAN coordinator</b>	<ul style="list-style-type: none"><li>majority access in the platform</li><li>can perform the majority of the principal's role as delegated by the principal (except for designating and managing the NAPLAN coordinators in <a href="#">the platform</a>).</li></ul>
<b>School technical support officer (STSO)</b>	<ul style="list-style-type: none"><li>some access in the platform</li><li>sufficient IT skills to ensure the latest locked-down browser is installed on student devices</li><li>keeps up to date with OS user guides, known issues and latest technical information from <a href="#">www.assessform.edu.au</a></li><li>can manage school IT infrastructure such as network and firewall, wireless access points (WAPs) and school load</li><li>can follow instructions on running a technical readiness test and device checks</li></ul>

	<ul style="list-style-type: none"> <li>can communicate with the QCAA NAPLAN helpdesk to diagnose and fix simple technical issues. The STSO is not required to be a specialist IT professional or an IT teacher.</li> </ul>
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1.2.2 A person may only be assigned to **one** of these roles in [the platform](#). If one person performs multiple roles (e.g. 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 STSO. If a person is assigned to more than one school, they will need separate logins per school.

1.2.3 Staff may not, under any circumstances, log in to [the platform](#) using the login details assigned to someone else. Principals can invite as many NAPLAN coordinator users to register as 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.

## 1.3 Support documentation

1.3.1 Parent/carer information, developed for NAPLAN is at [www.nap.edu.au/naplan/for-parents-carers](http://www.nap.edu.au/naplan/for-parents-carers), and should be forwarded to parents/carers as appropriate.

1.3.2 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 in the platform under the Resources tab.



Useful websites for NAPLAN administration:

- QCAA NAPLAN  
[www.qcaa.qld.edu.au/p-10/naplan](http://www.qcaa.qld.edu.au/p-10/naplan)
- National Assessment Program  
[www.nap.edu.au](http://www.nap.edu.au)
- Online National Assessment Platform (the platform)  
[www.assessform.edu.au](http://www.assessform.edu.au)

To receive NAPLAN updates, subscribe to the NAPLAN QCAA memos for schools:

[www.qcaa.qld.edu.au/news-data/memos](http://www.qcaa.qld.edu.au/news-data/memos)

# Before testing

## 2 QCAA Portal tasks

### 2.1 The QCAA Portal

2.1.1 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 and completing tasks for NAPLAN:

- NAPLAN Administration
- NAPLAN AARA
- fileShare.

2.1.2 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. Roles must be assigned 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*	✓	✓	✓	✓
NAPLAN Coordinator	X*	X*	X	✓	X

\* fileShare submitter role required



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](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/qcaa-portal-for-naplan)
- QCAA Portal login  
[www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page](http://www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page)

## 2.1.3 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 2026 School checklist](#) for due dates.

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

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

- student name to appear for 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 a student's name, if it 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 in [the platform](#) and/or for reporting. When uploading or checking the student data uploaded, names other than a student's legal name can be provided.

This includes but is not limited to preferred names. Schools should refer to their sector's policy regarding the change of student names and be aware of how each name data field is used in NAPLAN processes:

- Given name — this is the default name used in the platform. It will be visible to school users and the student and is used for all reporting including the Individual Student Report (ISR). For most students, this is their legal name at enrolment.
- Preferred name — this is a shortened / anglicised / nickname, which differs from the enrolled name. This name, if entered, will display in the platform to school users and the student but will not override the first name field printed on the ISR and will appear below the first name in brackets on the ISR.
- Please contact QCAA on 1300 214 452 or email [nplan@qcaa.qld.edu.au](mailto:nplan@qcaa.qld.edu.au) if you have any queries.

### Forms and resources

The following forms can be downloaded from the Forms & resources tab in the NAPLAN Administration app:

- *NAPLAN 2026 Record of parent/carer withdrawal* form
- *NAPLAN 2026 Record of test exemption* form
- *Record of adjustment for disability (school use only)* form.

## Help guides

The following user guides can be downloaded from the [Help](#) link in the NAPLAN Administration app:

- *File import — register multiple students*
- *Register multiple students — codes and characters*
- *Register single student*
- *Review duplicate student records*
- *Edit student details*
- *Class groups*
- *Online forms.*

### 2.1.4 NAPLAN Access Arrangements and Reasonable Adjustments (AARA) app

- The NAPLAN AARA app in the [QCAA Portal](#) is the secure location for schools to submit 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 of the [NAPLAN National protocols for test administration](#).
- 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.

### 2.1.5 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 QCAA-approved adjustments
- accessing alternative format test administration handbooks
- uploading student responses
- accessing student welfare scripts
- accessing student and school reports
- accessing writing scripts.

# 3 School and student readiness

## 3.1 Technical preparation

- 3.1.1 Schools should allow sufficient time before the test window to prepare staff and student devices to identify and rectify any technical issues in advance.
- 3.1.2 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 (STSO), principal or NAPLAN coordinator prior to testing and is usually in the form of practice tests in the Training and Practice environment.

See the [School technical support officer \(STSO\) checklist](#) for the technical preparation tasks to be completed.



QCAA NAPLAN support materials

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-resources](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-resources)

[The platform](#) contains the technical requirements for NAPLAN. If a login is required to view a document, the login credentials for the NAPLAN Training and Practice environment or the NAPLAN 2026 environment can be used.



Online National Assessment Platform (the platform)

[www.assessform.edu.au](http://www.assessform.edu.au)

- 3.1.3 To prevent students from accessing prohibited tools, applications, functions and device features, or browsing the internet, install the NAP locked-down browser (LDB), which can be downloaded from [the platform](#).
- 3.1.4 Schools must ensure that all devices students use to complete all tests have the latest version of the LDB installed prior to testing so that students do not have access to, or use of, any other software while tests are in progress. 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 in [the platform](#) and comply with all requirements.
- 3.1.5 Schools should allow enough time before the test window to download and install 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. This will allow for any issues to be identified in advance.
- 3.1.6 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.
- 3.1.7 A device check must be conducted on all student devices.



Platform guide 5: Technical readiness

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

- 3.1.8 Schools must also ensure that students are supervised so that students do not log out of the LDB during a test.
- 3.1.9 Students should be instructed not to use the touch screen function on touch screen devices when using the LDB (except for iPads).
- 3.1.10 Schools should ensure that network traffic is minimised during testing, e.g. restrict device updates, video streaming, downloading large files, and syncing large data files.



QCAA NAPLAN Test preparation — School readiness  
[www.qcaa.qld.edu.au/p-10/naplan/test-administration/getting-ready](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/getting-ready)

## 3.2 Student familiarisation

- 3.2.1 Practice tests are in the NAPLAN Training and Practice environment in [the platform](#) for test administrators and students to gain familiarity with using the testing environment. Login details for the NAPLAN Training and Practice environment are can be downloaded from the fileShare app in the [QCAA Portal](#). The tests are prepopulated with deidentified student data.
- 3.2.2 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.
- 3.2.3 Students should use the [NAPLAN public demonstration site](#) or the NAPLAN Training and Practice environment in [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](http://www.nap.edu.au/online-assessment/public-demonstration-site)

QCAA NAPLAN Test preparation — student readiness  
[www.qcaa.qld.edu.au/p-10/naplan/test-administration/getting-ready](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/getting-ready)

## 3.3 Preparing student participation in the platform

- 3.3.1 Schools' live data for the main NAPLAN tests will be made available by the QCAA prior to the test window in the NAPLAN 2026 environment in [the platform](#).
- 3.3.2 Once student information is in the NAPLAN 2026 environment on [the platform](#), the NAPLAN coordinator must check that all student data has been uploaded correctly.

## 3.4 Principal registration

- 3.4.1 The QCAA will send all principals a pack for [the platform](#) registration process. The pack will contain a welcome letter and five secure login grid cards. If your school has multiple campuses, grid cards will only be sent to the main (parent) campus. A pre-assigned school PIN will need to be accessed in the fileShare app in the [QCAA Portal](#). A grid card and PIN will be needed for both principal and NAPLAN coordinator registration only.

- 3.4.2 Both the unique grid card used to register in [the platform](#) and the PIN need to be retained by the assigned staff member for future logins, including after the testing window, when access to the *Results* dashboard is required.
- 3.4.3 The QCAA will invite principals to register via an email sent to the principal's email account from [notifications@assessform.edu.au](mailto:notifications@assessform.edu.au). 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.
- 3.4.4 The self-register email will be sent to principals in the **week beginning 2 February 2026**. If the email is not received, the principal should contact the QCAA on 1300 214 452 or email [nplan@qcaa.qld.edu.au](mailto:nplan@qcaa.qld.edu.au).

## 3.5 Setting up roles within the platform

- 3.5.1 Once the principal has gained access to the *Preparing* dashboard in [the platform](#), they can invite staff members to the roles of NAPLAN coordinator and STSO, allowing them to assist the principal with NAPLAN preparation activities.



Platform guide 3: Invite NAPLAN coordinator  
Platform guide 4: Invite School Technical Support Officer  
Platform guide 12: Moving from Preparing to Delivering  
[www.qcaa.qld.edu.au/p-10/nplan/test-administration/nplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/nplan/test-administration/nplan-handbooks-and-platform-guides)

## 4 Test materials

### 4.1 Receipt of paper test materials

- 4.1.1 The Year 3 writing test books and Year 3 writing prompts will be delivered by Australia Post. These materials should arrive at the same time as the welcome letter and grid cards. See the [NAPLAN 2026 school checklist](#) for due dates.
- 4.1.2 Tests ordered in braille, large print and black-and-white formats will arrive separately. See the relevant factsheet in the [NAPLAN AARA app](#) when an adjustment is approved for further information about the delivery and return of these materials.
- 4.1.3 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.
- 4.1.4 For schools with Year 3 students or students in other year levels approved to use alternative format (disability adjustment) test materials, the packages of test materials will contain:
  - a test materials supply list detailing the quantities of materials sent to the school
  - named test books 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-2025 Year 2 student data into the NAPLAN Administration app in Term 4 2025, this data will be used to overprint your Year 3 named writing test response books. These named test books will be supplied to you alphabetically
  - unnamed test books — these do not have student details printed on them, but do have the school's name and code printed on them
  - student list — showing all students who have been supplied with named test books (for the school to use to record attendance data)
  - test book list — unnamed test book allocation student list —for the school to record the allocation of unnamed test books to students who do not have a named test book
  - 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.

### 4.2 Check paper test materials received

- 4.2.1 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.
- 4.2.2 The principal (or delegate) who receives the test materials must:
  - check that the school has received the correct number of 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.

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

4.2.4 The writing prompts will be packed in opaque bags with a clear inspection panel to enable the contents to be counted. The principal (or delegate) needs to check the labels on the opaque bags to verify that the quantities indicated are sufficient.

4.2.5 A request to acknowledge receipt of materials will be sent. The principal (or delegate) must acknowledge delivery of materials in the [NAPLAN Administration app](#) as soon as possible.

4.2.6 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](mailto:naplan@qcaa.qld.edu.au).

### 4.3 Non-receipt of test materials

4.3.1 Prompt action must be taken if test materials have not been received by **Friday 13 February 2026**. The principal should:

- check with all relevant staff to confirm that packages have not been received by 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.

### 4.4 Security of test materials

4.4.1 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 26 March 2026**.

4.4.2 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 test books 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.

## 4.5 Sorting Year 3 writing test materials prior to tests

4.5.1 The Year 3 writing test books will arrive packed in alphabetical order.

4.5.2 The principal or NAPLAN coordinator may sort the Year 3 writing test books into class groups on the afternoons of Monday 9 March and Tuesday 10 March, as long as security is maintained. Once sorting has been completed, these test books must be returned to secure storage until testing commences. The purpose of this process is to ensure that test books are sorted into class groups for test administrators to:

- identify any unnamed test books required for students enrolled in 2026 and visiting students
- separate named test books of those students who are exempt, withdrawn or no longer enrolled.

Writing prompt packages must not be opened prior to the morning of **Wednesday 11 March 2026**.

4.5.3 Unnamed test books are to be used by students:

- who have no named test book, e.g. a new enrolment
- whose named test book is lost or damaged (contact the QCAA as soon as possible for advice on lost or damaged test books by phoning 1300 214 452 or emailing [naplan@qcaa.qld.edu.au](mailto:naplan@qcaa.qld.edu.au))
- who are visiting from another school, e.g. a distance education student or a student on holiday
- whose legal first name as overprinted on the test book is no longer to be used. For information about student name changes, see section 2.1.3 of this handbook. Schools should also complete a *Student test attempt advice* form in the NAPLAN Administration app to inform the QCAA of the change in student name.

4.5.4 Test materials must be returned to secure storage after sorting until the morning of the Year 3 writing test.

4.5.5 Test content **must not** be accessed during this process.

4.5.6 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](mailto:naplan@qcaa.qld.edu.au).

## 5 Scheduling

5.1.1 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 of the [NAPLAN National protocols for test administration](#) and the NAPLAN test window infographic 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](http://www.nap.edu.au/docs/default-source/default-document-library/naplan-test-window-infographic.pdf)

5.1.2 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.

5.1.3 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 [nplan@gcaa.qld.edu.au](mailto:nplan@gcaa.qld.edu.au).

# 6 Preparing for test administration

## 6.1 Responsibilities of test administrators

- 6.1.1 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.
- 6.1.2 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 their 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).

## 6.2 Preparing test administrators

- 6.2.1 In the weeks before the test, the NAPLAN coordinator should meet with test administrators to:
  - provide access to the NAPLAN Training and Practice environment, and the test administrator training resources (e.g. test administrator guides and videos) at [www.assessform.edu.au/resources/test-administrator](http://www.assessform.edu.au/resources/test-administrator), to ensure test administrators know how to use the test administrator's dashboard and NAP LDB
  - organise student familiarisation with the [NAPLAN public demonstration site](http://www.assessform.edu.au/naplan-public-demonstration-site) or the NAPLAN Training and Practice environment
  - discuss the organisational procedures for all scheduled test sessions, 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.  
For more information see [Appendix 1](#).
  - 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 for test administrators
- ensure that any relief or supply teachers who are administering tests are familiar with all the test administration instructions and procedures.

## 6.3 Test administrator (TA) pack

6.3.1 Using the test schedule, the NAPLAN coordinator or principal must create a TA pack for each scheduled test session, including catch-up tests.

6.3.2 NAPLAN coordinators must distribute the TA pack for each session. Each pack will include:

- the test administrator session slip for the test session they will be administering (this will contain test administrator one-time session login details — username and password generated in [the platform](#))
- student session slips for all students participating in the test session (these slips have the unique, one-time student codes that each student needs to access a particular test)
- the [NAPLAN Years 3, 5, 7 & 9 — 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, which can be accessed from the *Preparing* dashboard in the platform, contains disability adjustment codes (DAC) information and can 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).

6.3.3 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.



Platform guides 14–17 provide guidance on preparing TA packs

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)



NAPLAN support materials

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-resources](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-resources)

6.3.4 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.



Platform guide 12: Moving from Preparing to Delivering

Platform guide 13: Roles and tasks overview (for *Delivering* phase)

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

6.3.5 A list of required materials specific to each test domain is provided in the [NAPLAN Years 3, 5, 7 & 9 — test administration handbook for teachers](#).



NAPLAN support materials — QCAA resources

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-resources](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-resources)

6.3.6 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 log in using a test administrator session slip.

## 6.4 Preparing test rooms

6.4.1 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 always present. 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 educational materials or posters must be removed or covered up.

6.4.2 Students will need enough desk space to use working out paper for the tests.

# 7 Student participation and disability adjustments

## 7.1 Managing student participation

### 7.1.1 Managing student participation status before test day:

- [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 should only be used 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 [NAPLAN National protocols for test administration](#) for further information 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 in [the platform](#) and the correct bubble is shaded on their test book.
- The following statuses must be applied to relevant student test attempts in [the platform](#) before testing 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 students using alternative format test materials, see the instructions in section 9.5.5 of this handbook.

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 of the [NAPLAN National protocols for test administration](#) for further information about student participation.



Platform guide 8: Manage student participation statuses (including visiting students)

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

### 7.1.2 Adding new students

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



Platform guide 6: Create new student record

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

### 7.1.3 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** in [the platform](#) for all test domains. Ensure this is done prior to scheduling tests so that the data provided 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 [nplan@qcaa.qld.edu.au](mailto:nplan@qcaa.qld.edu.au).
- For Year 3 writing and alternative format (disability adjustment) paper tests, ensure the ‘no longer at this school’ bubble has been shaded in addition to changing their participation status to **no longer enrolled** in [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**.

### 7.1.4 See [Appendix 2: Additional information on student participation](#) for information on managing:

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

## 7.2 Exemptions and withdrawals

### 7.2.1 The school must obtain signed notification from the student’s parent/carer that they wish to exempt or withdraw their child from one or more test domains. See sections 5.2 and 5.3 of the [NAPLAN National protocols for test administration](#) for the criteria for these participation statuses.

Forms will be made available in the NAPLAN Administration app in the [QCAA Portal](#) under the Forms & resources tab from the week beginning **16 February 2026**.

- Exemption: *Record of test exemption*
- Withdrawal: *Record of parent/carer withdrawal*

A copy of the completed form should be given to the parent/carer and the original signed form should be kept on the student's file.

- 7.2.2 It is unacceptable to exert influence on parents/carers to withdraw their children from testing. (See section 2.2.5 of the [NAPLAN National protocols for test administration](#).)
- 7.2.3 After signed parent/carer notification has been obtained, the NAPLAN coordinator or principal will need to update the student's participation status to **exempt** or **withdrawn** in [the platform](#) prior to testing. The participation status for each of the tests that the student is enrolled in must be updated. Students cannot be withdrawn once they have logged in to a test session.



Platform guide 8: Manage student participation statuses (including visiting students)

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

## 7.3 Disability adjustments

- 7.3.1 Schools are advised to keep a record of any disability adjustment information and provide a copy to the student's parent/carer. 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](#). See the [NAPLAN 2026 — access arrangements and reasonable adjustments \(AARA\) for students with disability](#) memo for due dates. 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 in the [QCAA Portal](#).
- 7.3.2 Further information about accessibility adjustments, including a [series of videos](#), is on the NAP website. See section 6 of the [NAPLAN National protocols for test administration](#) for information about specific disability adjustments.



Further information about accessibility adjustments

[www.nap.edu.au/naplan/accessibility](http://www.nap.edu.au/naplan/accessibility)

## 7.4 Disability adjustments in the platform

- 7.4.1 Disability adjustments are managed in [the platform](#) by the school adding disability adjustment codes (DACs) on the individual student's profile. The two levels of adjustments as well as a description of each code and its acronym are listed in [Appendix 3](#). Information on which adjustments require QCAA approval is also included.
- 7.4.2 DACs must be assigned to the relevant test domain/s for the student when an adjustment is required.
- 7.4.3 The NAPLAN coordinator is responsible for ensuring the correct DACs are assigned for each student in [the platform](#), 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. The QCAA will upload required DACs to the platform on behalf of schools for **QCAA-approved adjustments only**. Note that this will only apply to adjustments requiring QCAA approval via the NAPLAN AARA app in the [QCAA Portal](#) **prior to 20 February 2026**. Schools are responsible for assigning DACs for school-approved and QCAA-approved adjustments after this date. **Assigning QCAA-approved DACs in the platform without approval is a breach of the protocols.**

7.4.4 NAPLAN coordinators must confirm that the correct adjustments have been assigned in [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 in the platform unless the school has received written confirmation from QCAA granting approval, through a decision letter (see section 7.3.1 of this handbook). Where approval has been granted, schools will receive a factsheet with their decision letter, which can be accessed through the NAPLAN AARA app in the QCAA portal. This factsheet provides further information relevant to the approved adjustment/s.

7.4.5 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 Years 3, 5, 7 & 9 — 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.

7.4.6 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**.



Platform guide 9: Apply disability adjustments

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

## 7.5 Application for tests in alternative formats (disability adjustment)

7.5.1 The NAPLAN coordinator or principal can request alternative format (special print) test books 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 are subject to QCAA approval. Applications for the use of alternative formats for students with disability are made through the NAPLAN AARA app in the [QCAA Portal](#). See the [NAPLAN 2026 — access arrangements and reasonable adjustments \(AARA\) for students with disability](#) memo for due dates.

7.5.2 Students with disability sitting tests in alternative formats should follow the school's test schedule and test sequence.

## 7.6 Application to use assistive technology (computer or iPad) — for Year 3 writing test only

- 7.6.1 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 2026 — access arrangements and reasonable adjustments \(AARA\) for students with disability](#) memo for due dates.
- 7.6.2 All approved applications for Year 3 students to use assistive technology (computer or iPad) will receive a factsheet with their decision letter, which can be accessed through the NAPLAN AARA app in the QCAA portal. This factsheet will include instructions on where to locate the computer template for the 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 [Appendix 3](#) of this handbook and section 6.6 of the [NAPLAN National protocols for test administration](#).
- 7.6.3 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.  
**(Note:** Apple Pencils are not supported. See [student device requirements](#).)
- 7.6.4 Text-to-speech features may be used in the Year 3 writing test to enable students with disability who are using a computer or iPad to access their typed responses if they normally use this for assessment.

# During testing

## 8 Test administrator responsibilities

### 8.1 Responsibilities of test administrators

8.1.1 Test administrators are responsible for administering the delivery of tests according to the specific scripts set out in the [NAPLAN Years 3, 5, 7, & 9 — Test administration handbook for teachers](#), and monitoring the test sessions according to the instructions that follow.

8.1.2 If a principal or NAPLAN coordinator is administering a test session, they will need to log out of their own account in [the platform](#) and use a test administrator session slip to log in.

8.1.3 During the test session, the test administrator should encourage student participation and engagement in the tests, and actively supervise student conduct.

8.1.4 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.

8.1.5 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 sessions for students who face significant test disruptions should NOT be finalised.

8.1.6 The test administrator is crucially important for the ultimate validity and fairness of the tests. There are limits to a test administrator's authority in [the platform](#). The effective delivery of assessments requires close cooperation between the test administrator and the NAPLAN coordinator. For a full list of test administrator responsibilities, refer to the [NAPLAN Years 3, 5, 7, & 9 — Test administration handbook for teachers](#).



Platform guides 18–25 guide TAs on managing test sessions  
[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

### 8.2 Completing test book covers

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

8.2.1 On any unnamed test books, it is imperative that student details written in the 'Details to be completed by the teacher' section 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 test book covers.
- All information on the covers of the test books is to be entered using a HB or 2B pencil only.

8.2.2 On unnamed test books, the NAPLAN coordinator completes the following student details:

- first names and last names
- date of birth
- EQ ID (where applicable).

8.2.3 On both named and unnamed test books, on the day of the test, students should be told to:

- write their first name and last name clearly in the spaces provided on the cover of each test book
- write their names in the same way on each test book. For example, a student should not write Susan McDonald on one test book and Sue McDonald or Susan Jane McDonald on other test books
- not shade bubbles in the section of the cover that the NAPLAN coordinator is to complete.

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

Details to be completed by the teacher		Testbook No:	
First names	<input type="text" value="KAI"/> <del>KAY</del>	Last name	<input type="text" value="KANGAROO"/>
School code	9876	Date of birth	<input type="text" value="20 03 2018"/> dd mm yyyy
School name	Class <input type="text"/> EQ ID <input type="text" value="12345678900"/>		
Somewhere Park State School			

Where no class information is indicated on named test books, test administrators should advise students to leave this field blank.

8.2.5 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 test book 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 test books to indicate whether a student
  - is exempt
  - is withdrawn (parent/carer requested)
  - is absent\*

- is no longer at the school
- is no longer in this year level
- was present but refused to complete any test items
- abandoned the test due to illness or injury and has been approved by the QCAA
- has had a scribe assigned (writing test only) as a QCAA-approved disability adjustment
- has an adjustment for disability (this includes all school-approved or QCAA-approved adjustments)
- completed the test in a catch-up session
- is an international fee-paying student
- is a visiting student from ... [insert school name and school code].

\* Do not shade the 'Absent' bubble on a test book 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 test book

 		<b>YEAR</b> <b>3</b> <b>2026</b>
<h3>WRITING</h3>		
<b>Details to be completed by the teacher</b> Testbook No: 012345		
First names <b>KAY</b> Last name <b>KANGAROO</b>		
School code <b>9876</b> Date of birth <b>20 03 2018</b> dd mm yyyy		Class <b>  </b> EQ ID <b>12345678900</b>
School name <b>Somewhere Park State School</b>		
Visiting this school from: School Name <b>  </b> School Code <b>  </b>		
<b>Details to be completed by the NAPLAN Coordinator</b>		
<i>Shade one bubble if testbook is empty</i>		
<input type="checkbox"/> Exempt <input type="checkbox"/> No longer at this school <input type="checkbox"/> Parent withdrawn <input type="checkbox"/> No longer in this year level <input type="checkbox"/> Absent <input type="checkbox"/> Present but refused to complete any test items		
<i>Shade all the applicable bubbles</i>		
<input type="checkbox"/> Abandonment due to illness or injury approved by QCAA <input type="checkbox"/> Completed in catch-up session <input type="checkbox"/> An approved scribe was assigned to this student <input type="checkbox"/> International fee-paying student <input type="checkbox"/> A disability adjustment has been approved by the principal <input type="checkbox"/> This student has a language background other than English		
<b>Details to be completed by the student</b>		
First names <b>  </b> Last name <b>  </b>		
<b>SESSION 1</b> <b>40 min</b> Time available for students to complete test: 40 minutes		
<small>© Australian Curriculum, Assessment and Reporting Authority, 2019</small>		
 <b>QCAA</b> Queensland Curriculum & Assessment Authority		
<small>7201</small>		

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 8.2.4 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 test book

 		<b>YEAR</b> <b>3</b> <b>2026</b>
<h3>WRITING</h3>		
<b>Details to be completed by the teacher</b> Testbook No: 012345		
First names <b>QUENTIN</b> Last name <b>QUOLL</b>		
School code <b>9876</b> Date of birth <b>04 03 2018</b> dd mm yyyy		
Class <b>  </b> EQ ID <b>12345678973</b>		
School name <b>Somewhere Park State School</b>		

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

# 9 Managing events during testing

## 9.1 Adjustments for students with a temporary injury

9.1.1 Schools should consider appropriate adjustments for students with temporary injuries. See section 6.21 of the [NAPLAN National protocols for test administration](#) for further information about adjustments for temporary injury.

9.1.2 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 writing test template for use on a computer/iPad will be 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. A scribe is not available for students with a temporary injury.
- For information about preparing the student's device and device features that need to be disabled, see section 7.6.3 of this handbook and the *Computer/iPad for Year 3 writing test factsheet* (in the NAPLAN AARA app when an application for this adjustment has been QCAA-approved).

## 9.2 Disruptive student behaviour

9.2.1 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.

9.2.2 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.

9.2.3 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 this student in [the platform](#). See section 5.6 of [NAPLAN National protocols for test administration](#) for further information.

## 9.3 Catch-up sessions for absent students

9.3.1 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 catch-up session. Their existing student code (found on the student session slip) can be used for this new test session.

9.3.2 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 in [the platform](#) 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 particular test.

9.3.3 Catch-up sessions are only available for students when they return within the school's planned test schedule. The test schedule must be provided to the school community prior to testing.

9.3.4 A student who was absent for all catch-up sessions can be considered absent and the NAPLAN coordinator should:

- change the student's test attempt to **absent** in [the platform](#)
- for Year 3 writing (only), change the status in [the platform](#) to **participating** (and save) before selecting **absent**.

## 9.4 Dealing with test disruptions

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



Platform guide 20: Allow late entry to a test session

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

9.4.2 A test disruption is an unexpected disturbance that interrupts a test and may affect 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 on the [QCAA website](#) to record technical disruption details.

9.4.3 See section 8 of the [NAPLAN National protocols for test administration](#) for further information about test disruptions. The test administrator is responsible for managing test disruptions as they arise within the test session. However, there may be occasions when the NAPLAN coordinator is required to take steps in [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.

9.4.4 The test administrator should provide the NAPLAN coordinator with details of any test disruption. The test administrator will also provide details in [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 dropdown list) and also recording any further information or context in the free text field.

9.4.5 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.



Platform guide 21: Pause and resume a test attempt

Platform guide 22: Pause and resume a test session

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

9.4.6 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.

9.4.7 If the test administrator is 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.



Platform guide 23: Reopen a test attempt and add more time

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

9.4.8 If the disruption 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 NAPLAN coordinator must then change the affected students' test attempt status to **postponed** and the students should complete the test in another test session.

9.4.9 **Schools must follow the protocols relating to rescheduling.** See sections 8.6 and 8.7 of the [NAPLAN National protocols for test administration](#) for information related to scheduling and rescheduling.

9.4.10 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.



Platform guide 26: Postpone a test attempt

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

9.4.11 If a student was postponed due to a test disruption, and absent for the rescheduled session, the NAPLAN coordinator must contact the QCAA to request a sanctioned abandonment for this student. If the QCAA grants a sanctioned abandonment, then the QCAA will update the student's participation status in [the platform](#) to **Abandoned (sanctioned)**. Otherwise, the student's test attempt status must be moved back to **Marking** and the student will be assessed based on what they have completed. **Note:** 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. See section 5.5 of the [NAPLAN National protocols for test administration](#) for information relating to abandonment.

9.4.12 Technical issues may disrupt tests. When technical issues are being experienced, test administrators should:

1. **pause** the test attempt/s until connectivity is restored. The test administrator can then resume the test attempt/s. It is suggested schools do not persist longer than 15 minutes to resolve connectivity issues
2. **postpone** the test attempt/s if connectivity is not restored. The NAPLAN coordinator will do this when the test session is completed (not finalised)
3. **reschedule** the test attempt/s for the student to sit the remainder of their test.

**Note:** The NAPLAN coordinator should **notify the QCAA** where rescheduled tests cannot be scheduled within the test window (see section 1.6 of the [NAPLAN national protocols for test administration](#)). This notification should be made to the QCAA as soon as possible. The [Test administrator quick reference — technical disruptions](#) document provides solutions to solving simple and common technical issues. This information is also in [Appendix 4](#) of this handbook.



NAPLAN support materials

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-resources](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-resources)

- 9.4.13 Where technical issues are likely to affect 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. Schools must gain written permission from the QCAA to reschedule tests in the test security period.
- 9.4.14 If there is any potential effect on students' results, contact the QCAA immediately for advice on appropriate action to take to ensure that the risks are minimised.

## 9.5 Managing student participation status after a test session

- 9.5.1 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.
- 9.5.2 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.
- 9.5.3 Where a student will complete the test in another session (e.g. due to test disruption, illness or injury), the NAPLAN coordinator should change the participation status to **Postponed** before finalising the test session. The student will not be able to enter another test session to finalise their test attempt until the original test session has been finalised.
- 9.5.4 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.



Platform guide 27: Finalise a test session

Platform guide 28: Manage a test session

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

*For Year 3 and alternative format test papers only*

9.5.5 The NAPLAN coordinator should check that front covers of the test books have been filled in correctly, including appropriate bubbles shaded. Before test books are returned to the QCAA, student details in [the platform](#), including participation status, must also be updated to match the information on test book front covers.

The two sources of student data (on the test book cover and in [the platform](#)), need to be aligned for any students who do not complete the writing test **and** have one of the following bubbles shaded on the test book cover:

- 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 two-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).

9.5.6 For students with a disability adjustment, the NAPLAN coordinators or test administrators must ensure that they shade the bubble on the cover of a student's test book 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 'A QCAA approved scribe was assigned to this student'. Before test books are returned to QCAA, student details in [the platform](#) must also be updated to match the disability adjustment information on test book front covers.

# After testing

## 10 Test session completion

- 10.1.1 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 in [the platform](#) 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](#) 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.
- 10.1.2 Test administrator 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.
- 10.1.3 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 after moving to the *Results* dashboard. **Note:** While the NAPLAN coordinator can complete and confirm the checklist, the principal has ultimate responsibility.



Platform guide 32: Moving from Delivering to Results

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

# 11 Returning and storing paper test materials

## 11.1 Returning completed test materials

- 11.1.1 All used and unused test books and the Year 3 writing prompts must be packed and dispatched as soon as the Year 3 writing tests are completed — no later than **Wednesday 18 March 2026**.
- 11.1.2 All other alternative format test materials (including reading magazines) should be returned as soon as the school testing window is completed.
- 11.1.3 Materials to return include:
  - ✓ all Year 3 writing test books (used and unused, named and unnamed)
  - ✓ all writing prompts
  - ✓ all alternative format (special print) materials, reading magazines and test books for students who accessed large print, or black-and-white paper tests. All such test book materials should be placed in the provided satchel for return. See the relevant factsheet in the NAPLAN AARA app in the [QCAA Portal](#) when an adjustment is approved, for further information about the return of these materials
  - ✓ braille test materials (including braille test books, braille print transcripts and student responses). Braille materials are not to be returned with other test materials.  
The QCAA will email a consignment note to the NAPLAN coordinator and/or principal during the NAPLAN testing period. A QCAA-organised courier will be arranged to collect the braille test materials. See the factsheet in the NAPLAN AARA app in the [QCAA Portal](#) when an adjustment is approved, for further information about the return of braille materials
  - ✓ test books 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. For all students who used the electronic (PDF) test format, upload the PDF files (responses) to the Assessment returns tab — NAPLAN returns in the fileShare app in the [QCAA Portal](#) by the day after the relevant test. See the factsheet in the NAPLAN AARA app in the [QCAA Portal](#) when an adjustment is approved, for further information about the return of these materials
  - ✓ test books 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). See section 11.1.4 of this handbook and the factsheet in the NAPLAN AARA app in the [QCAA Portal](#) when an adjustment is approved, for further information about the return of these materials
  - ✓ test books 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 test books. See 11.1.5 of this handbook for instructions for returning test books for students visiting from interstate.

When returning test materials, check that no other identifying student information such as class lists with student photos is included.

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

Test security is to be maintained by all schools up until **Thursday 26 March 2026**.

11.1.4 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 a secure location as a backup and convert it to a PDF. (**Note:** students must **not** take a digital or printed copy from the assessment room.)
- complete the required student information table on the template and ensure the same information is included on each page of the student's response
- print the student's response (ensuring that student details are completed on each page)
- insert the student's response sheets into the student's named test book (they may be affixed with a paperclip, but should not be glued or stapled to the test book)
- check that the student's participation status in [the platform](#) matches the information on the test book front cover
- place the student's named test book (with the printed response sheets inserted) in a school-supplied envelope and return it with the other test books for the cohort
- where the student does not have a named test book, an unnamed test book should be used, with student and school details filled in by the NAPLAN coordinator or principal
- upload a PDF copy of the student's response to the Assessment returns tab — NAPLAN returns in the fileShare app in the [QCAA Portal](#) by close of business on **Wednesday 18 March 2026**.

11.1.5 Students visiting from interstate

Please do not return test books used by visiting interstate students to the QCAA. Test books should be sent to the test administration authority (TAA) of the relevant state or territory (see section 12 of the NAPLAN National protocols for test administration) in an express post bag (not provided) no later than Wednesday 18 March 2026.

## 11.2 Australia Post lodgement instructions

11.2.1 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 test books accurately
- update student records in [the platform](#) to match the details on the test book front covers, i.e. name corrections, participation status, disability adjustments
- check that all used and unused test books, writing prompts and all alternative format test materials, including reading magazines, are included
- return packages immediately — no later than **Wednesday 18 March 2026** for the Year 3 writing test books.

- 11.2.2 The return address labels sent with the test materials must be used when returning materials. If additional labels are required, please contact the QCAA on 1300 214 452 or email [naplan@qcaa.qld.edu.au](mailto:naplan@qcaa.qld.edu.au).
- 11.2.3 Where possible, the original packaging should be reused to return completed test books.
- 11.2.4 The return parcels must be returned through Australia Post, except for braille materials. Braille materials will be collected separately by a courier (see the *Quick guide for courier collection* included with delivery materials).
- 11.2.5 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.

## 11.3 Securely destroying or storing test materials

- 11.3.1 All test books, writing prompts and reading magazines must be returned to the QCAA and cannot be kept by schools. See section 11.1.3 of this handbook for further information.
- 11.3.2 Student working out paper must be securely destroyed by the end of the test security window.
- 11.3.3 See section 4 of the [NAPLAN National protocols for test administration](#) for information about the use, storing and sharing of test materials.

## 12 Final principal tasks

12.1.1 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 test book.

This form is to be completed by **Tuesday 24 March 2026**.

12.1.2 If a school hosted a visiting student, please complete the *Visiting student data transfer* form in the NAPLAN Administration app in the Portal by **Tuesday 24 March 2026**. See [Appendix 2](#) for further information on completing this form.

# 13 Results

## 13.1 Reports

13.1.1 The QCAA will publish a memo to advise schools of the release of reports.



To subscribe to QCAA memos, visit:

[www.qcaa.qld.edu.au/news-data/memos](http://www.qcaa.qld.edu.au/news-data/memos)

QCAA NAPLAN reports and analysis

[www.qcaa.qld.edu.au/p-10/naplan/test-reporting-analysis](http://www.qcaa.qld.edu.au/p-10/naplan/test-reporting-analysis)

13.1.2 The *Results* dashboard in [the platform](#) displays tasks that allow the delivery of the student and school summary report (SSSR) and operational reports for NAPLAN tests.

13.1.3 Results for the online tests and all writing tests conducted on paper are included in the SSSR. Results for students who complete alternative format tests in non-writing domains are not in the SSSR.

13.1.4 The SSSR provides feedback on how students performed on the NAPLAN tests. Please note that the SSSR report should be downloaded and retained in a secure location at the school.



Platform guide 31: Generate reports

Platform guide 33: Student and school summary report

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

13.1.5 The individual student report (ISR) provides achievement information for the four test domains.

13.1.6 ISRs are provided by the QCAA to schools for students who sit NAPLAN tests.

13.1.7 Parents/carers requesting additional or replacement ISRs should contact the school where the student was enrolled at the time of testing. If the school no longer has the ISR, the school should contact the QCAA on 1300 214 452 or email [naplan@qcaa.qld.edu.au](mailto:naplan@qcaa.qld.edu.au).

# Appendix 1: 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:

- 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](http://www.assessform.edu.au/naplan-online/device-requirements))
- devices are compatible with the applicable NAP LDB, 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 set up (see [www.assessform.edu.au/naplan-online/device-requirements](http://www.assessform.edu.au/naplan-online/device-requirements) 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
- there are sufficient network access points (wired and/or wireless) in 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](http://www.assessform.edu.au)).

# Appendix 2: Additional information on student participation

## Hosting 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/carer, enrolled school and host school responsibilities for visiting students, see [Guidelines for hosting a visiting student](#).



Guidelines for hosting a visiting student

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-resources](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-resources)

Platform guide 8: Manage student participation statuses (including Visiting students)

[www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration/naplan-handbooks-and-platform-guides)

- The host school must complete the *Visiting student data transfer form* in the NAPLAN Administration app in the [QCAA Portal](#) 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 and by **Tuesday 24 March 2026**.
- Where a home-schooled student or distance education student needs to access the tests in alternative formats (disability adjustment), the home education unit or school of distance education (SDE) principal should advise the QCAA of the name of the school at which the student will sit the tests by **Friday 30 January 2026** (large print and black and white) and **Tuesday 10 February 2026** (assistive technology — computer template or electronic format — interactive PDF) so arrangements can be made to deliver the materials to that school. Contact the QCAA immediately if you become aware of a student requiring an alternative format for a disability adjustment following these dates.
- See section 5.8 of the [NAPLAN National protocols for test administration](#) for further information relating to hosting visiting or home-schooled students.

## International fee-paying students

- See section 5.7 of the [NAPLAN National protocols for test administration](#) 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** in [the platform](#).
- 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** in [the platform](#).

### **Distance education students**

- Students enrolled in SDEs 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
  - arrange to attend their nearest school and sit the tests as a visiting student.
- Students who are unable to complete the tests at a school location may be eligible to sit the NAPLAN off-site test. Principals of SDEs will be contacted directly with information about administering the NAPLAN off-site test.

# Appendix 3: Disability adjustment information

This information should be used in conjunction with section 6 of the [NAPLAN National protocols for test administration](#).

Adjustment	Approval by	DAC	Comment	Protocols Section
<b>Adjustments requiring alternative format (special print) tests</b>				
Braille	QCAA	OFF	Student will sit a paper-based version of the NAPLAN tests.	6.7
Large print	QCAA	OFF	For schools administering online tests:	6.8
Black and white	QCAA	OFF	<ul style="list-style-type: none"> <li>ensure <b>OFF</b> DAC is assigned to student's test</li> <li>the OFF DAC cannot be used in conjunction with a DAC that implies the student is sitting an online test, i.e. AIA, AIV</li> <li>change participation status to <b>Alternative Format</b>.</li> </ul>	6.9
Electronic PDF test	QCAA	OFF	(Note: this information applies across adjustments requiring alternative format [special print] tests.)	6.10
<b>Adjustments providing additional support</b>				
Scribe	QCAA	SCR	<p><b>Writing test only.</b> Ensure test environment arrangements do not impact other students. All scribe rules (see section 6.11.9 of <a href="#">NAPLAN National protocols for test administration</a>) <b>must</b> be followed, including completion of the spelling test, in order for the student to receive a mark for the writing test.</p>	6.11
NAPLAN support person	School	SUP	<p><b>Reading, Conventions of language and Numeracy tests only.</b> Ensure test environment arrangements do not impact other students.</p>	6.12
Oral/sign support	School	OSS	Ensure test environment arrangements do not impact other students.	6.13
Rest break	School	RBK	Test administrator must pause student's test attempt on the dashboard when break commences and resume test attempt when student returns from their rest break. Students must not engage with test materials during the rest break.	6.14

Adjustment	Approval by	DAC	Comment	Protocols Section
<b>Adjustments providing extra time</b>				
Extra time — one minute for every six minutes of test time	School	ETA		
Extra time — one minute for every three minutes of test time	School	ETB	<ul style="list-style-type: none"> <li>Platform will automatically allocate extra time.</li> <li>Combinations of extra time DAC must not be applied to the same test.</li> <li>Ensure timing allowed for test session caters for total duration of tests for students with extra time.</li> </ul>	6.15
Extra time — one minute for every two minutes of test time	School	ETC	<p>(Note: this information applies across adjustments providing extra time.)</p>	
Extra time — double total test time (for online schools)	QCAA	ETD		6.16
<b>Assistive technology</b>				
Assistive technology (unsecured browser: QCAA will provide link)	QCAA	AST	<p>AST DAC should <b>only</b> be used where the student cannot access their assistive technology when using the locked-down browser (LDB). Students will require additional supervision to ensure they are not using prohibited functionality, such as external websites or calculators. Spelling and grammar checks, dictionary, predictive text, and any functionality or applications that enable a possible advantage must be turned off.</p>	
Assistive technology (compatible with locked-down browser)	School	—	<p>There is no DAC for these assistive technologies. Assistive technology that does not require an unsecured browser and is compatible with the test construct (e.g. ergonomic mouse, Bluetooth headphones [see section 8.5.9 of the <a href="#">NAPLAN National protocols for test administration</a>], classroom communication devices) does not require QCAA approval.</p>	6.17
Use of computer for Year 3 writing test	QCAA	—	<p>While QCAA approval is required, there is no DAC for the use of a computer for Year 3 paper school writing tests. Where a student with disability regularly uses a computer as a part of usual adjustments in classroom assessments, this may be appropriate for use during the tests.</p>	

Adjustment	Approval by	DAC	Comment	Protocols Section
<b>Adjustments providing alternative items</b>				
Alternative items — audio	School	AIA	Platform will automatically swap audio items for alternative items.	6.19
Alternative items — visual	School	AIV	Platform will automatically swap visually detailed items for alternative items.	
<b>Adjustments providing alternative colour themes</b>				
Black text with white background	School	BNW	Platform will automatically apply the chosen colour theme (BNW, BNB, BNL, BNG, BNY). Combinations of alternative colour theme DACs must not be applied to the same test.  (Note: this information applies across adjustments alternative colour themes.)	6.20
Black text with blue background	School	BNB		
Black text with lilac background	School	BNL		
Black text with green background	School	BNG		
Black text with yellow background	School	BNY		
White text with black background (If unsecured browser is necessary: QCAA approval required. QCAA will provide link.)	QCAA	BNW + COL	Use <b>BNW</b> and <b>COL</b> DACs with system settings to invert colours for white text with black background. Follow student's usual process to set up screen inverting via device.	6.20
Colour contrast modification (unsecured browser: QCAA approval required. QCAA will provide link.)	QCAA	COL	Where the above colour themes do not meet a student's needs, COL can be used to allow students to access their usual device and settings. Students will require additional supervision to ensure they are not using functions prohibited by the protocols, such as external websites or calculators.  Spelling and grammar checks, dictionary, predictive test must be turned off.	6.18

# Appendix 4: Test administrator quick reference — technical disruptions



