



2026 NAPLAN

Handbook for principals and NAPLAN coordinators

VCAA NAPLAN helpdesk

A helpdesk operates to assist principals and NAPLAN coordinators with queries about NAPLAN.

For queries and/or assistance contact the Victorian Curriculum and Assessment Authority (VCAA) on:

CONTACT DETAILS

Telephone 1800 648 637

Email vcaa.naplan.help@education.vic.gov.au

Authorised and published by the Victorian Curriculum and Assessment Authority
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East Melbourne VIC 3002

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Principal and NAPLAN coordinator checklist 2026

Please note: for schools completing alternative format (paper) tests, a Principal and NAPLAN coordinator checklist will be emailed to the principal in Term 1 2026.

Date	Activity	Where	Check <input checked="" type="checkbox"/>
From 12 January	Download and install the latest Locked Down Browser (LDB) on devices.	assessform	<input type="checkbox"/>
From 27 January	Receive the NAPLAN principal's package. Contents of this package include: <ul style="list-style-type: none"> cover letter this handbook <i>NAPLAN Test Administration Handbook for Teachers</i> <i>NAPLAN Quick Reference Guide for NAPLAN Coordinators</i> <i>NAPLAN Quick Reference Guide for Test Administrators</i> login cards <i>Test Materials Security Log</i>. On receipt and when not in use, store the login cards in double secure storage and complete the <i>Test Materials Security Log</i> .	Courier	<input type="checkbox"/>
	Provide test administrators with access to the training materials for NAPLAN test administration and ensure staff are briefed and have access to a supported device on the day of testing.	NAPLAN website	<input type="checkbox"/>
	Facilitate student practice tests	NAPLAN training environment or ACARA public demonstration site	<input type="checkbox"/>
6 February	Final date to upload student enrolment data (independent schools only). Note: Year 3 enrolment data is due 2 February 2026 to allow time for printing	NAPLAN Test Administration Website	<input type="checkbox"/>
	Final date to nominate NAPLAN coordinator and technical support officer		<input type="checkbox"/>
	Final date to nominate authorised staff		<input type="checkbox"/>
	Final date to complete the Statement of Compliance		<input type="checkbox"/>
	Final date to confirm school details and key contacts		<input type="checkbox"/>
	Final date to request alternative formats (special print)		<input type="checkbox"/>
From 9 February	Principal to register on the Online National Assessment Platform using the link (sent via email) and login card and school pin (sent via the principal's package) and invite NAPLAN coordinator and technical support officer.	assessform	<input type="checkbox"/>
From 24 February	[Year 3 Only] Receive and check contents of the Year 3 NAPLAN writing test packages against the packing slip. Record the name of the staff member who signs for receipt from the courier in the <i>Test Materials Security Log 2026</i> . Securely store all materials and update the <i>Test Materials Security Log 2026</i> .	Courier	<input type="checkbox"/>
	Receive and check alternative test formats if requested by your school. Securely store all materials and update the <i>Test Materials Security Log 2026</i> .	Courier	<input type="checkbox"/>
27 February	Final date to complete and submit the Technical Readiness Check	NAPLAN Test Administration Website	<input type="checkbox"/>
	Final date to submit a Test Schedule		<input type="checkbox"/>
From 2 March Before the test	Review student enrolments, register any new students and apply any DAC's that do not need VCAA approval onto the platform. Organise students into class groups, if required.	assessform	<input type="checkbox"/>
	Create TA session logins. Print the TA session slips and student session slips for the tests. Ensure that these are placed in secure storage when not in use.		<input type="checkbox"/>
	Ensure students test devices have the current version of the Locked Down Browser (LDB) and operate correctly by conducting a final device check. Students to test headphones that will be used.		<input type="checkbox"/>
	Ensure that there are sufficient back up devices available for the test window, with the current version of the Locked Down Browser (LDB) installed.		<input type="checkbox"/>
	Ensure that procedures are in place so that devices at the school are fully charged before each test session.		<input type="checkbox"/>

Date	Activity	Where	Check <input checked="" type="checkbox"/>
4 March	Final date to submit and apply for disability adjustments that require VCAA approval (the VCAA will update student records on the Online National Assessment Platform following approval)	NAPLAN Test Administration Website	<input type="checkbox"/>
5 March	Final date to request extra material if required	NAPLAN Test Administration Website	<input type="checkbox"/>
10 March	Final date to facilitate student practice tests.		<input type="checkbox"/>
	Final date to process applications for student exemptions and withdrawals	NAPLAN Test Administration Website	<input type="checkbox"/>
On test days	Distribute the TA session slips, and the student session slips to test administrators on the morning of each test.		<input type="checkbox"/>
	Ensure that every test administrator has a device to conduct, manage and monitor the test session, as well as a copy of the <i>NAPLAN Test administration handbook for teachers</i> .		<input type="checkbox"/>
	Where required, ensure that the test administrator has the unlocked browser URL written on a paper slip for each student with a DAC for assistive technology (AST) and colour contrast modification (COL)		<input type="checkbox"/>
	At the completion of each test session, ensure that all TA session slips, student session slips and paper slips with the unlocked browser details are returned to you.		<input type="checkbox"/>
	Ensure that student participation has been updated on the platform to indicate if students: <ul style="list-style-type: none"> • refused to login • abandoned the test due to illness or injury 	assessform	<input type="checkbox"/>
	Where required, change student(s) test participation status to 'postponed' and finalise the test session.		<input type="checkbox"/>
	Reschedule student test session(s) where applicable (for example, absence, a paused or postponed test attempt due to a test disruption).		<input type="checkbox"/>
	Ensure that any devices required for further test sessions are fully charged.		<input type="checkbox"/>
11 March	Start of the NAPLAN test window. Conduct the tests according to the submitted school schedule.		<input type="checkbox"/>
16 March	[Year 3 only] Final date for catch-up writing tests for individual students.		<input type="checkbox"/>
17 March	[Year 3 only] Unless otherwise notified by the VCAA, completed writing test materials need to be ready for collection by 8.30 am on Tuesday 17 March.		<input type="checkbox"/>
23 March	End of test window. Final date for tests to be administered. Final day for catch-up tests.		<input type="checkbox"/>
	Finalise NAPLAN 2026 student participation for results generation and reporting	assessform	<input type="checkbox"/>
26 March	End test security period.		<input type="checkbox"/>

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HANDBOOK OVERVIEW

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 on which the NAPLAN tests are delivered.
- **The Test Administration Authority (TAA)** in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols.

Principals have ultimate responsibility within their school for ensuring that the tests are appropriately administered.

Principals are expected to ensure that all relevant information is conveyed in a timely manner to all staff members involved in the administration of NAPLAN at the school.

There are three 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 NAPLAN tests.
- **Part B:** Describes the tasks for which school principals and their delegates are specifically responsible. Includes jurisdiction-specific information.
- **Part C:** Detailed information on the use of the Online National Assessment Platform.

PART A: NATIONAL PROTOCOLS FOR TEST ADMINISTRATION

1 Introduction

1.1 NAPLAN overview

- 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 would be held in March each year.
- 1.1.2 It is a requirement under section 77(2)(c) of the *Australian Education Act 2013* (Cth) (the AEA) and Regulation 43 of the *Australian Education Regulations 2023* (the Regulations) that all schools in Australia participate in NAPLAN. All schools administer online tests, with the exception that Year 3 students continue to complete the writing test on paper. Schools are not required to apply for alternative format (paper) tests for Year 3 writing.
- 1.1.3 Schools following an alternative curriculum that is recognised by the relevant state/territory authority and in which digital technologies/tools are not introduced until Year 5 or above may be permitted to undertake the NAPLAN tests in an alternative format (paper). Permission to use alternative format (paper) tests must be given by the relevant TAA. This does not alter existing arrangements made between a school and its TAA. This clause is not relevant to NSW schools.
- 1.1.4 The *NAPLAN national protocols for test administration* and the *NAPLAN national protocols for test administration – alternative format (paper)* were merged as a single document in 2025. These protocols cover all modes of testing. References to the writing, reading, numeracy and conventions of language tests refer to both the online and alternative format (paper) tests.
- 1.1.5 Schools that have been approved to use alternative format (paper) tests must refer to Appendix 1 ([section 13](#)) for scheduling information. Note that from 2026, the alternative format (paper) test sequence has changed and now follows the online test sequence. All other schools must refer to [sections 1.2–1.6](#) for scheduling information.
- 1.1.6 Education Services Australia (ESA) manages the online national assessment platform (the platform) on which the online NAPLAN tests are delivered.
- 1.1.7 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 operations handbook*. To ensure consistency and standardised test administration, test administration procedures and scripts are detailed in the *NAPLAN test administration handbook for teachers*. Test administration scripts must not be edited.
- 1.1.8 The protocols set out the principles for managing the 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 relevant TAA.
- 1.1.9 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. 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 TAAs and schools in determining what are appropriate and inappropriate behaviours. Information on how breaches are dealt with is provided in [section 10](#) of the protocols.
- 1.1.10 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.

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

NOTE: Schools that have been approved to complete ALL NAPLAN test domains using alternative format (paper) can find relevant key information and schedule information in Appendix 1 (section 13).

Schools that complete some or all test domains online should continue to follow the test information and schedule outlined in [sections 1.2–1.6](#). This includes students who complete tests using alternative format (special print) materials.

If a school is unsure of the schedule that applies to them, they should contact the relevant TAA for clarification.

1.2 Test sequence and schedule (online schools)

- 1.2.1 Tests will not be available before the start of the NAPLAN test window. The NAPLAN test window runs over 9 days, starting on Wednesday 11 March 2026 and finishing on Monday 23 March 2026. The test security period extends for 3 days past the end of the test window and finishes on Thursday 26 March 2026. All test materials must be kept secure until the end of the test security period.
- 1.2.2 Domains must be tested in the following sequence:
Writing – Reading – Conventions of language – Numeracy.
- 1.2.3 Writing test sequencing:
- All Year 3 classes must sit the writing test on **day 1 of the test window**, Wednesday 11 March 2026. It is recommended that Year 3 writing tests be completed by all classes at the same time in the morning. Individual Year 3 writing catch-ups are permitted until the end of the school day on Monday 16 March 2026.
 - Years 5, 7 and 9 classes must sit the writing test on **day 1 of the test window**, Wednesday 11 March 2026, with Thursday 12 March 2026 only used where there are technical/logistical limitations to testing all students on day 1. Events such as camps, excursions, school sport and carnivals are not considered logistical limitations. Individual catch-ups for all tests other than Year 3 writing are permitted until the end of the school day on Monday 23 March 2026.

1.2.4 The online test schedule is below. For the alternative format (paper) test schedule, see Appendix 1 ([section 13](#)).

		Year 3	Years 5, 7, 9
NAPLAN test window	Monday 9 March – Tuesday 10 March	<i>Preparation only – NO tests permitted</i>	
	DAY 1: Wednesday 11 March	Writing (paper) Reading <i>(reading only after writing)</i>	Writing Reading <i>(reading only after writing)</i>
	DAY 2: Thursday 12 March	Reading – Conventions of Language – Numeracy and catch-up tests (all domains)	Writing <i>(only to be used when technical/ logistical issues prevent completion of testing on day 1)</i> Reading – Conventions of Language – Numeracy and catch-up tests (all domains)
	DAY 3: Friday 13 March	Reading – Conventions of Language – Numeracy and catch-up tests (all domains)	
	DAY 4: Monday 16 March	Reading – Conventions of Language – Numeracy and catch-up tests (all domains) <i>Last day for individual Year 3 writing catch-up tests</i>	
	DAYS 5–9: Tuesday 17 March – Monday 23 March	Reading – Conventions of Language – Numeracy and catch-up tests (all domains except Year 3 writing)	
Test security period	Tuesday 24 March – Thursday 26 March	<p>This security period may ONLY be used for testing with written permission from the relevant TAA.</p> <p>The reason must be of a serious order and beyond the school or school system's control. See section 1.4.2.</p>	

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

1.2.5 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](#).

1.3 Test durations (online schools)

1.3.1 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 test 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 time starts.

1.4 Scheduling NAPLAN tests (online schools)

- 1.4.1 The writing test must be held on **day 1 of the test window**. Schools must schedule the other NAPLAN tests as soon as possible within the NAPLAN test window, prioritising scheduling tests in days 1–3 and the morning over the afternoon. Schools must follow the test sequence (see [section 1.2.2](#)).
- 1.4.2 Only schools that have compelling reasons, and contact and receive approval from their TAA prior to the 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, carnivals or school sport. It is only available to classes or groups, not individual students.
- 1.4.3 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 8.7](#) for information on managing test disruptions.
- 1.4.4 Where there is more than one test scheduled for the same students for any day, the test sequence must be adhered to, with the exception of students sitting tests in catch-up sessions (see [section 1.5](#)).
- 1.4.5 A minimum of 20 minutes break time for students must be provided between each test session.

1.5 Scheduling catch-up test sessions (online schools)

- 1.5.1 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 tests for students can only be scheduled **after** the original planned test session for each domain.
- 1.5.2 Catch-up sessions are not available for students who have already logged in to a session and started a test.
- 1.5.3 Catch-up sessions for whole classes should follow the usual test sequence. Individual catch-up tests should, if possible, also follow the test sequence and only be held after the student's cohort has sat the scheduled test.
- 1.5.4 Writing catch-up sessions for individual Year 3 students must be completed by the end of the school day on Monday 16 March 2026.
- 1.5.5 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 for each domain.

1.6 Rescheduling tests (online schools)

- 1.6.1 Rescheduled tests occur when a student or class is present at school, but the test attempt/s could not be started or resumed due to a test disruption (see definition [section 11](#)).
- 1.6.2 Test sessions must be rescheduled as soon as possible within the NAPLAN 9-day test window (see definition [section 11](#)).
- 1.6.3 Where test disruptions are likely to impact a school's ability to successfully complete NAPLAN within the test window, the principal must contact the TAA immediately (see [section 8.7](#)).
- 1.6.4 Schools that reschedule sessions due to technical disruptions must follow their TAA's written advice on when to notify the TAA.

1.6.5 When rescheduling writing tests:

- Rescheduled writing test sessions for classes or groups of students take precedence over scheduled, rescheduled or catch-up testing for other domains.
- If a cohort's writing test session must be rescheduled after day 1 (Year 3) or day 2 (Years 5, 7 and 9), the school must notify the TAA as soon as possible (see [section 1.2.3](#)).
- Year 3 writing test sessions for classes or groups of students rescheduled after day 1 must be completed by the end of the school day on Monday 16 March (see [section 1.5.4](#) for Year 3 catch-up sessions). Years 5, 7 and 9 writing tests rescheduled after day 1 or day 2 may be completed up to the end of the 9-day test window (see [section 8.7.5](#)).

1.6.6 A student who abandons an alternative format (paper) test is not permitted to complete their test in a rescheduled test session (see [sections 5.5.2](#) and [8.7.6](#)).

2 Code of conduct

2.1 Overview

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, 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 skills and knowledge.

2.2.2 Students must sit the NAPLAN tests for the year level in which they are enrolled at school. Students must not sit a test for a year level they are not enrolled in.

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

2.2.4 Students with additional needs should be granted the use of appropriate disability adjustments to access assessments.

2.2.5 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 removal 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 also [section 8.5.6](#) for guidance on the appropriate student to test administrator ratio).
- 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 is not permitted.
- 2.3.10 Test administrators should ensure their actions before, during and after the tests do not impact on students' results.
- 2.3.11 Any attempt by school staff to 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 (including alternative format special print where applicable), 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 For schools delivering online tests, 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 For schools delivering online tests, 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 and equipment. 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 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 4.3.13](#)).

- 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 1.2.1](#)). Test materials are defined in section 11. Schools delivering tests via the low-bandwidth solution must keep any records as required by their TAA.
- 2.5.3 The content of NAPLAN tests must not be disclosed prior to or during the test window or test security period. For more details on the post-security period use of test materials, see [section 4.3.15](#).
- 2.5.4 Tests must not be conducted outside the secure school location unless prior permission has been granted by the TAA.
- 2.5.5 All secure test materials, including student session codes, test session codes, used and unused Year 3 writing tests, alternative format (paper) and alternative format (special print) tests and stimulus materials, 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. For the handling of used and unused Year 3 writing tests, alternative format (paper), alternative format (special print) tests and reading stimulus materials following testing, see [section 8.8](#).
- 2.5.6 Schools completing online tests 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 (including postponed attempts) are finalised at the completion of the testing window.
- 2.5.7 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 in to the Remote application on their device and internet connectivity is available.
- 2.5.8 Schools completing alternative format (paper or special print) tests should ensure that completed materials are stored securely in such a way that cannot lead to allegations of tampering with responses prior to their collection or return for marking. All unused alternative format (paper and special print) materials must be returned or destroyed, following TAA instruction.
- 2.5.9 Schools must not copy, store, transcribe or transmit tests or student responses, or cause responses to be recorded by any means, including electronic means, except as outlined by these protocols.

2.6 Effective communication

- 2.6.1 Effective communication at all levels is essential for the efficient and transparent delivery of the tests.
- 2.6.2 Principals, their delegates and all relevant staff must read and understand the *NAPLAN national protocols for test administration* and the *NAPLAN operations handbook*. Schools must also ensure that relevant staff read and understand 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 relevant *NAPLAN operations handbook* and the relevant *NAPLAN test administration handbook for teachers*. Principals should seek clarification from their TAA 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 protocols should be reported promptly.
- 2.6.6 It is the responsibility of the principal to ensure parents and carers are fully informed about the program.

3 Communications

3.1 Responsibilities of ACARA

3.1.1 ACARA will:

- maintain a website for NAPLAN information (nap.edu.au) with updates on all aspects of the national tests
- provide a communications strategy that clearly outlines the respective roles played by ACARA and the TAAs. This includes communication to schools that will be made available to TAAs. Materials arising from ACARA's communications strategy will be made available on the National Assessment Program (NAP) website (nap.edu.au)
- maintain these protocols, which form a key risk control and communication document for the NAPLAN program
- ensure that minimum technical requirements for administering the online tests are communicated to TAAs and made available to schools on the NAP website (nap.edu.au)
- develop national communication messaging, to be adapted by TAAs for local dissemination.

3.2 Responsibilities of test administration authorities (TAAs)

3.2.1 TAAs will:

- facilitate the distribution of information to schools for parents, carers and school communities
- collect student background information from schools as agreed by education ministers. This enables nationally comparable reporting of students' outcomes against the *Mparntwe (Alice Springs) Education Declaration* and national agreements on education. Further details on data collection can be found in the current Data standards manual: student background characteristics on the ACARA website (acara.edu.au)
- collect or record authorisation of students accessing disability adjustments that require TAA approval, exemptions, withdrawals, and abandonments due to illness, injury or technical disruption
- establish and communicate procedures for arranging administration of tests for students taking the test during the main testing window at a school other than their own school. These procedures must include providing support to the host school on registering visiting students, transferring test data of visiting students to their enrolled schools and providing instructions for the management of alternative format (paper and special print) tests. Schools with visiting students should post completed test books back to the relevant TAA, where applicable
- establish and communicate procedures in line with these protocols to determine which students require disability adjustments
- establish and communicate procedures for testing students in international schools, both in Australia and overseas, that have links with Australian education authorities
- establish and communicate procedures for arranging administration of tests for students who are registered as undertaking non-school-based education (for example, homeschool students)
- establish and communicate procedures for arranging administration of tests for students who require alternative format tests
- establish and communicate procedures for the administration of low-bandwidth test materials in line with the protocols, and for the secure delivery, collection and dispatch of those test materials.

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 (or in a manner set out by the TAA) school-approved and/or TAA-approved disability adjustment codes (DACs), withdrawals, exemptions, abandonments, 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
- for schools delivering online tests, ensure that all relevant staff are aware of the IT requirements (such as 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 relevant staff have access to the relevant handbooks prior to the test window
- ensure that all staff are aware that they must maintain test security until the end of the test security period
- for schools delivering online tests, 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 assessform.edu.au
- ensure that NAPLAN individual student reports are delivered to parents/carers in a timely manner as prescribed by the TAA after they are made available
- be aware of any additional TAA-specific responsibilities outlined in the *NAPLAN operations handbook*.

3.3.3 For schools delivering online tests, 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 their TAA. Some disability adjustment options are available to trial on the public demonstration site and others may be available from TAAs. Students must be given the opportunity to become familiar with the functionality of the online NAPLAN tests and range of item types in each domain before they sit online NAPLAN tests.

3.3.4 Principals are responsible for acknowledging, in a manner prescribed by their TAA, that they have read and understood these *NAPLAN national protocols for test administration* and the *NAPLAN operations handbook*. This acknowledgement must be done by the principal and cannot be delegated.

4 Security and integrity of test materials

4.1 Responsibilities of test administration authorities (TAAs)

4.1.1 TAAs have responsibility for the security and integrity of test materials that ACARA gives them access to. For alternative format (paper and special print) test materials and secure login cards, this applies until those materials are received by schools. TAAs must contact ACARA immediately if test material security has been breached or compromised in any way.

4.1.2 Hard copies of test materials and login details that provide access to the item review environment of the platform must be kept in a highly secure, locked location within TAA premises. This may include safes and secure rooms. Publicly accessible locations such as locked filing cabinets are not adequate.

4.1.3 Access to the platform and test materials must be monitored and password-protected (where applicable). They must be stored in highly secure locations within the TAA premises, with access limited to the smallest number of officers practicable.

- 4.1.4 All access to secure test items should be logged, and a list should be kept of all personnel who are authorised to access test items.
- 4.1.5 Electronic transmission, via secure file transfer protocol (FTP) and never via email, of test materials must be kept to a minimum, and materials must be transmitted only when appropriately encrypted. Extreme caution must be exercised in transmitting copies electronically.
- 4.1.6 All officers and contracted staff who have access to test materials prior to the test must have signed non-disclosure/confidentiality agreements and register of close relationships. Those who have signed these agreements and/or relevant statutory declarations as part of their own employment agreements will not be required to do so again. It is up to the discretion of the TAA as to whether they require additional signed declarations from their staff.
- 4.1.7 TAAs must develop a disaster recovery strategy in the event that test materials are mislaid, or storage facilities (including electronic facilities) are compromised or accessed by unauthorised personnel.
- 4.1.8 TAAs must monitor progress of the testing in their jurisdiction, including any system-wide test disruptions or breaches of the protocols that may compromise security (see [section 10](#)).
- 4.1.9 TAAs must ensure that all materials produced by their contractors from files provided by ACARA do not contain errors introduced during the production process.

4.2 Responsibilities of test administration authorities (TAAs) with contractors

- 4.2.1 TAAs must ensure that contractors undertake to provide adequate and appropriate security consistent with the protocols.
- 4.2.2 TAAs must inform all parties involved that test materials (see definition in [section 11](#)) must be kept secure through the whole process of delivery to schools, storage at schools and distribution during the testing program up to and including the test security period (see [sections 1.2.4](#) and [1.2.5](#)).
- 4.2.3 TAAs must ensure all alternative format (paper) test materials are delivered securely and are packed in such a way that:
- materials can be checked for correct content and quantities without opening the tamper-evident packaging
 - the writing stimulus is not visible
 - any tampering with packaging is evident.
- 4.2.4 TAAs must ensure that contractors do not deliver test materials to schools (or deliver to alternative locations) unless the principal or appropriate principal's delegate personally receives them. Delivery contractors must not leave materials unattended or unsecured. Where this is not possible, delivery contractors will be required to employ the method agreed between the TAA and the contractor for managing materials.
- 4.2.5 Deliveries of test materials to non-school locations must not be made before Friday of the first week of testing.

4.3 Responsibilities of principals

- 4.3.1 For schools delivering online tests, the principal will receive instructions for registering in the platform prior to NAPLAN. The principal is responsible for sending invitations to relevant staff to register in the platform 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.
- 4.3.2 For schools delivering alternative format (paper and/or special print) tests, including Year 3 writing tests, the principal is responsible for the overall security, receipt and confidentiality of all test materials from the time the materials are delivered to the school to the end of the test security period. This includes ensuring test materials are not tampered with or manipulated prior to the test and ensuring the safe collection or dispatch of those materials on conclusion of the tests.

- 4.3.3 The principal must notify the TAA immediately if test material security has been breached in any way. This obligation starts at the time access details for the platform or other test materials have been received in the school and continues to the end of the test security period.
- 4.3.4 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 materials arrive at the school. This information may be requested by the TAA. When a courier is used to deliver materials, materials must not be left unattended on school premises. If this occurs, the TAA must be notified immediately.
- 4.3.5 Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate must take delivery of the test materials.
- 4.3.6 The principal, or the principal's delegate who signs for the materials, is to ensure the contents and quantities of deliveries are correct as soon as possible after the receipt of the materials. Packages containing secure login cards, and those with secure hard copy test materials, must be checked for tampering. Packages containing test papers must also be checked to ensure, without opening the tamper-evident bags, that correct quantities of test papers have been received.
- 4.3.7 In the event of incorrect/incomplete delivery, evidence of tampering or other compromise in security during transit, the relevant TAA must be notified immediately, and any jurisdiction-specific process followed. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.
- 4.3.8 For schools delivering alternative format tests, 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 prior to the first day of the test window. Test materials must be returned to secure storage after sorting until the morning of the relevant test. Test content must not be accessed during this process. Schools that need greater flexibility must apply to their TAA.
- 4.3.9 Any person(s) acting as a delegate of the principal and assisting the principal in the sorting of materials should not be a classroom teacher of any class taking the tests, except in special circumstances where the size of the school precludes this.
- 4.3.10 The principal must ensure that all test materials, including the reading magazines and the writing stimulus, are kept secure until the end of the test security period (see [section 4.3.15](#)). Under no circumstances can materials be shown or given to parents/carers, the media or members of the wider community.
- 4.3.11 The principal must ensure that teachers and students not involved in the tests do not have access to the test materials.
- 4.3.12 Principals responsible for tests using the low-bandwidth solution must 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.
- 4.3.13 Videos and photographs
- The principal must ensure that videos or photographs are not taken during test sessions, except as necessary for troubleshooting technical issues with the relevant TAA. 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 8.7.4](#)), the TAA may advise the principal or their delegate to take a video or photograph of a device or screen solely for the purpose of troubleshooting the issues experienced.

- 4.3.14 The principal must ensure that test administrators understand 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.
- 4.3.15 Post-security period use of test materials
- The test materials referred to in this clause are all NAPLAN test materials that are publicly released on ACARA websites and the exemplars in the Student and school summary report (SSSR). Principals (and their school staff) will have access to released NAPLAN test materials and exemplars through the SSSR¹ for non-commercial educational use within their school.
 - Post-test treatment of alternative format (paper and special print) materials is outlined in [section 8.8](#). Principals (and their school staff) are not permitted to upload NAPLAN alternative format (paper and special print) tests from 2023 onwards to any ICT platform² (including their password-protected ICT platforms) and are not permitted to provide these tests to parents/carers, the media or any other members of the wider community at any time. ACARA is banking these tests for future research and development activities.
 - Principals (and their school staff) may upload released NAPLAN tests (accessed via the ACARA websites) to their password-protected ICT platforms and are responsible for ensuring any access is consistent with section 113P of the *Copyright Act 1968* (Cth).
 - Principals (and their school staff) are not permitted to publicly release the NAPLAN test materials and exemplars, and must not upload them to any public ICT platform (that is, an ICT platform that is not password-protected).

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, injury or technical disruption) (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. This must be approved by parents/carers prior to the start of testing.

5.2.2 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 parent/carer have consulted with each other and agreed that the student is not able to access the tests even with adjustments.

1. 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.

2. "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.

5.2.3 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 TAAs before the testing window on the preferred method for collecting and recording this information.

5.2.4 Recording reason for exemption

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

5.2.5 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 and must be approved by parents/carers prior to the start of testing. School staff must not influence parents/carers to withdraw their child (see [section 2.2.5](#)). Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

5.3.2 Parent/carer signed consent for withdrawals

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

5.3.3 Treatment of withdrawn students' data and results

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

3. nccd.edu.au

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 1.5](#) 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 or withdrawn (see [sections 5.2](#) and [5.3](#))
- they are present for the test 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 and 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.
- Students sitting alternative format (paper or special print) tests, who are marked as absent but for whom a paper test is formally submitted, must be counted as assessed. TAAs must validate discrepancies; for example, where a student was absent for a test but then completed the test in a catch-up session.
- Students must not be marked absent if consent has been received for them to be exempt or withdrawn (see [sections 5.2](#) and [5.3](#)).
- The text that will appear on the individual student report for tests for which students are absent may read: *Your child was absent from this test and no result has been recorded.*
- Where a student is absent from all tests, it is recommended that an individual student report be issued. TAAs can provide further advice on the issuing of reports to students who are absent from all tests.

5.5 Sanctioned abandonment

5.5.1 For online tests, abandonment of a test applies only where sanctioned and verified by the TAA, and refers to:

- a student who has started a test but abandons the test due to illness (that is, a medical or social/emotional condition) or injury and is unable to complete the rescheduled test during the test window
- a student whose scheduled test is postponed due to technical disruption (see [section 1.6](#)) and who is unable to complete the rescheduled test during the test window.

5.5.2 For alternative format (paper) tests, abandonment of a test applies only where sanctioned and verified by the TAA, and refers only to students who have started a test but who abandon the test due to illness (that is, a medical or social/emotional condition) or injury. A student who abandons an alternative format (paper) test is not permitted to complete a rescheduled test.

5.5.3 A student's participation status may only be recorded on the platform as "abandon (sanctioned)" after verification of the reason by the TAA.

5.5.4 Sanctioned abandonment does NOT apply to students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the TAA; such students must be counted as participating with the score that they achieve (see [sections 5.6](#) and [8.7.7](#)). These students are not permitted to complete a catch-up test or rescheduled test.

5.5.5 For online schools, all instances of students who have started a test but then abandon the test due to illness (that is, a medical or social/emotional condition) or injury, OR students whose scheduled test is postponed due to technical disruption (see [section 1.6](#)) and who are unable to complete a rescheduled test, must be reported to the TAA as soon as practicable for advice on appropriate actions (see [sections 8.7.5](#) and [8.7.6](#)).

5.5.6 Treatment of students' results and data where abandonment applies

- Reasons for abandonment must be recorded and sanctioned by the TAA to avoid the student being considered as participating. When abandonment is reported to and sanctioned by the TAA, students are not counted as part of the cohort of participating students.
- 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.*
- Where the school fails to contact the TAA regarding a potential sanctioned abandonment, the student will be considered as participating, with the mark based on any test items completed.

5.6 Non-attempts and refusals

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

- Students enrolled in an online test who DO NOT log in to the platform must be recorded as refused.
- Students enrolled in an online test who DO log in to the platform must have their test attempt submitted for marking irrespective of whether they do or do not provide any responses to the test.
- Students who do not provide any responses to questions on an alternative format (paper or special print) test must be recorded as present.

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

- Students without any responses and who have their test attempt submitted for marking receive a raw score of 0 and the corresponding scaled score, and are assigned the lowest proficiency level.
- Students with a participation status of refused receive a raw score of 0 and the lowest scaled score, and are assigned the lowest proficiency level.
- For tests where a student is marked as refused, the text that will appear on the individual student report 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 will receive an individual 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 (for example, 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, but may at their discretion, offer a separate or catch-up session for these students. Principals should contact their relevant TAA for further information.

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

5.8.3 Alternative format (paper) tests should be taken on blank test books provided by the host school. Under no circumstances should the personalised test book of another student be used.

- 5.8.4 Where a student is visiting, the principal at the host school is responsible for contacting their TAA to arrange for the online test attempts completed by the visiting student to be transferred to their enrolled school. Where a visiting student has completed alternative format (paper) tests, the host school is responsible for sending the student's paper test books back to the TAA in the student's home state/territory by registered post (see [section 12](#) for TAA postal details), where applicable.
- 5.8.5 The student's results will be included in the data set for their enrolled school and state/territory.
- 5.8.6 The student will receive a student report through their enrolled school.

6 Adjustments for students with disability

6.1 Adjustments for students with disability

- 6.1.1 Student participation in NAPLAN is the joint responsibility of schools and TAAs, 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 4 NCCD broad 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 has the same meaning as defined under section 4 of the Commonwealth *Disability Discrimination Act 1992*⁴ (the DDA).
- 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 DDA and the *Disability Standards for Education 2005* (DSE). 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 in consultation with the relevant TAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of scenarios⁵ published on the [NAP website](#).
- 6.1.6 Special print tests (braille, large print, black and white, and electronic PDF) are modified versions of the alternative format (paper) tests (see [section 1.1.3](#)) and are produced where there are currently technical platform limitations preventing equitable access to online NAPLAN tests. Modifications include, for example, changes to navigation, formatting and layout.

6.2 *Disability Discrimination Act and Disability Standards for Education*

- 6.2.1 The DSE provide a framework to ensure that students with disability can access and participate in education on the same basis as students without disability, and outline the obligations of school education providers under the DDA.

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

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

- 6.2.2 The DSE 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.
- 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 considering 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 test assesses 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 test assesses a student’s ability 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 test assesses 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 test assesses a student’s 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 Each TAA will:

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

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](#) (for online tests), have been used to identify adjustments required by students with disability
- ensure that parents/carers and the student are consulted about, and have agreed to, the nature of the adjustment(s) the student will receive
- where TAA approval is necessary for adjustments to online tests in the platform, apply in writing to the relevant TAA for permission, according to the timelines set by the TAA
- apply to the relevant TAA for alternative format (special print) test materials including practice materials, according to the timelines set by the TAA
- document all adjustment arrangements and ensure school-approved disability adjustment codes (DACs) and/or TAA-approved DACs are entered on the platform (for online tests, see [section 6.6](#)) and keep a record of these for audit purposes
- comply with the TAA requirements for requesting and recording adjustments provided by the school
- make arrangements at the school level to provide students with disability with the adjustments they require, including those that do not require TAA approval
- 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 set out in the table at [section 6.6.1](#). Principals are advised to consult TAAs 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 Disability adjustment information and table of available adjustments

6.6.1 The following table provides a summary of adjustments available to support students with a disability to access NAPLAN tests. TAA-approved disability adjustments must be approved by the TAA prior to the start of testing. Assigning TAA-approved DACs on the platform without TAA approval is a breach of the protocols.

* The disability adjustments must be applied in accordance with the terms of these protocols. Schools must adhere to common assessment principles and a commitment to upholding the integrity of the assessment environment when administering and overseeing the use of adjustments.

** Schools delivering alternative format tests that are not using the platform must record DACs in a manner set out by the TAA.

Adjustment	Approval by*	DAC**	Comment	Section
Adjustments requiring alternative format (special print) tests				
Braille	TAA	OFF	Student will sit a paper-based version of the NAPLAN tests. For schools administering online tests:	6.7
Large print	TAA	OFF		6.8
Black and white	TAA	OFF		6.9
Electronic PDF test	TAA	OFF	<ul style="list-style-type: none"> Ensure "OFF" DAC is assigned to student's test. The "OFF" DAC cannot be used in conjunction with a DAC that implies the student is sitting an online test (i.e. AIA, AIV). Change participation status to "Alternative Format" once test is completed. (Note: this information applies across adjustments requiring alternative format [special print] tests.)	6.10
Adjustments providing additional support				
Scribe	TAA	SCR	Writing test only. Ensure test environment arrangements do not impact other students. All scribe rules (section 6.11.9) must be followed, including completion of the spelling test, for the student to receive a mark for the writing test.	6.11
NAPLAN support person	School	SUP	Reading, conventions of language and numeracy tests only. Ensure test environment arrangements do not impact other students.	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
Adjustments providing extra time				
Extra time – one minute for every 6 minutes of test time	School	ETA	Platform will automatically allocate extra time. Combinations of extra time DAC must not be applied to the same test. Ensure timing allowed for test session caters for total duration of tests for students with extra time. (Note: this information applies across all adjustments providing extra time.)	6.15
Extra time – one minute for every 3 minutes of test time	School	ETB		6.15
Extra time – one minute for every 2 minutes of test time	School	ETC		6.15
Extra time – double total test time (for online schools)	TAA	ETD		6.16

Assistive technology				
Assistive technology (unsecured browser: TAA will provide link)	TAA	AST	AST DAC should only 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.	6.17
Assistive technology (compatible with locked-down browser)	School	-	Assistive technology that does not require an unsecured browser and is compatible with the test construct (for example, ergonomic mouse, Bluetooth headphones [see section 8.5.9], classroom communication devices) does not require TAA approval. There is no DAC for these assistive technologies.	6.17
Use of computer for Year 3 writing test	TAA	-	Where a student with disability regularly uses a computer as a part of their usual adjustments in classroom assessments, this may be appropriate for use during the tests. While TAA approval is required, there is no DAC for the use of a computer for Year 3 paper writing tests.	6.17
Use of computer for Year 3, 5, 7, 9 students in alternative format schools	TAA	-	While TAA approval is required, there is no DAC for the use of a computer for students in alternative format schools in Years 3, 5, 7 and 9. 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.	6.17
Adjustments providing alternative items				
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.	6.19
Adjustments providing alternative colour themes				
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 providing alternative colour themes.)	6.20
Black text with blue background	School	BNB		6.20
Black text with lilac background	School	BNL		6.20
Black text with green background	School	BNG		6.20
Black text with yellow background	School	BNY		6.20
White text with black background (if unsecured browser is necessary: TAA approval required. TAA will provide link)	TAA	BNW + COL	Use "BNW" and "COL" 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: TAA approval required. TAA will provide link)	TAA	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 and predictive text must be turned off.	6.18

6.7 Braille (TAA approval required)

- 6.7.1 Schools wishing to access braille test materials and the associated additional time adjustment for students must apply to their TAA in advance 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.
- 6.7.2 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, where applicable, the materials will include:
- braille format of the test book and stimulus
 - a print transcript of the braille format of each braille test book and stimulus.
- 6.7.3 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.
- 6.7.4 The logistics of using braille format warrant the provision of rest breaks (see [section 6.14](#)) and/or some extra time (see [section 6.15](#)) for all students accessing the test in this manner, regardless of their proficiency in this medium. The allocation of these adjustments for a braille user should be decided on a case-by-case basis. For braille users, guidelines regarding the provision of extra time are as follows. Note that these times are a guide only.

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

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

6.8 Large print tests (TAA approval required)

- 6.8.1 For schools delivering online tests, students with disability should be encouraged to use the platform adjustments wherever possible to gain access to the online NAPLAN tests.
- 6.8.2 For schools delivering online tests, students with disability who usually 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 prior to NAPLAN testing. However, if students are unable to access the tests using adjustments in the platform, various formats of large print test books are available.
- 6.8.3 For schools delivering alternative format tests, various formats of large print test books are available for students with a vision impairment who generally access their classroom assessments in this manner.
- 6.8.4 Large print materials must be ordered as soon as possible through the relevant TAA. 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 and approved for vision support in their classroom assessments.

6.9 Black and white masters (TAA approval required)

- 6.9.1 For schools delivering online tests, students must be given the opportunity to practise using their preferred colour theme in the NAPLAN public demonstration site or NAPLAN training and practice environment before applying for this adjustment.
- 6.9.2 For schools delivering alternative format tests, and where students at online schools are unable to access the tests using adjustments in the platform or assistive technology, black and white masters of test books 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. See section 2.5 for information about keeping test materials secure.

6.9.3 Black and white print masters must be ordered in advance through the TAA.

6.10 Electronic PDF tests (TAA approval required)

6.10.1 Electronic (PDF) tests are intended only for students with disability such as those with significant vision problems who are not braille proficient, or those with severe physical disabilities that restrict movement. It may be an appropriate adjustment for students with disability who use a computer as a part of their usual adjustments when participating in classroom assessments. This adjustment is approved in exceptional circumstances and only for students where this is the only means of accessing the test.

6.10.2 The electronic test is an electronic PDF of the test booklet that enables students to answer questions onscreen. Electronic PDFs must be ordered in advance through the TAA.

6.10.3 Most students accessing the tests in this format will need extra time and the provision of a NAPLAN support person for the non-writing test domains. The allocation of these adjustments should be decided on a case-by-case basis. Refer to section 6.15 for more details on allocating extra time and section 6.12 for the use of a NAPLAN support person.

6.11 Use of a scribe (writing test) (TAA approval required)

6.11.1 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.

6.11.2 A scribe may be provided in the writing test for a student with disability who meets all of the following criteria (note: for the purpose of the paper writing test, the term "typing" can be replaced with "handwriting" and the same rules apply):

1. has significant difficulty with the act of typing due to a physical/visual 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;
2. regularly works with a scribe in the classroom and for whom the use of a scribe is a regular literacy assessment practice;
3. would be unable to access the writing tests by any of the other adjustments available; and
4. for students in schools delivering alternative format tests, does not have fluency using alternative means of writing (for example students who lack fluency using a computer).

6.11.3 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/visual 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. For alternative format (paper) tests, poor handwriting or a reluctance to write is not sufficient justification for the use of a scribe.

6.11.4 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 (see [section 6.11.9](#))
- 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 they scribe for.

6.11.5 A scribe may type a student's response.

6.11.6 A scribe is permitted for the writing test where the student's 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.

- 6.11.7 Students who use a scribe may be permitted the use of a NAPLAN support person for the other NAPLAN tests, if appropriate (see [section 6.12](#)). Where necessary, students should access an appropriate amount of extra time (see [section 6.15](#)).
- 6.11.8 To ensure national consistency in the use of scribes and to ensure that the results are not compromised, prior written permission to use a scribe must be sought and given by the respective TAA. Failure to do so may lead to results being invalidated.
- 6.11.9 Scribe rules: Test instructions should be delivered exactly as outlined in the relevant NAPLAN test administration handbook for teachers. The scribe 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, capital letters and paragraph breaks.

See the table for the actions that the scribe must take:

Step	Action	Directions
Step 1	Log in to the test	The scribe may log in to the test for the student if necessary.
Step 2	Type an acknowledgement	The scribe must type the following words at the beginning of the document: <i>This student has approval for a scribe and all scribing rules are acknowledged.</i>
Step 3	Type as dictated by the student	After allowing the student time to reflect and consider, the scribe will type as the student dictates. The scribe will type word for word to reproduce the student's own language. Except as and where dictated by the student , the scribe must type: <ul style="list-style-type: none"> • without inserting any punctuation • all words in lower case • all sentences in a block without inserting paragraph breaks. 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.
Step 4	Administer spelling test	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. For the spelling test, the scribe will select 4 simple words, 4 common words and 4 difficult words that have been used in the scribed text and ask the student to orally spell each one. The scribe will scroll past, or in an alternative format (paper) test, cover up the scribed text, and record the student's oral spelling of each of these 12 words in a space below the text. Where the student's text does not contain 4 difficult spelling words, the scribe should select additional common words to make up the 12 words. 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.

Step 5	Editing time	<p>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.</p> <p>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.</p> <p>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.</p>
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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 to assist students with disability with access to the reading, conventions of language and numeracy tests; for example, by clicking on or dragging answers indicated by the student, typing short responses or answers dictated by the student, or shading bubbles as indicated by the student in alternative format tests
 - provide access to the test by logging in for the student, only once the student is present in the test room
 - read aloud only those elements of the test that can be read to all students (see [section 8.5.13](#)).
- 6.12.3 The role of NAPLAN support person is distinct and separate from the role of test administrator. See [section 6.11](#) for information on supported access to the writing test (scribe).
- 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 (for example, due to fine motor difficulty), or for students who experience difficulty in accessing 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 8.5 and 8.6. They may only provide the same access to test content that a test administrator can. Prompting, interpreting or paraphrasing is strictly prohibited.
- 6.12.6 Parents/carers and family members as NAPLAN support persons:
- 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.
 - They 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 and/or engaged by the school in a formal position, then they are not permitted to assist in the NAPLAN tests as a NAPLAN support person.
 - The principal's discretion and common sense should be applied, and the TAA should be consulted if necessary.

6.13 Oral/sign support (school approved)

- 6.13.1 Students who are deaf or with limited hearing may access oral or signed communication support (for example, an Auslan interpreter). The support person must be skilled in oral/signed communication and familiar with communicating with the particular student.

- 6.13.2 Signing is permitted only for those sections of the tests that can be read to all students (see [section 8.5.13](#)). A support person is permitted to read or sign the instructions in all tests, including the script in the test administrator handbook.
- 6.13.3 For tests delivered in the platform, audio alternative items are available (see [section 6.19](#)).

6.14 Rest breaks (school approved)

- 6.14.1 Rest breaks may be provided for students with disability who need regular breaks when completing assessment tasks.
- 6.14.2 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.
- 6.14.3 For online tests, rest breaks are managed manually by the test administrator, who must pause and resume the student's test from the test administrator's dashboard.
- 6.14.4 Where relevant, rest breaks can be used as an alternative to extra time (see [section 6.15](#)) to avoid student fatigue, although there may be instances where both adjustments are necessary.
- 6.14.5 It is recommended that no more than 10 minutes of rest time is granted per hour of test time. However, if it is normal practice for the student to have more rest time in normal classroom assessments, additional time may be provided. The teacher and school are best placed to make a final decision based on the specific circumstances of the student in question, in line with TAA requirements.
- 6.14.6 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.

6.15 Extra time (school approved)

- 6.15.1 Extra time may be provided for students with disability who usually require additional time to complete assessment tasks.
- 6.15.2 Extra time 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.
- 6.15.3 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.
- 6.15.4 Extra time and rest breaks (see [section 6.14](#)) are each managed differently in the platform.
- 6.15.5 Different amounts of extra time are available in the platform for adding to a student's test (refer to table in [section 6.6.1](#)).
- 6.15.6 The following table shows the total test duration for each extra time scenario, based on the original (standard) test time, rounded up or down to the nearest whole number by the platform.

Test duration (minutes)				
Standard time	Extra time – one minute for every 6 minutes of test time (ETA)	Extra time – one minute for every 3 minutes of test time (ETB)	Extra time – one minute for every 2 minutes of test time (ETC)	Extra time – double the total test time (see section 6.16) (ETD)
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

6.15.7 It is recommended that no more than one minute of extra time for every 6 minutes of test time be granted. However, depending on the level of disability or logistics involved with the use of assistive technology, a longer time may be needed. In each case, the teacher and school are best placed to make a final decision based on the specific circumstances of the student in question, in line with TAA requirements.

6.16 Extra time – double the total test time (online only, TAA approval required)

- 6.16.1 Allowing a student double the total test time requires TAA approval. It is only available to students completing online tests.
- 6.16.2 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 each require additional time. This adjustment is typically available only for students using assistive technology and is therefore assigned in conjunction with the appropriate disability adjustment code.

6.17 Assistive technology (TAA approval may be required)

6.17.1 Assistive technology may be used as an adjustment in line with equity principles (see [section 6.3.2](#)). Assistive technology is defined by the NCCD as “a tool to help a person with disability. Any device or system used by a person with disability to do something they are otherwise unable to do.”⁶ TAA procedures for granting adjustments for the use of assistive technology, including a computer for paper tests, must be followed. Schools must seek approval and follow advice from their TAA for this adjustment prior to testing, where applicable.

Overview of assistive technology:

If assistive technology is compatible with locked-down browser (LDB)	When assistive technology is not compatible with the LDB and an unsecured browser is required
AST DAC is not required to be entered on platform.	AST DAC is required to be entered on platform.
School approval.	TAA approval – TAA to provide link to unsecured browser once approved.
Assistive technology that is compatible with the locked-down browser and the test construct does not require TAA approval.	Assistive technology that requires an unsecured browser requires TAA approval. 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.
Examples: <ul style="list-style-type: none"> • customised pointing devices or keyboards • switch devices • screen magnification tools • assistive listening devices • a physical calculator for the calculator part of the numeracy test where students with disability cannot access the on-screen calculator 	Examples: <ul style="list-style-type: none"> • 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 (see section 6.12) • speech-to-text software that has functionality to turn off all grammar and punctuation support (applicable for numeracy and writing tests only)
There may be some exceptions where TAA approval is required but the AST DAC is not required. For example, when using a device (computer or iPad) for the Year 3 paper writing test (including temporary injury), responses must be printed and returned for processing in the manner prescribed by the TAA.	

6. NCCD glossary <https://www.nccd.edu.au/help-and-support/glossary>, accessed 7 July 2025.

6.17.2 For schools delivering online tests:

- Students may use assistive technologies that are compatible with the platform and the test construct (see [section 6.3.4](#) for information on test constructs) without TAA approval. For use of assistive technologies that are compatible with the platform and do not require TAA approval, a DAC is not required.
- Schools are advised to test the compatibility of the student's assistive technology using the [public demonstration site](#) or the NAPLAN training and practice environment.
- Where the assistive technology is not compatible with the platform, the TAA must be notified, and approval sought for the student to use an unsecured browser. If use of an unsecured browser is approved, the AST 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 TAA.

6.17.3 For schools delivering alternative format tests:

- It is expected that a basic level of logistical support is provided to students permitted to use assistive technology in line with normal test conditions (for example, setting up of a computer).

6.17.4 Speech-to-text software can be approved by the TAA 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 the software, after they have finished writing. When considering speech-to-text for the numeracy test, scribe criteria and scribe rules must apply, except for the requirement to complete a spelling test. Refer to section 6.11 for further details. Speech-to-text software must not be used for the conventions of language test and is not applicable for the reading tests.

6.17.5 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 part
- internet/internal network access.

6.17.6 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 6.15](#) for more details on allocating extra time. If it is decided to allocate double time, TAA approval is required. Refer to [section 6.16](#) for more details on allocating double time.

6.18 Colour contrast modification (TAA approval may be required)

6.18.1 Students may use colour contrasting software that are compatible with the platform and the test construct (see [section 6.3.4](#) for information on test constructs).

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

6.18.3 Schools are advised to test the student's device settings, using the public demonstration site or the NAPLAN training and practice environment, before applying for TAA approval to use the unsecured browser. If approved, the COL DAC must be applied to the platform. A link to an unsecured browser will be securely supplied to the school by the TAA. Colour modifications should be provided to the student in the same format that is generally used for their classroom assessments.

6.19 Alternative items (audio and visual) (school approved)

6.19.1 Alternative items (audio and visual) are only available for students with disability completing online tests. Students should access the public demonstration site to determine whether AIA and/or AIV items are necessary for them prior to the test.

- 6.19.2 Audio alternative items (AIA) **must be** 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 when the DAC is applied.
- 6.19.3 AIA test items are 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 cannot 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.
- 6.19.4 Visual alternative items (AIV) **must be** 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 when the DAC is applied.
- 6.19.5 AIV test items are 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 cannot 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.

6.20 Colour themes (school approved)

- 6.20.1 For students who normally access their classroom assessments copied onto coloured paper or used with colour overlays, different colour themes are available in the platform. However, depending on the device, it may be necessary to use an unsecured browser. If that is the case, then TAA approval will need to be sought.
- 6.20.2 Colour themes are assigned to a student in the platform prior to the test. The available themes are:
- black text with white background (this theme can be inverted by the student's device settings for white text with black background – see [sections 6.18.2](#) and [6.18.3](#))
 - black text with blue background
 - black text with lilac background
 - black text with green background
 - black text with yellow background.

6.21 Temporary injuries (TAA approval may be required)

- 6.21.1 Where a temporary injury that impacts 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 extra time, rest breaks or a NAPLAN support person for the reading, conventions of language and numeracy tests. For alternative format writing tests, including the Year 3 paper writing test, the use of a computer may be an appropriate adjustment.
- 6.21.2 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.
- 6.21.3 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.
- 6.21.4 Schools must ensure they obtain relevant approvals from their TAA for adjustments for students with temporary injuries, if required by these protocols.
- 6.21.5 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 Overview

- 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. For schools delivering online tests, students must also be familiar with using the device that they will use 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. It is inappropriate for schools to deliver excessive coaching and test preparation.

7.2 Practice for the NAPLAN writing test

- 7.2.1 It is appropriate for students to gain experience in producing writing scripts under timed test conditions using practice topics. For online writing tests, this includes gaining experience on the same type of device they will be using for NAPLAN (including external keyboards for tablets if applicable).
- 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 learnt scripts, this may be considered a breach of protocol.

7.3 Practice for 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 (including special print where applicable), 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 NAPLAN training and practice 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 TAAs will:

- ensure that information about arrangements for the administration of tests for students who do not normally attend a regular school location is clearly communicated and accessible to the community
- ensure the supply of all test materials and handbooks to schools to facilitate the administration of the tests for all students in their jurisdictions
- oversee all registered students who undertake the test in approved locations other than schools, including at home and in hospitals, where they do not fall under the responsibility of a recognised school
- determine the outcome of requests for variations to the test dates
- ensure the submission of all NAPLAN test attempts, including the reconciliation of data from low-bandwidth schools and the return of alternative format test materials from schools within their jurisdiction
- prepare and communicate procedures for the return and reconciliation of paper test books
- coordinate transcription of students' work from braille to enable electronic marking, where necessary.

8.1.2 TAAs are responsible for the inclusion of the relevant information from the *NAPLAN national protocols for test administration* in the *NAPLAN operations handbook* and the relevant *NAPLAN test administration handbook for teachers*.

8.1.3 TAAs are responsible for ensuring that sufficient staff resources are available to respond to schools requiring advice during the test window and security period. This includes appropriate incident response plans and technical assistance (such as a help desk) for the platform.

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 test window.

8.2.2 Principals are responsible for the administration of arrangements for students undertaking catch-up tests (see [section 1.5](#)) and rescheduled tests (see [section 1.6](#)) and the conditions under which they are taken.

8.3 Students registered for non-school-based locations

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

8.3.2 In accordance with jurisdiction-specific legislation or policy, TAAs must ensure that students registered for non-school-based education are able to participate in the tests. Where participation in the tests can only occur in non-school locations, TAAs must ensure that measures are in place to ensure 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 their TAA to arrange alternative access. Schools are **not** to add students to the platform if the students are unable to attend a centralised testing location or school to complete NAPLAN. Schools **must** contact their TAA concerning the enrolment of these students.

8.4 Preparation for test administration

8.4.1 Responsibilities of the principal

- The principal must determine, and appoint if required, relevant persons to act as NAPLAN coordinators and test administrators, and in schools delivering online tests, 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.
- For schools delivering online tests, 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.
- For schools delivering online tests, the principal must ensure that once the NAP locked-down browser has been installed, students or the school's technical support officer log in to 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.
- The principal must ensure the school community is aware of the school's planned testing schedule in advance of the test window, including opportunities for catch-up sessions. School schedules may be subject to prior approval by the TAA. Schools are not obliged to offer catch-up sessions beyond their advertised test schedule.
- With any other readiness activities, the principal must follow advice from the TAA.

8.4.2 The principal must ensure that:

- students undertake the tests according to the prescribed sequence, unless undertaking a test in a catch-session
- for schools delivering alternative format (paper) tests, students do not undertake tests before the specified test date
- 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 help 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
- spare or unused test books are not used as practice books for any students (regardless of year level)
- test materials are not provided to any teachers (regardless of year level or subject area) unless required for the delivery of the NAPLAN tests.

8.4.3 The principal has the responsibility to adhere to and enforce the procedures outlined in the *NAPLAN operations handbook*.

8.5 Administering the tests – appropriate behaviours

8.5.1 Test administrators must ensure that staff members demonstrate professional and ethical behaviour regarding all aspects of test administration. Any assistance that answers a test question for a student or advantages them in any way will be considered cheating.

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

- 8.5.3 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 [sections 6.15](#) and [6.16](#))
 - 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 to the platform as a student
 - deliberately allowing a student sitting an online test to knowingly log in to a test attempt using another student's code with the intent to deceive.
- 8.5.4 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 the internet or texting
 - accessing the internet, information stored on their device or functionality of their device by disabling the NAP locked-down browser or when using the unsecured browser, without permission
 - looking at or copying another student's work.
- 8.5.5 Where a student is found to have cheated, or is reasonably suspected of having done so, the TAA must be contacted as soon as possible.
- 8.5.6 During the tests, students should be seated so they are not able to read work on other students' screens or test books. 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 (for example, in a hall), the student to test administrator ratio must be comparable to that of a regular classroom.
- 8.5.7 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.
- 8.5.8 Test administrators must not log in to a test on behalf of a student.
- 8.5.9 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.

8.5.10 The following items are NOT permitted in the test area*:

- mobile phones (ensure that students are notified that mobile phones are not permitted)
- electronic devices (other than the devices being used for online 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 or any other internet-connectable devices
- dictionaries
- rulers
- calculators, other than those approved for students with disability (online only)
- calculators for the non-calculator part (alternative format [paper] tests only)
- smart pens (for example 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](#).

8.5.11 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 (online only)
- pencils or pens (as specified by the TAA)
- pencil sharpener
- eraser
- one blank piece of working-out paper for each of the tests, to be collected at the end of each test session
- calculators for the Years 7 and 9 numeracy calculator-allowed part (alternative format [paper] tests only)
- 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 assessform.edu.au.

8.5.12 For schools delivering alternative format tests, test administrators are responsible for the use of calculators in the Years 7 and 9 numeracy tests.

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

8.5.13 Reading aloud to students

- For the online tests, 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.
- For the online tests, 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 assist in using the platform audio.
- For schools delivering alternative format (paper) tests, the literacy demands of the numeracy test should not exclude a student from accessing the numeracy questions. However, it is not intended that a test administrator leads the class through the numeracy test, question by question, unless the literacy standard of the whole class is a barrier to access.

- The table below outlines what can and cannot be read aloud:

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
✓ for alternative format tests, read practice questions	✗ translate any part of the test into another language
✓ for online tests, assist students 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	✗ for online tests, 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

8.6 Instructions by test administrators

8.6.1 Test instructions must be delivered exactly as documented in the relevant *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.

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

8.7 Time taken to complete tests and test disruptions

8.7.1 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 1.3](#) and [6.15–16](#)).

8.7.2 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. For schools delivering online tests, granting 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). For schools delivering alternative format tests, these variations should be recorded as required by the TAA.

8.7.3 If a test session cannot be commenced or completed due to a test disruption, schools delivering online tests should follow rescheduling instructions (see [section 1.6](#)). Schools delivering alternative format (paper) tests should refer to Appendix 1 ([section 13](#)).

8.7.4 Schools are required to contact the TAA for advice as soon as possible where:

- they believe a test disruption may impact on test results
- they have had a significant or persistent test disruption and/or could not complete the test session
- rescheduled test sessions due to test disruptions cannot be scheduled within the test window.

8.7.5 If a student commences any online test and, due to illness (that is, a medical or social/emotional condition), injury or test disruption, is unable to finish the test during the official test session, the TAA must be contacted. The test attempt should be postponed until the student can complete the test in a rescheduled session. If the student cannot complete the rescheduled test, and if the TAA sanctions the reason for the student abandoning the test, the test attempt must be flagged as abandoned in the platform. If the TAA does not sanction the reason

for the student abandoning the test, the test attempt must be flagged as finished by the test administrator or NAPLAN coordinator and the test session finalised so that tests are submitted for marking.

- 8.7.6 If a student commences any alternative format test (paper and/or special print) and, due to illness (that is, a medical or social/emotional condition) or injury, is unable to finish the test in the test session, the TAA must be contacted. If the TAA sanctions the reason, the test book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book/attempt must be submitted for marking. See [section 5.5](#).
- 8.7.7 Where student behaviour during the tests is disruptive to the point where it might impact on one or more students' results, the assessment environment should be appropriately managed. Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately or be deemed to have finished the test.

8.8 Collection of test materials and post-test procedures

- 8.8.1 At the end of the test session, test administrators must collect **all** test materials (including stimulus materials and unused test books) as well as any paper provided to students, and hand them immediately to the principal or NAPLAN coordinator for secure storage until the end of the test security period. No students, teachers (unless they are a test administrator) or any unauthorised person should remove any test materials from the test area.
- 8.8.2 Alternative format test materials, including Year 3 writing test books, must be returned for processing. This must be done in the manner specified by the TAA by the specified date. The absence of the principal (or NAPLAN coordinator) from the school is not a reason for the late return of test materials. Schools should have an alternative plan in place if the principal or NAPLAN coordinator is absent during the test window and security period.
- 8.8.3 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 alternative format tests and/or asking students to record their answers separately from their online test or response book (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. Working out papers of students are not to be kept or passed onto classroom teachers or parents/carers.
- 8.8.4 During the administration of online tests, for the purpose of diagnosing technical issues, the TAA may grant a school permission to take videos or photos of a device. Schools must follow TAA instructions in taking videos or photos and send these via secure transmission using the method dictated by the TAA. Once the school is certain the TAA has received the image(s), the original must be deleted completely from all devices, including from digital recycle bins.
- 8.8.5 Under no circumstances should any school staff mark any alternative format test books or provide responses to teachers, parents/carers and/or students. School staff are not to transcribe special print books unless advised by TAAs.
- 8.8.6 Schools are responsible for returning or destroying all unused alternative format materials, following TAA instruction.
- 8.8.7 Schools delivering the tests via low-bandwidth solutions must contact the TAA and confirm that all test attempts have reconciled successfully. Once confirmed, the TAA will instruct the NAPLAN coordinator to reset the device and remove all data.

9 Marking

9.1 Responsibilities of ACARA

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

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

9.1.3 The procedures include:

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

9.2 Responsibilities of test administration authorities (TAAs)

9.2.1 TAAs may enhance quality assurance procedures over and above the procedures set out at the national level.

9.2.2 TAAs will deliver training to markers in their jurisdictions.

9.2.3 For online tests, TAAs will extract online scripts from the platform and provide them to their contractor for presentation in their marking platform.

9.2.4 TAAs will take steps to ensure that all marking is completed, and data are delivered for centralised analysis by a common date to be determined by ACARA. Further agreed quality control measures may be implemented following analysis of national marking consistency data.

9.2.5 TAAs are responsible for:

- recruitment of markers
- hours of marking
- pay rates and conditions
- employment and training of personnel for scoring responses not requiring judgements of quality (editors)
- providing training to all markers
- quality assurance of all marking.

10 Breaches of test protocols

10.1 Overview

- 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 (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 publishes an annual *Report of 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 TAA.
- 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 a TAA, 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 a TAA, 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, must 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 a possible breach of protocol and reported 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 4.3.13](#)).
- 10.5.2 If the writing topic and/or genre is known to students in advance, and they have had opportunity to practise their writing, this exposure provides an 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 manage 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 a TAA or ACARA withholding these data.
- 10.6.2 The responsible entity for each school, be it the TAA or education department, or the school authority, school owners and/or school board, 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

NAPLAN term	Definition
Alternative format tests	A test provided in a format outside the online national assessment platform, either as a paper test (for example, Year 3 writing tests) or as a special print test (for example, braille, large print, black and white, and electronic PDF 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.
Breach of security	Any breach of the <i>NAPLAN national protocols for test administration</i> that affects the security of the test materials prior to and during the test security period.
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).
Principal's role	The principal is accountable for NAPLAN administration at their school. If the principal is on extended leave and not able to log in to the platform, the relieving principal delegate must contact their TAA to have the principal's account transferred to them. The relieving principal must not use the login details received by the principal to log in to the platform on behalf of the principal. The TAA will send the relieving principal their own account details to perform the principal's role.
Responsible entity	An entity that has authority in relation to any particular school or school system to receive and assess initial reports of possible breaches of the protocols (for example, school board, system authority or government department, depending on school type). See <i>NAPLAN guidelines for managing test incidents in schools</i> (nap.edu.au) for more information.
Test administration authority (TAA)	An education department or NAPLAN test authority in each state or territory that 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/writing answers, clicking on answers for them or shading in bubbles (alternative format [paper] tests only). See section 6 for information on adjustments available for students with disability who require assistance 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 or 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 and special print) tests and stimulus material. 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 online NAPLAN tests. <ul style="list-style-type: none"> Schools accessing the tests online are required to download and install a NAP locked-down browser on student devices (Locked-down browser Online National Assessment Platform (assessform.edu.au)). 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 are required to install Remote and an alternative version of the NAP locked-down browser on the same device.
Test session	An online test session created by a test administrator and composed of student test attempt(s). It may include students from different year levels and/or students doing tests in different domains.

12 TAA 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	SA
Senior Director, Performance and Systems Education Directorate GPO Box 158 Canberra ACT 2601 Tel: (02) 6205 9317 Web: www.education.act.gov.au	NAPLAN team 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	Tas
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	NAPLAN team Data, Systems and Insights (DSI) Department for Education, Children and Young People GPO Box 169 Hobart TAS 7001 Tel: (03) 6165 5914 Email: naplan@decyp.tas.gov.au Web: https://www.decyp.tas.gov.au/
NT	Vic
Assistant Director National and Systemic Assessment Systemic Assessment, Performance and Reporting Department of Education GPO Box 4821 Darwin NT 0801 Tel: (08) 8944 9245 Email: naplan@education.nt.gov.au Web: www.education.nt.gov.au	Manager, Assessment Programs Victorian Curriculum and Assessment Authority Assessment Programs Unit 200 Victoria Parade East Melbourne VIC 3002 Tel: 1800 648 637 Email: vcaa.naplan.help@education.vic.gov.au Web: www.vcaa.vic.edu.au
QLD	WA
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	Manager, K–10 Testing School Curriculum and Standards Authority PO Box 816 Cannington WA 6987 Tel: (08) 9442 9442 Email: naplan@scsa.wa.edu.au Web: www.scsa.wa.edu.au
ACARA	
ACARA can be contacted for general enquiries about the NAPLAN program, by submitting an online enquiry: acara.edu.au/online-enquiry Web: nap.edu.au	

13 Schools completing testing using alternative format (paper)

13.1 Information for schools with approval to complete alternative format (paper) tests

NOTE: Only schools that have been approved to complete NAPLAN via alternative format (paper) should refer to the information below. All other schools must follow the schedule and key information details in [sections 1.2–1.6](#). If a school with an approved alternative curriculum also delivers online tests to one or more year group, [sections 1.2–1.6](#) apply to the delivery of online tests to those year groups.

13.2 Test sequence and schedule for alternative format (paper)

13.2.1 Tests must not be conducted before the official test date under any circumstances. The NAPLAN alternative format (paper) test window starts on Wednesday 11 March 2026 and finishes on Tuesday 17 March 2026. The test security period finishes on Thursday 26 March 2026. The tests must be conducted in the sequence shown in the test schedule below. It is recommended that tests for each domain be completed by all classes at the same time, in the morning.

13.2.2 The alternative format (paper) test schedule is below:

Wednesday 11 March Official test date	Thursday 12 March Official test date	Friday 13 March Official test date	Monday 16 March Official test date	Tuesday 17 March
Writing	Reading ↓ Conventions of Language ↓ Numeracy <i>catch-up tests permitted</i>	Reading ↓ Conventions of Language ↓ Numeracy <i>catch-up tests permitted</i>	Reading ↓ Conventions of Language ↓ Numeracy <i>catch-up tests permitted</i> (final catch-up tests for writing)	<i>Catch-up tests permitted for non-writing domains only)</i>

Note: Wednesday 18 March – Thursday 26 March 2026 may ONLY be used for testing with written permission from the relevant TAA.

The reason must be of a serious order and beyond the school or school system’s control. All test material must remain secure before, during and after tests have been administered.

13.3 Test durations for alternative format (paper)

13.3.1 The following table shows the duration of each test:

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

13.4 Scheduling NAPLAN tests for alternative format (paper)

13.4.1 Tests must be scheduled in the sequence shown in [section 13.2.2](#). Writing is scheduled on the first day and reading, conventions of language and numeracy tests can be scheduled across days 2 to 4. Reading can be scheduled after writing on day 1 with a minimum 20-minute break between test sessions. However, it is recommended that schools schedule one test per day in the alternative format (paper) test window where possible.

- 13.4.2 Schools must schedule the tests in morning sessions on the official test dates. Schools must administer the tests in the sequence specified, including those days where 2 tests are conducted. Where 2 tests are scheduled, a minimum of 20 minutes break time for students must be provided between each test session.
- 13.4.3 Schools with permission to vary the test dates must follow the instructions provided by their TAA.

13.5 Scheduling catch-up test sessions for alternative format (paper)

- 13.5.1 Catch-up test sessions for students who have been absent for a test may be scheduled during the test window and only at a time after the original planned test. They must be held as soon as possible after the scheduled test. Tests cannot be held beyond the test window.
- 13.5.2 Every effort should be made to ensure all eligible students are assessed on the designated NAPLAN test days (11–16 March 2026).
- 13.5.3 Where students are absent for the writing test, arrangements should be made for those students to sit catch-up tests no later than Monday 16 March. Where students are absent for one or more of the non-writing tests, arrangements should be made for those students to sit the tests on either the afternoon of the test days or on Tuesday 17 March 2026.
- 13.5.4 Students absent for the 4 test days should not be expected to complete all non-writing tests on Tuesday 17 March 2026. They should be marked absent for the tests they are unable to complete.
- 13.5.5 Only schools that have prior permission from their TAA may vary test dates for classes or groups of students.

PART B – IMPLEMENTATION FOR NAPLAN IN VICTORIA

1 Introduction

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

Following is detailed information relating to practices and procedures for the implementation of NAPLAN in Victoria.

It is provided to enable principals and NAPLAN coordinators to prepare for the administration of the 2026 tests.

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

This handbook is supported by other publications related to NAPLAN administration and reporting, including the *NAPLAN Test administration handbook for teachers*. For alternative format (paper) tests, the *NAPLAN Test administration handbook for teachers* will be distributed to schools with the NAPLAN test packages from **Tuesday 24 February 2026**.

The VCAA will communicate regularly with schools prior to the tests.

Other important information about NAPLAN 2026 can be found on the VCAA NAPLAN website at <https://www.vcaa.vic.edu.au/assessment/foundation-10/naplan/naplan>

2 NAPLAN Collection Notice and Privacy Policy

What is NAPLAN?

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

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

The VCAA

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

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

Collection of information

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

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

Use and disclosure of information

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

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

The VCAA discloses personal information as set out below:

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

The VCAA discloses de-identified and aggregated data:

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

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

- VCAA student identifier
- gender
- date of birth
- country of birth
- language background
- Aboriginal and Torres Strait Islander status
- parent/carer occupation and education
- parent languages
- test responses
- year level and classes
- school

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

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

Access and correction

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

Further information

Further information about NAPLAN is available on the VCAA's website at <https://www.vcaa.vic.edu.au/assessment/foundation-10/naplan/naplan>

The VCAA Privacy Policy can be found at <https://www.vcaa.vic.edu.au/footer/privacy-policy>.

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

ESA's Online National Assessment Platform (Platform) Privacy Policy is available at: <https://www.assessform.edu.au/privacy-policy>

3 The NAPLAN Test Administration Website

The VCAA provides schools with the secure NAPLAN Test Administration Website to enable a range of administrative tasks to be completed online. The website opened to schools **Tuesday 27 January 2026** and will be available up to and including the test period. Online schools are required to utilise the Test Administration Website for some functions. Other functions will be completed via the platform.

The following tasks are to be completed by schools:

- 'Statement of Compliance'
- nominating authorised staff
- nominating NAPLAN coordinator
- nominating technical support officer (online schools only)
- reviewing school contacts and address details
- uploading student registration data (for independent schools only)
- Technical Readiness Check (online schools only)
- Test Schedule (online schools only)
- request extra material (if required)
- apply for VCAA approved disability adjustments
- download student exemption and withdrawal forms
- order large print and black and white test materials.

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

Following the completion of the tests, the school principal is required to finalise all information via the NAPLAN Test Administration Website by **Thursday 26 March 2026**. This includes exemption, withdrawal forms, disability adjustments and sanctioned abandonments.

Victorian schools can also access images of their students' 2026 NAPLAN writing test responses and digital copies of their Individual Student Reports (ISR) when the results are released via the NAPLAN Test Administration Website. These are available until the end of Term 4. This will allow schools to download and/or print these items.

Please be advised that the Year 5, 7 and 9 writing test responses are also accessible via the Student and School Summary Report (SSSR) in the VCAA Data Service. The Year 3 writing test and alternative format (paper) test responses are only available on the NAPLAN Test Administration Website.

4 NAPLAN coordinator

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

The VCAA requests that the school provide the name and email address of the school's NAPLAN coordinator(s) via the NAPLAN Test Administration Website by **Friday 6 February 2026**. This will provide the VCAA with a liaison person who can be contacted regarding specific follow-ups and queries.

Training materials (online schools)

Schools can access NAPLAN training materials via the VCAA website from the commencement of Term 1, 2026.

Staff are encouraged to access these materials to refresh their knowledge of the platform and the NAPLAN test administration requirements. Staff who have not acted in the role of NAPLAN coordinator or as a test administrator should take some time to review the relevant materials prior to the NAPLAN 2026 test window. The training materials can be accessed at: <https://www.vcaa.vic.edu.au/assessment/foundation-10/naplan/naplan-training-materials>

5 Technical support officer (online schools)

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

The VCAA requests that the school provide the name and email address of the school's NAPLAN technical support officer via the NAPLAN Test Administration Website by **Friday 6 February 2026**. This will provide the VCAA with a liaison person who can be contacted regarding specific technical updates and follow-ups. Technical support officers can also access training materials at: <https://www.vcaa.vic.edu.au/assessment/foundation-10/naplan/naplan-training-materials>

6 Authorised staff

In order to ensure timely and secure delivery of NAPLAN Year 3 writing test materials and alternative format (paper) tests, schools are required to nominate authorised staff. Couriers will be instructed to release test materials only to authorised staff. Please keep this in mind when nominating authorised staff and include relevant persons (for example, front office staff) who will be available to take delivery of the test materials.

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

Registration of authorised staff needs to be submitted through the NAPLAN Test Administration Website by **Friday 6 February 2026**.

7 Year 3 writing (online schools)

The Education Council, comprising state, territory and commonwealth education ministers, has agreed that in 2026, all states and territories will continue to conduct Year 3 writing using paper.

Schools with Year 3 students will receive a test package with Year 3 writing test books which will be delivered from **Tuesday 24 February 2026**. Schools should ensure appropriate alternative format (special print) tests are ordered for students with disability.

Please note that Year 3 students must sit the writing test on **Wednesday 11 March 2026**. Year 3 catch up sessions must be completed by **Monday 16 March 2026**.

Participation for Year 3 students will be marked on the front of the test books and all test books will be collected by courier from 8.30 am **Tuesday 17 March 2026**, unless otherwise notified by the VCAA.

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

8 Student familiarisation and NAPLAN practice (online schools)

As stated in the NAPLAN national protocols for test administration (part A of this handbook, page 2), it is a requirement that students have the opportunity to become familiar with the question types contained in the NAPLAN tests. Schools have the flexibility to administer practice tests to students at any time that suits them from the start of Term 1 until the first day of the NAPLAN 2026 test window, **Wednesday 11 March**.

The [public demonstration website](#) is available 24/7 for teachers, parents and carers, and students to access. The site enables users to familiarise themselves with the types of questions and functionalities available in the online NAPLAN assessment.

The site contains demonstration tests for conventions of language (spelling, grammar and punctuation), numeracy, reading and writing for each NAPLAN test year level (Years 3, 5, 7 and 9). The exception is for Year 3 writing – as students will complete the writing test on paper, there is no online demonstration test available. These same demonstration tests can also be accessed from the LDB menu, once downloaded and installed on the student device.

Students will also be able to familiarise themselves by completing practice tests via the [Training and Practice environment](#) on the platform. The practice tests will also provide an opportunity for familiarisation by teachers in using the test administration dashboard and associated functions.

Practice tests available via the NAPLAN Training and Practice environment include:

- Omnibus Practice (includes conventions of language, reading and numeracy questions)
- Practice Writing – narrative (not Year 3)
- Practice Writing – persuasive (not Year 3)

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

9 Communicating with parents/carers

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

- a letter sent directly to parents/carers (schools can use or modify the sample letter found at: <https://www.vcaa.vic.edu.au/assessment/foundation-10/naplan/about-naplan>)
- as part of a regular school newsletter
- as part of a parent/teacher interview.

An *Information for parent and carers* brochure is available on the VCAA NAPLAN website. The brochure is also available in languages other than English. These can be found at:

<https://www.vcaa.vic.edu.au/assessment/foundation-10/naplan/information-parents-and-carers>

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

For schools completing alternative format (paper) tests, an electronic *Information for parents and carers* brochure and a sample letter to parents will be emailed to the principal in Term 1, 2026.

10 Student participation

As detailed in the Statement of Compliance and the protocols, it is expected that schools will maximise student participation in the NAPLAN tests for all students in Years 3, 5, 7 and 9. Principals and NAPLAN coordinators should refer to part A, section 5 of this handbook (page 13) for information relating to the protocols that apply to student participation in the tests.

This includes:

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

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

11 Recording student attendance for NAPLAN - alternative format (paper)

Student attendance for NAPLAN will be recorded on the front of each test book.

A decision as to how attendance will be recorded during the test sessions should be made by the principal or NAPLAN coordinator.

Principals and NAPLAN coordinators are responsible in ensuring that all information relating to student attendance must be completed and finalised by **Tuesday 17 March 2026**.

Records of student attendance serve a number of functions and it is important that the information provided is accurate.

12 Records of exemptions and student withdrawals

Exemption and withdrawal forms are available for download via the NAPLAN Test Administration Website. The record of exemption form is also available in languages other than English via the NAPLAN Test Administration Website. The reason for exemption must be recorded by the school against four levels of adjustments identified by the Nationally Consistent Collection of Data on School Students with Disability (NCCD). Refer to part A, section 5.2.4 of this handbook (page 14).

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

Once an exemption or withdrawal form has been signed by the parent/carer and principal, the student's participation status will need to be updated on the platform. This task can be undertaken from **Monday 2 March 2026**. Once a student is flagged as exempt or withdrawn on the platform, they cannot undertake the online tests.

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

13 Adjustments for students with disability

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

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

Detailed information regarding allowable disability adjustments and student eligibility is provided in the *NAPLAN national protocols for test administration* found in part A, section 6 of this handbook (page 17). The protocols are maintained by ACARA and need to be followed closely to ensure national consistency in the administration of the NAPLAN tests.

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

Principals, as described in part A, section 6.5 (page 19), are required to:

- consult with, and receive agreement from, parents or carers prior to testing regarding possible disability adjustments for their child/children
- keep appropriate records of parental consent for adjustments for students with disability
- ensure that all adjustments for students with disability are accurately recorded on the platform or the front cover of the test book.

For online schools, see part C, section 3.2 (page 70) for adding Disability Adjustment Codes (DAC's) on the platform.

The ACARA NAPLAN website also contains further information on assessing students for disability, including a comprehensive series of scenarios and possible adjustments to apply. The scenarios are intended to help schools to determine the best approach for managing disability adjustments for their student. The ACARA public demonstration site can also be utilised to test out the functionality and accessibility features of the platform

(<https://www.nap.edu.au/naplan/public-demonstration-site>) using a device students are familiar with. This may assist in determining whether disability adjustments will help them access the tests.

All NAPLAN items are keyboard accessible. Further information on keyboard accessibility can be found at:

<https://www.nap.edu.au/naplan/understanding-online-assessment/keyboard-shortcuts>.

14 Accommodations that require pre-approval from the VCAA for disability adjustments

The following accommodations require pre-approval from the VCAA:

- use of a scribe for the writing test
- use of assistive technology (including the use of a computer for Year 3 writing and alternative format (paper))
- double extra test time (online schools only).

All applications are to be completed via the NAPLAN Test Administration Website and must be submitted by **Wednesday 4 March 2026**. The VCAA will advise the school as to the outcome of the application submitted and will update student records on the Platform for online schools following approval.

Application to use a scribe for the writing test

Permission for an eligible student to use a scribe in the writing test must be sought and approved by the VCAA prior to the test. A trained scribe is permitted to assist a student to complete the writing test by typing their dictated work only where the student usually uses a scribe in the classroom and where the student would be unable to access the test without the use of a scribe. Students and scribes must be familiar with the scribing process and rules listed in part A, section 6.11 (page 23). For the Year 3 writing test only, scribes will be required to write word for word to record the student's work instead of typing it into the online system, otherwise the same rules apply. Schools completing NAPLAN alternative format (paper) tests, are required for Years 3, 5, 7 and 9 to write word for word to record the student's work instead of typing for the writing test.

Principals should also note that scribes are not permitted for students with temporary injuries in the writing test, part A, section 6.11.6 (page 23).

Application to use assistive technology

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

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

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

Further information regarding guidelines for this application can be found in part A, section 6.17 (page 27).

Double extra test time (online schools only)

Permission for the use of double extra test time must be sought and approved by the VCAA prior to the tests.

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

Further information regarding guidelines for double extra test time can be found in part A, section 6.16 (page 27)

If you think the student is eligible for double extra test time, please contact the NAPLAN helpdesk at vcaa.naplan.help@education.vic.gov.au or 1800 648 637 to discuss further.

Further information regarding disability adjustments is available on the NAP website:

<https://www.nap.edu.au/naplan/accessibility>

15 Application for tests in alternative formats (special print)

NAPLAN alternative formats (special print) are available in large print and black and white formats. These formats are now available to order through the NAPLAN Test Administration Website until **Friday 6 February 2026**. If you miss this cut off date, please go to the NAPLAN Test Administration Website and apply for extra material from **Tuesday 24 February 2026**.

Braille format tests have been ordered for all eligible students. Please contact the NAPLAN Helpdesk if you have any queries.

Students sitting tests in alternative formats (special print) should follow the school's test schedule and test sequence.

16 Hosted and visiting students

As outlined in part A, section 5.8 (page 16), principals are encouraged to facilitate the participation of visiting students. The VCAA will assist with arrangements for students who will be away from their regular locations (for example, visiting interstate) at the time of the tests and wish to sit the tests at a host school.

If your school receives a request from a visiting student/s, contact the VCAA NAPLAN helpdesk to make arrangements.

17 Home-schooled students

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

18 Delivery of Year 3 writing test packages (online schools)

Schools may receive a Year 3 writing test package and/or special print test format materials. Delivery of the NAPLAN test packages will begin on **Tuesday 24 February 2026**. NAPLAN coordinators should brief authorised staff about the pending arrival of the test packages and record the name of the staff member who signs for receipt from the courier. If you do not receive your test package by **4pm on Monday 2 March 2026**, please contact the VCAA NAPLAN helpdesk on 1800 648 637 or email vcaa.naplan.help@education.vic.gov.au. Please note that test packages must be securely stored as soon as they are received.

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

The number of Year 3 writing test books and stimulus materials included in the package is based on the pre-enrolment data provided. Extra copies of these materials are provided to allow for new enrolments. If this amount is insufficient, you can apply for extra materials via the NAPLAN Test Administration Website.

19 Delivery of the test packages - alternative format (paper)

Delivery of the NAPLAN test packages will begin on **Tuesday 24 February 2026**. NAPLAN coordinators should brief authorised staff about the pending arrival of the test packages and record the name of the staff member who signs for receipt from the courier. If you do not receive your test package by **4pm on Monday 2 March 2026**, please contact the VCAA NAPLAN helpdesk on 1800 648 637 or email vcaa.naplan.help@education.vic.gov.au. Please note that test packages must be securely stored as soon as they are received.

Document the receipt, tracking, storage and distribution of the test materials in the Test Materials Security Log. This log will accompany the NAPLAN test packages. Secure test materials will be packed separately in tamper evident bags within the consignment. The packing slip should be used to check that the correct quantity of materials has been provided.

The number of test books and stimulus materials included in the package is based on the pre-enrolment data provided for each year level. Extra copies of all materials are provided to allow for new enrolments. If this amount is insufficient, you can apply for extra materials via the Test Administration Website.

20 Security of test materials

Principals should ensure that they have read and adhered to the responsibilities described in part A, section 4 (page 10) and ensure that the test security period is maintained up to and including **Thursday 26 March 2026**.

The test materials are to be kept in a double secure area. The security storage should meet one of the following criteria:

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

While the test materials are held in the school prior to, during and after the testing period, any direct access to them

within the secure area is to be recorded in the *Test Materials Security Log* supplied with the NAPLAN test materials. The *Test Materials Security Log* should be kept by the school for 12 months after the tests and may be subject to audit by the VCAA.

21 Observation and audit visits to schools

During 2026, the VCAA will continue to conduct observation visits and security audits of selected schools throughout Victoria. The main focus of these visits is to check the security arrangements for the test materials, review relevant documentation and observe a test session at your school.

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

All schools participating will be notified prior to the visits taking place.

22 Standard conditions for test supervision

To ensure that all NAPLAN tests are delivered uniformly across the country, comprehensive instructions for test administrators are provided in the *NAPLAN Test administration handbook for teachers* for the relevant year levels and in the NAPLAN test administrator training materials (online only). Test administrators should familiarise themselves with these handbooks and training materials prior to the tests.

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

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

Further information relating to standard conditions for test supervision are provided in part A of this handbook and test administrators should also be familiar with the guidelines outlined in the Code of Conduct (page 6) and with the protocols listed in part A, section 8 Administering the tests – appropriate behaviours (page 32).

23 Sanctioned abandonment

If a student has started a test but abandoned due to illness or injury, or has had their scheduled test postponed, and is unable to complete a rescheduled test during the test window, the NAPLAN coordinator **must** apply for a sanctioned abandonment via the Test Administration Website.

If the TAA does not sanction a request for abandonment, that student will be considered assessed based on what they have completed. The NAPLAN coordinator must submit the student's test attempt. If the TAA does sanction a request for abandonment, then the NAPLAN coordinator **must** change the student's test attempt to "abandoned (sanctioned)".

24 Student results

NAPLAN Individual Student Reports will be provided to schools for each student that sat the NAPLAN test in 2026. In addition to the Individual Student Reports, eligible students in Year 9 will receive a Year 9 Certificate of Achievement. It is important that teachers are fully informed of the detailed results of each student and of the results for their class as a whole, and that parents have the opportunity to discuss their child's results with the school. The Individual Student Reports will provide detailed information about the achievement of each student. This information can be used to place the results in a wider context that enables strategies and suggestions for learning improvement to be discussed with parents or carers.

Individual Student Reports and the Year 9 Certificates of Achievement are confidential documents containing personal information about each student and how their results compare to others in Australia. Given the need for confidentiality, schools should consider either a direct mail out of results to parents or carers or direct issue to parents or carers, for example, through an information night or by collection from the school.

Schools should retain evidence of distribution of reports to parents or carers at the school.

The NAPLAN 2026 test results will be available for schools to access via the secure VCAA Data Service website when the Individual Student Reports are released. Schools will need to use their unique User ID and Password to access the results at <https://dataservice.vcaa.vic.edu.au/>.

25 Principal's Statement of Compliance

Principals play a key role in ensuring the successful implementation of NAPLAN in their schools. All principals are required to submit a Statement of Compliance demonstrating their understanding of their responsibilities in relation to security, implementation and administration of the tests. The Statement of Compliance is submitted electronically through the NAPLAN Test Administration Website and principals should contact the VCAA NAPLAN helpdesk if they require any assistance with this process.

The Statement of Compliance needs to be submitted via the NAPLAN Test Administration Website by **Friday 6 February 2026**.

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

Introduction

1. Ensure that staff involved in any aspect of NAPLAN at their school understands their responsibilities as stated in the *NAPLAN National protocols for test administration* and Code of Conduct, printed at the start of this handbook.
2. Ensure that all *NAPLAN National protocols for test administration* are adhered to in their school.

Test participation

3. Ensure that participation in the NAPLAN tests is actively promoted and that all eligible students are given the opportunity to participate.
4. Ensure that all procedures for exempting and withdrawing students are followed and that a form signed by the parent or carer is completed for each student who is exempt or withdrawn from the tests. (Under no circumstances should a student be exempt or withdrawn from the NAPLAN tests without prior signed approval).
5. Finalise and submit all test sessions, ensuring all participation records are accurate for (online schools) by **Thursday 26 March** and for (alternative format - paper) by **Tuesday 17 March 2026**.
6. Ensure that all procedures for providing disability adjustments for students who require them to participate in the NAPLAN tests are followed.
7. Ensure that the parents or carers of students who require disability adjustments are informed about, and have agreed to, the nature of the adjustments provided.
8. Encourage participation in catch-up tests for individual students who were absent on scheduled test days but who return to school, for (online schools) by **Monday 23 March** excluding the **Year 3 writing test**, which must be completed by **Monday 16 March 2026**. For (alternative format - paper schools) catch-up tests must be completed by **Tuesday 17 March 2026**, excluding the writing test, which must be completed by **Monday 16 March 2026**.
9. Ensure that where individual students or whole classes have experienced technical issues, they are provided with the opportunity to complete the test session by **Monday 23 March 2026** (online schools only).

Security, audit and test supervision

10. Schools receiving Year 3 writing tests and/or alternative formats (special print), ensure that all contents and quantities of test materials are checked upon receipt, and the VCAA is immediately notified if extra materials are required or if evidence of tampering with the packaging is discovered.

11. Ensure that all test materials are immediately stored in double-secure storage (for example, a locked container or cabinet inside a locked room) when not in use and that no unauthorised person handles test materials for the duration of the test security period.
12. Document the receipt, tracking, storage and distribution of test materials in the Test Materials Security Log.
13. Ensure that test administrators are briefed about test procedures and disability adjustments, and that all tests are conducted in a manner consistent with the instructions in the *NAPLAN Test administration handbook for teachers*.
14. Notify the VCAA immediately of test procedures which are inconsistent with directions in the NAPLAN national protocols for test administration and the *NAPLAN Test administration handbook for teachers*, including any breaches of test security.
15. Ensure that VCAA representatives are able to visit the school to conduct test observations of the test and/or undertake audits of test security processes.
16. Ensure that fully signed exemption and withdrawal forms are kept at the school for at least 12 months after the tests and made available to the VCAA upon request.

Administration

17. Provide, via the Test Administration Website, the names of staff authorised to receive test materials and ensure that all staff are briefed about the pending arrival of test materials.
18. Ensure that student familiarisation, device checks and appropriate planning (including the completion of the technical readiness check and schedule via the Test Administration Website) are undertaken (online schools only).
19. Ensure that test materials are sorted and prepared for distribution to classes the day before each test, handed to test administrators on the morning of each test and returned to secure storage immediately after each test.
20. Where paper test books are used, ensure that all required test books are returned to the VCAA and that all administrative forms are fully completed, signed and kept on file at the school.

NAPLAN reports and NAPLAN data

21. Ensure that Individual Student Reports and Year 9 Certificate of Achievement for eligible students, are distributed to parents/carers in a timely manner after they are received at the school.
22. Ensure that all personnel who are given access to the school's data treat that information in a confidential manner.

PART C: USING THE ONLINE NATIONAL ASSESSMENT PLATFORM (ONLINE SCHOOLS ONLY)

1 Introduction

The NAPLAN tests will be conducted via the Online National Assessment Platform.

It is via this platform that the test will be administered, test participation will be recorded, and student details are managed.

Students will access the tests via a Locked Down Browser (LDB) that will need to be installed on all devices being used for testing. This LDB prevents students from accessing the internet and other applications during testing and disables spell and grammar check functions. Headphones, earphones or earbuds must be available for the spelling and numeracy tests.

The role of the principal and NAPLAN coordinator in the management and coordination of the tests is critical. Part C of this handbook provides you with an outline of the key tasks that need to be undertaken, important information regarding preparing for and conducting the NAPLAN tests, and a complete user guide for the platform. It is important that you familiarise yourself with this handbook before conducting the NAPLAN tests in March 2026.

You will need to use the platform to:

- edit student information
- add new students
- add Disability Adjustment Codes (DACs) to facilitate disability adjustments
- manage class groups
- print test administrator and student session slips
- manage test participation
- finalise test sessions.

1.1 Platform roles

There are five roles for NAPLAN and each has a different level of responsibility for the test administration and access to the platform as per the breakdown below.

NAPLAN Online Account Access	Principal	NAPLAN Coordinator	Technical Support Officer	Test Administrator	Student
Invite NAPLAN Coordinator	✓	-	-	-	-
Invite Technical Support Officer	✓	✓	-	-	-
Technical Readiness Tools	✓	✓	✓	-	-
Install secure locked down browser	✓	✓	✓	-	✓
Manage student information	✓	✓	-	-	-
Administer the test	-	-	-	✓	-
Sit the test	-	-	-	-	✓

Principal

The school principal has ultimate responsibility for managing and administering NAPLAN testing at their school and has therefore the highest level of access to the platform.

NAPLAN Coordinator

The NAPLAN coordinator has the second highest level of responsibility for testing and their primary role is to assist the principal with the majority of administrative and coordination activities to support the delivery of NAPLAN.

Only principals and NAPLAN coordinators can see all data (including student information) for their school on the platform.

As such, principals and NAPLAN coordinators have access to:

- Add and edit student details
- Manage disability adjustments
- Produce student codes and test administrator session logins
- Manage test participation, including postponing tests
- Run reports from the platform.

Technical Support Officer

Technical support officers have a specific role to ensure that schools have the appropriate infrastructure to complete NAPLAN, and that devices used by students for testing are prepared accordingly. Technical support officers cannot see student or test information.

Test Administrator

Test administrators for NAPLAN are primarily responsible for overseeing the smooth conduct of test sessions on the test day(s). The majority of preparation and planning tasks, such as managing student participation, technical readiness and test scheduling, are performed by the principal, NAPLAN coordinator and the technical support officer.

Test administrators can only see details of the students who participate in the test sessions that they supervise. All test administrator tasks such as commencing test sessions, monitoring the progress of tests, pausing tests, adding extra time and finalising test sessions are undertaken via a test administrator dashboard on the platform. See part C, section 7 (page 89) for further details on how NAPLAN tests are administered via the platform.

Student

The role of the student is to sit the tests. Depending on your school's policy, students using their own devices may also have a role in installing the LDB to ensure the tests are completed under secure testing conditions.

Not all schools will require all roles. Some schools will have multiple NAPLAN coordinators, while others may only have one. In some small schools, the principal may perform all tasks.

If a person will be undertaking tasks allocated to multiple roles, they should be assigned the role with the highest permission level. For instance, if a NAPLAN coordinator will be performing all the technical readiness tasks for a school, they do not need to register again on the platform as a school technical support officer because the NAPLAN coordinator role already has permission to complete these tasks.

1.2 Accessing the platform

The platform can be accessed via www.assessform.edu.au. For NAPLAN 2026, click on the 'NAPLAN 2026' tile. Schools also have access to a dedicated 'NAPLAN Training and Practice environment' to familiarise themselves with the functionality of the platform using pre-loaded generic student data.

The principal and NAPLAN coordinator both require a username, password and a NAP secure login card to log in to the platform. They also require the school PIN when they register to the platform for the first time.

To access the platform, the technical support officer requires a username and password only.

Test administrator logins are not assigned to a specific person and therefore registration on the platform is not required. To administer a test session, test administrators will access the platform to create and start the test session using unique logins created by the principal or NAPLAN coordinator.

Students access the platform by logging in via the LDB. In addition, students require a set of headphones, a test session code (provided by the test administrator at the start of the test session) and a student code (printed on the student session slips generated by the platform and provided by the test administrator) to access the test. Further details are provided in 'Before the Tests', see part C, section 2 (page 62).

1.3 Principal registration on the platform

Invitational emails for principals to register on the Online National Assessment Platform (the platform) for the NAPLAN tests will be sent from **Monday 9 February 2026**.

To register, principals will require:

- A copy of the email with the self-registration link sent directly from the platform
- The school PIN (provided by the VCAA)
- NAP secure login card provided in the principal package. The login cards are required as an additional authentication for principal and NAPLAN coordinator accounts on the platform. When prompted, principals will need to enter the grid reference or value (a combination of six letters and numbers).

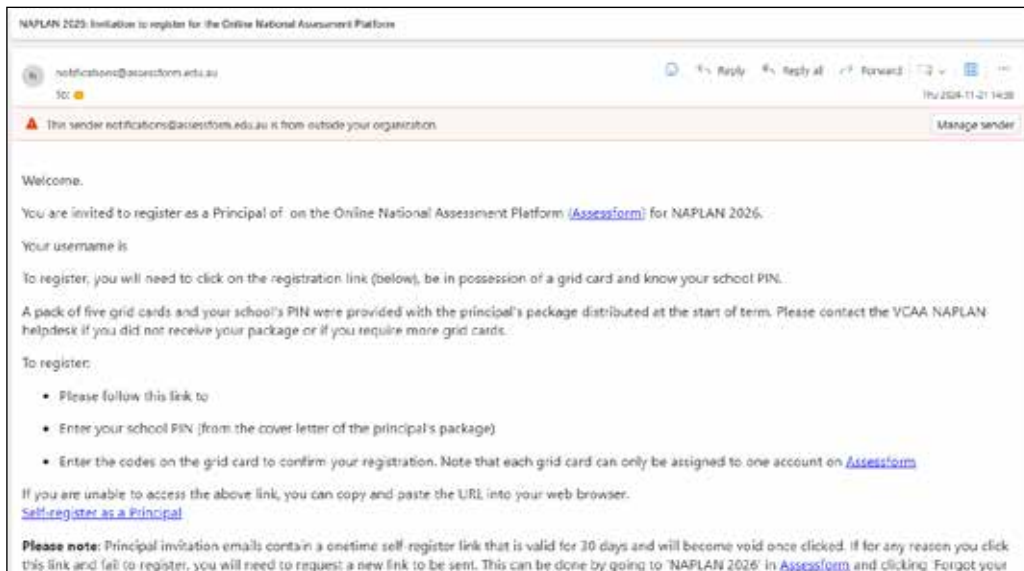


Figure 1.1

For the initial registration process, the platform will request entry of the school PIN.



Figure 1.2

It will then ask for the codes on the login card to confirm your registration. Please note that each login card is unique.

	1	2	3	4	5	6	7	8	9	10	
A	HN	DQ	MW	JP	JJ	CM	QX	SW	BH	HQ	A
B	FX	KD	HR	HH	RK	TJ	QW	KR	XD	JP	B
C	KL	PX	CF	WF	BP	JX	TR	WC	VB	MN	C
D	XR	WV	LC	JN	CP	RL	KK	DJ	FS	JK	D
E	WS	JT	RS	VF	WM	GG	NQ	IU	FH	NN	E
F	SN	JL	CJ	TP	KX	NF	OK	CQ	TM	PC	F
G	NM	VD	PV	GB	QL	QV	JQ	GX	NP	KH	G
H	XJ	JG	LG	TN	WX	WJ	KI	NX	TF	RJ	H
I	HM	TD	WL	FW	BS	QC	MP	JM	CG	ML	I
J	HT	HV	VT	TW	MX	GC	GH	RD	TX	FL	J

Figure 1.3

Set my password

Password requires at least 8 characters, one uppercase letter, one number, one special character (e.g., !@#\$%^)

New Password:

Confirm Password:

Use the grid reference to find the appropriate letters for the access key.
Eg. Grid reference A1 is the top left cell of the NAP secure login card.

Use this NAP secure login card to respond to the challenge below.

If you do not have NAP secure login card, please contact your principal or administrator.

Grid Reference: **I 10 A 4 G 6**

Value: M L J B O V

Set Password

Figure 1.4

Upon registration the login card becomes linked to the user who has logged in using the grid reference or value. A unique card identification number can be found in the bottom right-hand corner of the card. It is useful to record the number for future reference and it can also help for the user to write their name on the card. The same login card will be required for all subsequent platform logins. If your school requires additional login cards, please contact the VCAA NAPLAN helpdesk.

Note: Principal invitation emails contain a one-time self-register link that will become void once clicked. If for any reason you click this link and fail to register, you will need to request for a new link to be sent. This can be done by going to the platform (www.assessform.edu.au) and clicking 'Forgot your password?'. This process can also be used in cases where an individual has forgotten their platform password.

1.4 Invitation of NAPLAN coordinator/technical support officer

The NAPLAN coordinator account needs to be set up by the principal account via the platform. After logging in as a principal, click the 'Invite NAPLAN Coordinators' link from the 'Manage School-based Users' tile on the Preparing dashboard.

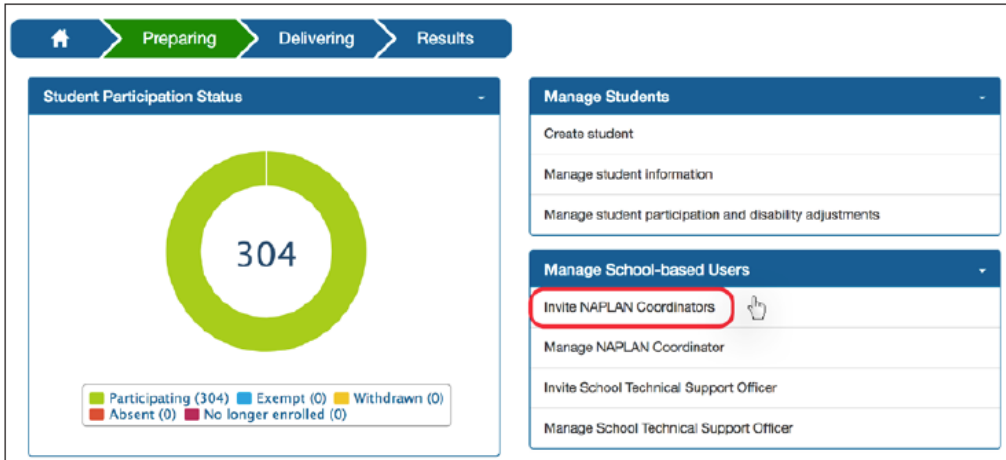


Figure 1.5

The NAPLAN coordinator will receive an invitation email that contains a self-registration link. NAPLAN coordinators should follow the registration process similar to that previously outlined for the principal. To do so, the NAPLAN coordinator will require their own login card and the school PIN for the initial registration.

Once registered, the NAPLAN coordinator can perform the same functions as the principal, excluding inviting another NAPLAN coordinator.

Invitation of the technical support officer is a similar process, actioned via the 'Manage School-based Users' tile on the Preparing dashboard. A key difference is that this technical support officer does not need a login card or the school PIN to register on the platform.

As with the NAPLAN coordinator invitation, an automatically generated email is provided for the principal to send. Once the principal has sent the invitation, the technical support officer will receive an email with a one-time link to register; they will need to enter their first and last name and set a password to register.

Once registered, the technical support officer will have access to their own limited dashboard, where they will be able to access the relevant technical device check tools.

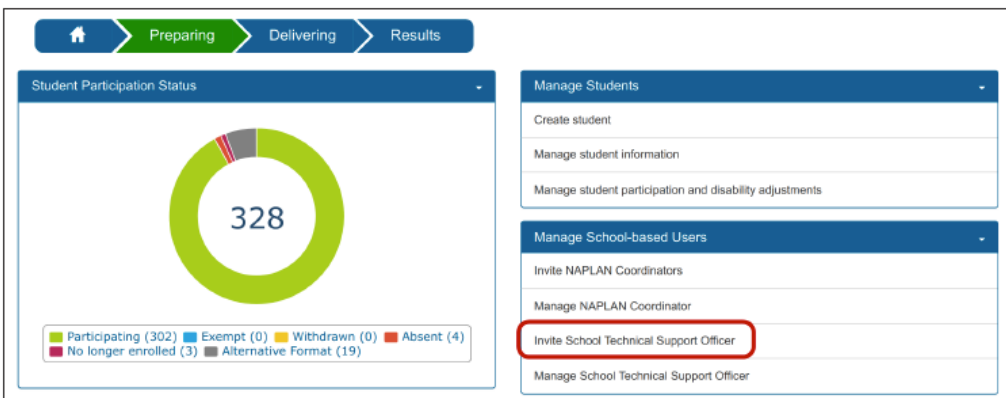


Figure 1.6

1.5 Platform overview

Below is a view of what the principal and the NAPLAN coordinator will see when logging on to the platform. Please note that the functions you will see on each page will depend on the role you are logged in as.

There are three dashboards – Preparing, Delivering and Results.



Figure 1.7

Each dashboard contains different 'tiles' that perform different actions on the platform. In most cases, related functions are grouped together into one tile.

To move from one dashboard to another, schools are required to complete and tick off all the tasks in the 'Checklist' on the left of each dashboard. Schools will need to move between the 'Preparing' and 'Delivering' dashboards to setup and deliver test sessions.

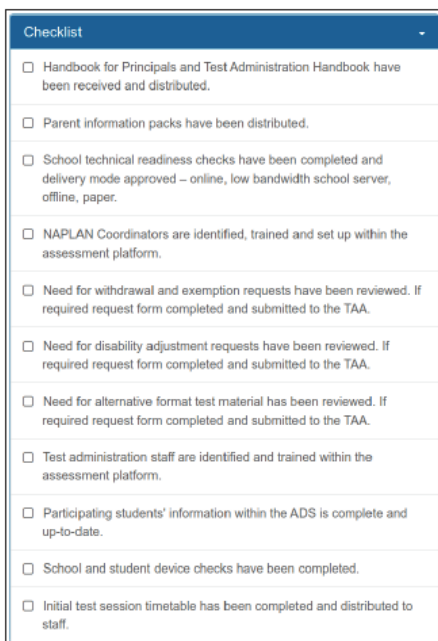


Figure 1.8

Importantly, your school will not be able to return to either the 'Preparing' or 'Delivering' phases once you move through to the 'Results' phase. **You must be sure that all testing is complete prior to moving into the 'Results' dashboard.**

2 Before the tests

2.1 Technical readiness

As part of the overall activities for the administration of NAPLAN, principals must ensure their school has the IT capacity to complete NAPLAN testing.

School sector, regional authorities and centralised IT support services may also have a role in supporting schools with IT capacity planning and support services.

Technical readiness involves a number of elements, including planning for the following requirements:

- Hardware and devices to be used for testing, incorporating school Bring Your Own Device (BYOD) policies
- Meeting the minimum technical requirements for hardware, operating systems, networks and security, internet bandwidth and browser compatibility
- Installation of the secure LDB on all student devices to be used for testing, see part C, section 2.3, page 63.
- Managing internet usage, firewalls and proxy rules
- IT support and technical troubleshooting during testing.

The VCAA has developed an online Technical Readiness Check (TRC) to assist schools to confirm that they have the required number of devices, local network connectivity and internet bandwidth to administer NAPLAN via the platform. The TRC is available via the NAPLAN Test Administration Website <https://www.naplanadmin.vic.edu.au/>.

The TRC contains a detailed questionnaire where schools can input the number of students expected to sit the tests, the number and configuration of the rooms available for testing, available bandwidth and test device details.

All schools will be required to submit their TRC to the VCAA by **Friday 27 February 2026**.

Note: A number of technical readiness tools are also available directly through the platform.

2.2 Device requirements

The requirements listed below apply for all devices to be used for the administration of the NAPLAN tests:

- Headphones, earphones or earbuds must be available for the spelling and numeracy tests. Headphones must **not** be used for the reading test as this interferes with the construct of the assessment. Bluetooth headphones are supported. Music streaming software (such as iTunes and Spotify) must be closed before the LDB is launched on the student device
- Physical keyboards (wired or wireless) are required for Windows, Mac and Chromebook touch devices. Physical keyboards are optional for iPad
- The platform cannot be accessed on mobile phones or android devices
- A minimum screen size and resolution applies. Screens should be at least 24.6 cm (9.5 inches) diagonally and support resolution of at least 1024 x 768 at 32,000 colours
- Students should be able to use a mouse, trackpad, touchpad, touch screen (iPad only) or other pointing device with which they are familiar
- An internet connection with at least 100 kilobit per second download and 5 kilobit per second upload for each concurrent device in a test session is required.

The VCAA recommends that schools have a number of backup devices, chargers, headphones and mice on hand during the test administration in the event of device failure. We recommend up to three backup devices are on hand per class/test session.

If your school has a Bring Your Own Device (BYOD) policy, be aware that this may introduce additional requirements to check a wide range of devices prior to testing. Make sure that you have a plan in place to check that all individual student devices meet the minimum requirements to access the platform.

2.3 Locked Down Browser (LDB)

Devices used by students sitting the NAPLAN tests are required to be secured so that students do not have access to unauthorised websites, applications and spell checking features.

An approved secure LDB is required to be installed and tested on all devices. The only exception to this requirement is for students with disability who will require access to the tests through an unsecured web page to utilise assistive technology. If required, the VCAA will provide schools with the URL and instructions to access the platform via the unsecured browser.

The LDB is a secure browser designed to:

- Prevent students from accessing other applications, web pages, software or hardware features and only provide access to the NAPLAN test delivery player
- Prevent use of some operating system commands, such as functions accessed by Ctrl-Alt-Delete
- Disable features such as the camera, spell check, screenshot, home and back. Power button can still be used in a LDB to force shutdown/restart a device
- Prevent execution in a virtual machine or a virtual desktop (e.g. Citrix Virtual desktops, VMware or Parallels on Mac)
- Prevent the user from exiting without confirmation.

The LDB for Windows, Mac, iPad and Chromebook is available for download via the platform.

Important security patches and updates are made to the LDB annually and it is essential that students have the latest version of the LDB for the relevant operating system installed to complete the tests in March 2026. An updated version of the LDB was released on **Monday 12 January 2026**. You can check if the latest version of the LDB is installed by referencing the version number.

To test whether a device will meet the minimum requirements for NAPLAN, and that the LDB has been installed correctly, a device check is available. Schools can access this by selecting the last option, Device check (without login) from the browser's main menu. The device check should be run on all student devices from the LDB to ensure they meet the minimum specifications and pass the audio and visual requirements.

The minimum requirements for devices, the LDB, operating system and hardware can be accessed here:

<https://www.assessform.edu.au/naplan-online/locked-down-browser>.

2.4 Additional resources for assessing technical readiness

A number of further resources are available for determining your school's IT capacity to successfully support online testing. These include:

- A platform latency check that assesses optimal connectivity to the platform. This check is useful to monitor latency and network activity and can assist in assessing connectivity, lag time and how many test sessions can be run simultaneously at your school (<https://www.assessform.edu.au/naplan-online/perform-latency-check>)
- A technical guidance and firewall document that provides advice for managing security, proxy settings and recommended settings for firewalls. Note: to access this document, you must log in to the platform. For access prior to registration on the platform, contact the VCAA NAPLAN Helpdesk (<https://www.assessform.edu.au/resources/network-firewall-requirements-and-recommendations-for-schools>)

2.5 Student enrolment and managing participation

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

Current student enrolment details (i.e. 2026 student cohort in these year levels) will be loaded onto the platform for the administration of the NAPLAN tests. Class groups can be altered and managed by schools directly on the platform prior to NAPLAN if necessary.

You will have access to all student data in the platform on **Monday 2 March 2026**. This is known as the 'cutover' of student data. From this date, you can commence setting up test sessions and managing student participation in the tests.

Principals and NAPLAN coordinators are responsible for managing and updating student participation statuses as needed. For example, schools may need to add new students to the platform if they were not included in the initial data upload. Student records can also be updated to reflect additional 'non participating statuses' such as students being absent or exempt from testing.

The NAPLAN participation statuses are categorised as per the colour legend in the image below.



Figure 2.1

Important notes:

If you wish to change a student from a non-participation status to another non-participation status (i.e. Withdrawn to Absent), you will have to set them back to the default 'participating' status first, and then to the appropriate status.

In order to move to the 'Results' dashboard, you must ensure that all student participation statuses are updated to 'completed' or an appropriate non-participating status (i.e. absent).

The management of student information, class groups and student participation statuses on the platform is detailed in part C, section 3 (page 66).

2.6 Student disability adjustments

For students with a disability, Disability Adjustment Codes (DACs) can be entered into the platform against the student, so that the adjustments are automatically applied during the test session.

Disability adjustment codes must be entered by the NAPLAN coordinator prior to the commencement of the test session. Test administrators do not have the ability to access or adjust these codes. See Appendix 3: Disability Adjustment Codes (DACs) on page 102 for a table of DACs.

Please note that where the disability adjustment requires a rest break, test administrators will need to 'pause' the student's test attempt. This will pause the student's timer so that they do not lose any time. A reason will need to be entered for pausing the test ('disability adjustment') and the test attempt 'resumed' once the rest break is completed.

Please see part C, (page 93) for further information about how to complete these functions on the platform.

2.7 Preparing a test administration pack for each test session

Test administrators will require a test administrator (TA) pack for each test session. The NAPLAN coordinator must prepare the pack including the following items:

- A test administrator session login slip (to enable the creation of a test session)
- An attendance list/participating student report that reflects the students scheduled to sit that test (see part C, section 3.8, page 79 for instructions on how to prepare the list)
- Corresponding student session slips (with unique student login details to access the tests)
- Details of approved disability adjustments available for students in that session
- The relevant test administration guidelines and scripts for the tests
- Contact details for the NAPLAN coordinator and technical support officer as well as any additional supporting materials and disruption plans relevant to your school.

The preparation of session slips, attendance lists and other materials is covered in part C, section 3.

2.8 Training test administrators in how to use the platform

For the successful administration of the NAPLAN tests, it is critical that NAPLAN coordinators train test administrators on the administration of the tests via the platform.

Test administrators will require an internet enabled device to administer the tests via the platform.

Key functions that will need to be undertaken by test administrators via the test administrator dashboard include:

- Commencing test sessions
- Monitoring the progress of tests
- Managing device failure and switching devices
- Pausing individual students or the whole session (as required)
- Adding extra time (as required)
- Finalising sessions.

These functions are further outlined in Part C, section 7 and covered in the online training materials available to all school staff.

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

2.9 Planning for disruptions

Disruptions can occur during test sessions - these may be general disruptions (for example, fire alarm) or technical disruptions (for example, loss of internet connection). Preparation before the tests is the best approach to minimise the chance of disruptions occurring. Planning your response to the most common issues will minimise their impact on the test session.

For each test session it is recommended that a number of backup devices are on standby that students can be transferred to in the event that their primary device fails.

The test administrator is responsible for dealing with test disruptions as they arise within the test session. However, there may be occasions where the NAPLAN coordinator or the principal are required to take steps in response to a test disruption or escalate an issue to the VCAA.

As a general principle, if a disruption cannot be resolved in a timely manner (less than 15 minutes), the student will need to continue the test at a later time. A disruption scenario flowchart is also included in Appendix 1: Reference for responding to test disruptions on page 99.

If there are disruptions that result in a student test attempt needing to be paused and for the test to be sat at another time, the NAPLAN coordinator will need to follow the process to 'postpone' the student test attempt. This is covered in part C, section 4 (page 83).

Your test administrators should also be trained and instructed to immediately notify you of significant disruptions which threaten completion of the whole test session.

Please notify the VCAA if there is a technical disruption that has impacted on an entire class or the whole school.

You do not need to contact the VCAA if individual students have experienced issues. An exception to this is if a test administrator informs you a student experienced technical issues during a test and should have been given additional time but they mistakenly finalised the test session. In these circumstances as you will be unable to postpone and reschedule the test, please contact the VCAA immediately for advice.

If there are wide-scale issues with connectivity to the platform, the VCAA will be in contact with all schools to confirm the appropriate response.

3 Preparing for test days

3.1 Managing and editing student information

The principal and NAPLAN coordinator have access to add and edit the enrolment details for Year 3, 5, 7 and 9 students loaded on the platform.

Schools can check all existing student information and add any new students as required. These functions are described in the following sections.

Check student information

Schools can review the current students already registered on the platform by clicking on 'Manage student information' under the 'Manage Students' tile on the 'Preparing' dashboard.

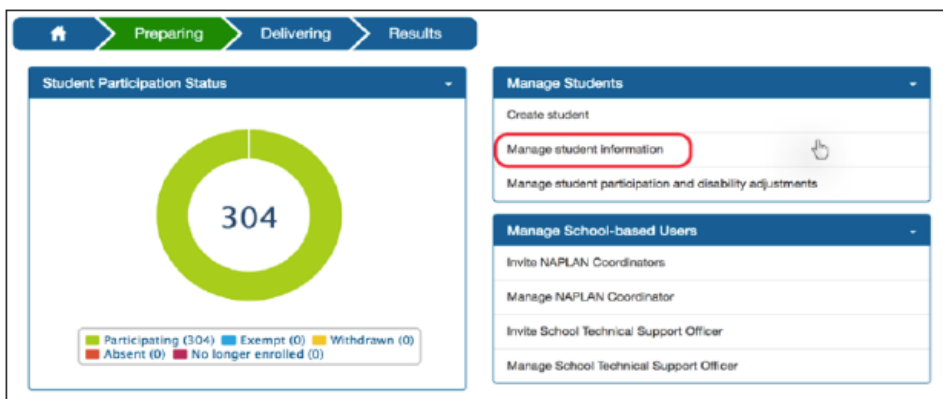


Figure 3.1

The page will display all students who are already loaded for the school. You can filter the list by year level and/or class group. Click on the 'Search for Names, Email or Username' button, then enter or select the year level in the 'Search by Test Level' box. If you want to add class group to the filter or just want to search by class group only, enter or select the class group in the 'Search by Class Group(s)' box. Click 'Search' once you have entered or selected your option.



Figure 3.2

Search for individual students

Individual students can be searched for by clicking the 'Search for Names, Email or Username' button to open the search filter boxes.



Figure 3.3

Enter the name of the student in the 'Search for Names, Email or Username' box and click the 'Search' button.



Figure 3.4

The system will display students that match the search criteria.

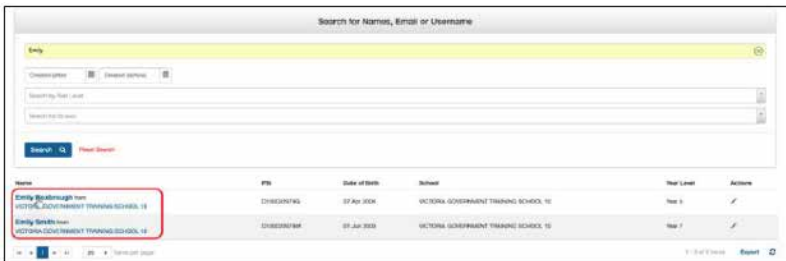


Figure 3.5

Edit student information

If any of the student name or date of birth details are incorrect, you can click on the pencil icon on the right of the student name to edit their information.

Name	ID	Date of Birth	School	Year Level	Actions
Emily Roadbrough <small>VICTORIA GOVERNMENT TRAINING SCHOOL 10</small>	D100022978M	07 Apr 2008	VICTORIA GOVERNMENT TRAINING SCHOOL 10	Year 6	
Emily Smith <small>VICTORIA GOVERNMENT TRAINING SCHOOL 10</small>	D100022978M	01 Jul 2003	VICTORIA GOVERNMENT TRAINING SCHOOL 10	Year 7	

Figure 3.6

Click on the 'Save Student' button after you have edited the student's information.

Figure 3.7

After you have saved the data, it will take you to the student page where more information is stored for this student. This page includes background student information (for example, country of birth, LBOTE status) and disability adjustments.

If you need to edit any background student information, click on the pencil icon on the right of the item you wish to edit.

Figure 3.8

Click the 'Save Demographics' button at the bottom of that screen once you have finished editing.



Figure 3.9

Adding a new student

Schools can add new students to the platform by clicking on 'Create student' under the 'Manage Students' tile on the 'Preparing' dashboard.

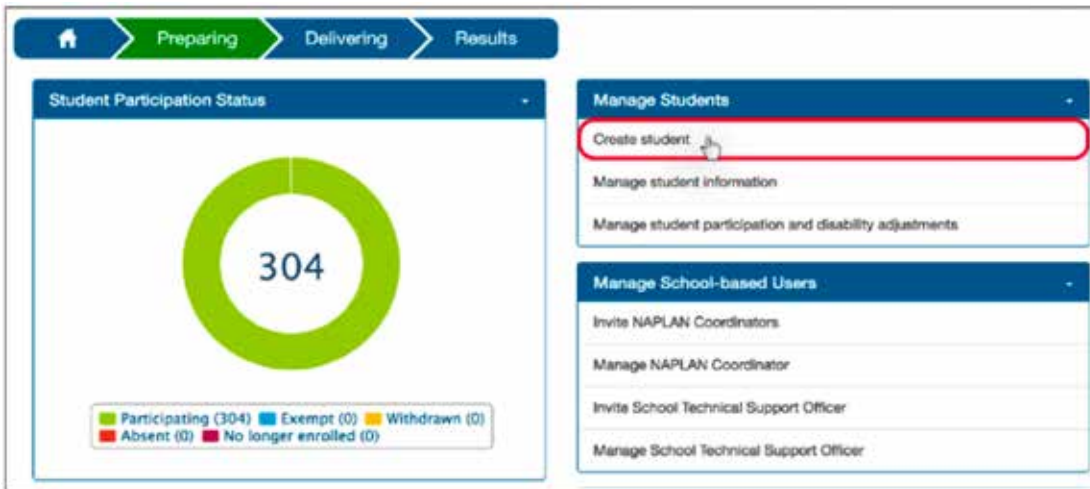


Figure 3.10

Click on the 'Save Student' button once all the compulsory fields marked with red asterisks, are completed.



Figure 3.11

3.2 Assigning disability adjustment codes (DACs)

There are two ways you can add DACs for students. The most efficient way to do this is via the 'Manage student participation and disability adjustments'. This can also be done via the individual student information page.

Adding DACs via individual student information page

Click on 'Manage student information' under the 'Manage Students' tile on the 'Preparing' dashboard. This will open the Student page. Search for a student as described in part C, (page 67).

Once the student appears, click on the student's name to load the student information page.



Figure 3.12

Click on the pencil icon on the right of 'Disability adjustments' to edit the disability adjustments for that student.



Figure 3.13

In the 'Discipline' drop-down box, select the test that the student will require the disability adjustment for.



Figure 3.14

Select the disability adjustment from the 'Disability adjustment code type' drop-down box.



Figure 3.15

Click on the 'Add' button to add the DAC for that test to the student. If you need to add more DACs to the student, repeat the above steps.

You can remove any DAC by clicking the 'X' icon on the right and then the 'Yes' button when prompted.

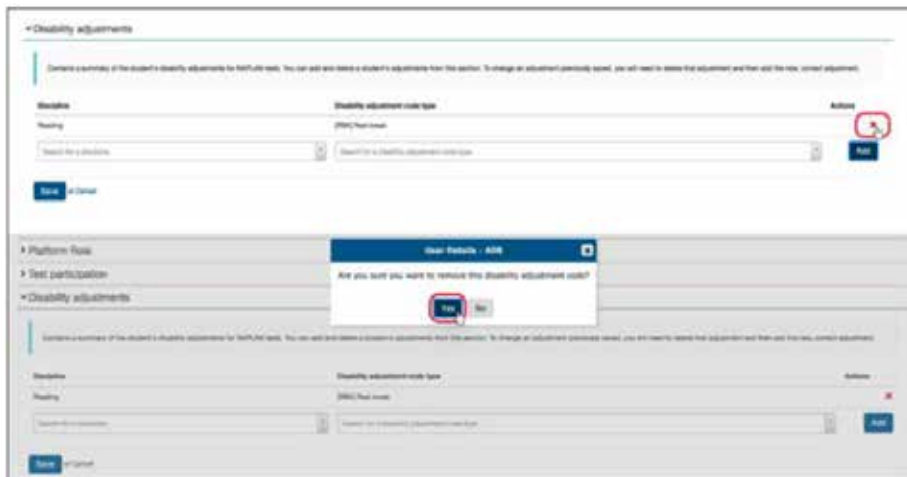


Figure 3.16

Once you have added all the required DAC's to the student, click the 'save' button on the bottom left to save all the changes.



Figure 3.17

Adding via 'Manage student participation and disability adjustments' page

A more efficient way to add DACs for students is via the 'Manage student participation and disability adjustment' page. You can add multiple codes for multiple students and tests at one time from this page.

Click on 'Manage student participation and disability adjustments' under the 'Manage Students' tile on the 'Preparing' dashboard.

To display the student list, select either a test level or class group from the drop-down list, then click on the 'Search' button. Even if you want to search for a particular student, you must first select the test level or class group the student is in before you can search for the student.

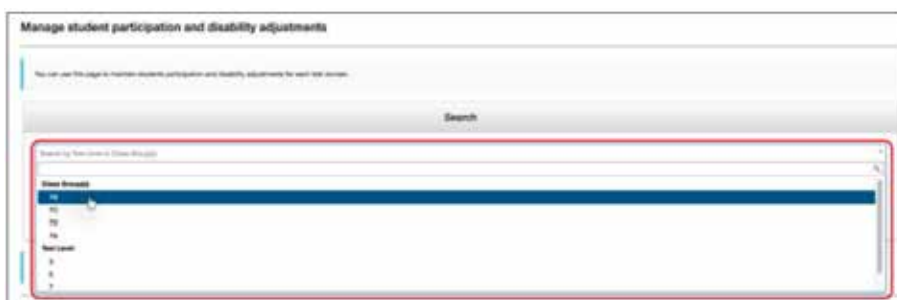


Figure 3.18

If you are applying the DACs for all the tests to a student, select the student(s) by ticking their boxes under the 'Selected' column.

Student	Test Level	Class Group(s)	Selected (0)	Conventions of Language	Numeracy	Reading	Writing	Actions
Wilson, Benoit y4g000079	F	7C	<input checked="" type="checkbox"/>	P	P	P	P	
Murphy, Cole y4g000790	F	7C	<input checked="" type="checkbox"/>	P	P	P	P	
Orlando, Dean y4g000792	F	7C	<input checked="" type="checkbox"/>	P	P	P	P	
Murphy, Emily y4g000791	F	7C	<input type="checkbox"/>	P	P	P	P	
Adem, Daria y4g000793	F	7C	<input type="checkbox"/>	P	P	P	P	
Joan, Quinn y4g000794	F	7C	<input type="checkbox"/>	P	P	P	P	
Dana, Susanna y4g000795	F	7C	<input type="checkbox"/>	P	P	P	P	
Ben, Ibrahim y4g000796	F	7C	<input type="checkbox"/>	P	P	P	P	

Figure 3.19

If the student does not require the disability adjustment for all the tests, select the test(s) that apply for the adjustment by clicking the boxes under the corresponding test column.

Student	Test Level	Class Group(s)	Selected (0)	Conventions of Language	Numeracy	Reading	Writing	Actions
Wilson, Benoit	F	7C	<input checked="" type="checkbox"/>	P	P	P	P	
Murphy, Cole	F	7C	<input checked="" type="checkbox"/>	P	P	P	P	
Orlando, Dean	F	7C	<input checked="" type="checkbox"/>	P	P	P	P	

Figure 3.20

Once you have selected all the tests and students that require disability adjustments, click on the 'Change selected attempts' button on the bottom right of the screen.

NAPLAN_Practice YStudent003 TR23V1118683	5	SP	<input checked="" type="checkbox"/>	P	P	P	P	
NAPLAN_Practice YStudent004 TR23V1118684	5	None	<input type="checkbox"/>	P	P	P	P	
NAPLAN_Practice YStudent005 TR23V1118685	5	SP	<input checked="" type="checkbox"/>	P	P	P	P	
NAPLAN_Practice YStudent006 TR23V1118686	5	None	<input type="checkbox"/>	P	P	P	P	
NAPLAN_Practice YStudent007 TR23V1118687	5	SP	<input type="checkbox"/>	P	P	P	P	
NAPLAN_Practice YStudent008 TR23V1118688	5	None	<input type="checkbox"/>	P	P	P	P	
NAPLAN_Practice YStudent009 TR23V1118689	5	SP	<input type="checkbox"/>	P	P	P	P	
NAPLAN_Practice YStudent010 TR23V1118690	5	None	<input type="checkbox"/>	P	P	P	P	

Figure 3.21

Select the DAC from the drop-down box in the pop-up window. You can select multiple DACs. Then click on 'Update attempts' once you have selected all the DACs required.

Figure 3.22

If the DACs have been successfully applied, 'DAC' will display under the corresponding test column for each student.

Student ID	Year Level	Class Group(s)	Selected ID	Conventions of Language	Numeracy	Reading	Writing	Actions
12345678901234567890	5	5G	<input type="checkbox"/>	DAC	DAC	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	DAC	DAC	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	DAC	DAC	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	DAC	DAC	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	DAC	DAC	P	P	<input type="checkbox"/>

Figure 3.23

3.3 Creating and managing class groups

Class group/homegroup information is pre-loaded into the NAPLAN 2026 platform environment. This initial data will only contain your school's nominated class groups.

Using student groups can help with managing test sessions. If required, you can create additional 'class groups' to assign students to test sessions.

There are two ways to add class groups on the platform:

- assigning students to class groups individually
- assigning students to class groups in bulk

To add a class group for multiple students, select the blank space between the 'Class Group(s)' and 'Selected' headings. Then select the 'Add Class Group memberships' button.

Student ID	Year Level	Class Group(s)	Selected ID	1. Reading practice	2. Writing practice	3. Numeracy	4. Reading practice	5. CCL practice	6. Numeracy practice	Actions
12345678901234567890	5	5G	<input type="checkbox"/>	P	P	P	P	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	P	P	P	P	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	P	P	P	P	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	P	P	P	P	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	P	P	P	P	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	P	P	P	P	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	P	P	P	P	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	P	P	P	P	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	P	P	P	P	P	P	<input type="checkbox"/>
12345678901234567890	5	5G	<input type="checkbox"/>	P	P	P	P	P	P	<input type="checkbox"/>

Figure 3.24

Create the group and give it a name. Click on the name highlighted in blue (do not just click the Save button).

Add Class Group(s)
[5 students]

Class Group(s)

Figure 3.25

You will see the class group you created in the grey box. Select save in order to successfully add a class group to all selected student records.



Figure 3.26

The selected students will now have the assigned class group and will appear in any lists on Assessform where you can select class groups.

Student	Test Level	Class Group(s)	Selected	1. Overview practice	2. Writing practice - narrative	3. Writing practice - persuasive	4. Reading practice	5. CUE practice	6. Memory practice	Actions
NAPLAN_Pack1a (Taskset01) TQ2Y19801	5	5P	<input type="checkbox"/>	E	E	E	E	E	E	
NAPLAN_Pack1a (Taskset02) TQ2Y19802	5	5P	<input type="checkbox"/>	F	F	F	F	F	F	
NAPLAN_Pack1a (Taskset03) TQ2Y19803	5	5P	<input type="checkbox"/>	F	F	F	F	F	F	
NAPLAN_Pack1a (Taskset04) TQ2Y19804	5	None	<input type="checkbox"/>	E	F	F	F	F	F	
NAPLAN_Pack1a (Taskset05) TQ2Y19805	5	5P	<input type="checkbox"/>	E	F	F	F	F	F	
NAPLAN_Pack1a (Taskset06) TQ2Y19806	5	None	<input type="checkbox"/>	E	F	F	F	F	F	
NAPLAN_Pack1a (Taskset07) TQ2Y19807	5	5P	<input type="checkbox"/>	F	F	F	F	F	F	
NAPLAN_Pack1a (Taskset08) TQ2Y19808	5	None	<input type="checkbox"/>	F	F	F	F	F	F	
NAPLAN_Pack1a (Taskset09) TQ2Y19809	5	5P	<input type="checkbox"/>	F	F	F	F	F	F	
NAPLAN_Pack1a (Taskset10) TQ2Y19810	5	None	<input type="checkbox"/>	E	E	E	E	E	E	
NAPLAN_Pack1a (Taskset11) TQ2Y19811	5	None	<input type="checkbox"/>	F	F	F	F	F	F	
NAPLAN_Pack1a (Taskset12) TQ2Y19812	5	None	<input type="checkbox"/>	F	F	F	F	F	F	

Figure 3.27

You can bulk remove class groups by selecting the students in the same way and clicking on 'Remove Class Group memberships'.

3.4 Creating and printing test administrator (TA) session slip

The principal or NAPLAN coordinator must create a test administrator login for each of the test sessions. The username is randomly generated by the platform and the password will be the school PIN. Please note that login cards are not required to log in as a test administrator.

Click on 'Create TA session login' from the 'Test Session Preparation' tile on the 'Delivering' dashboard to proceed. (Please note that to move from the 'Preparing' to 'Delivering' dashboard, you are required to tick all the tasks in the 'Checklist' on the 'Preparing' dashboard.)

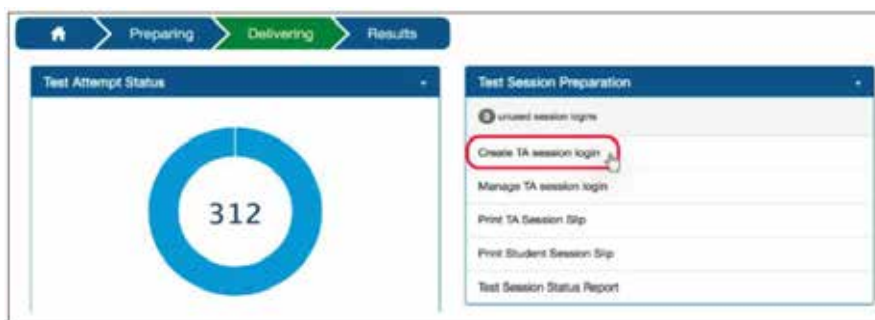


Figure 3.28

Enter the details of the test session in each box to create an individual test session. 'TA session login' and 'School PIN' are generated by the platform and cannot be changed; they work as the username and password for the test administrator login. Once you have entered all the details, click the 'Save TA session logins' button.

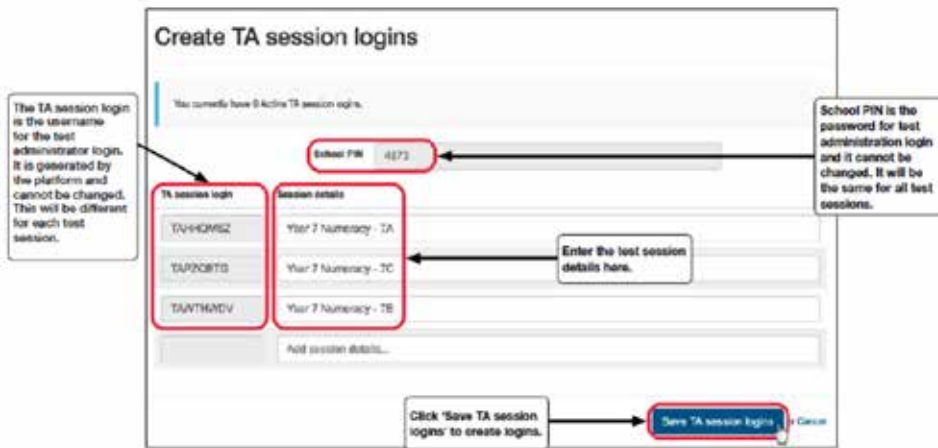


Figure 3.29

A message will appear to confirm that the TA session logins have been successfully created. Click the 'Dismiss' button to close the pop-up window.

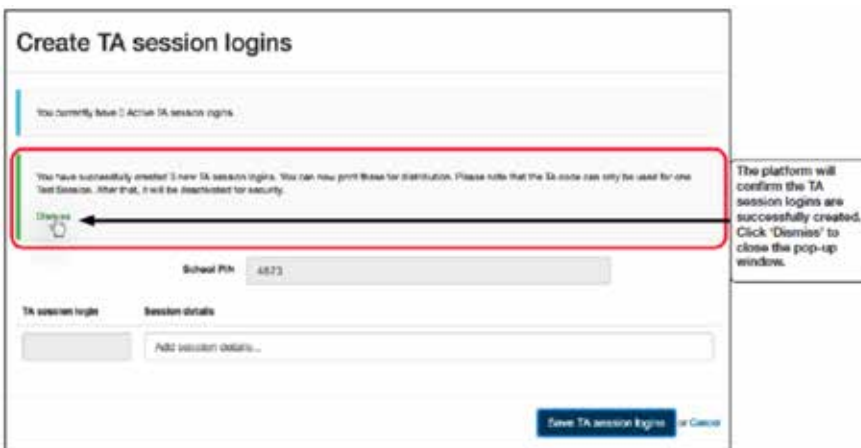


Figure 3.30

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.

3.5 Managing TA session logins

Test administrator logins can be managed by clicking on 'Manage TA session login' from the 'Test Session Preparation' tile on the 'Delivering' dashboard.

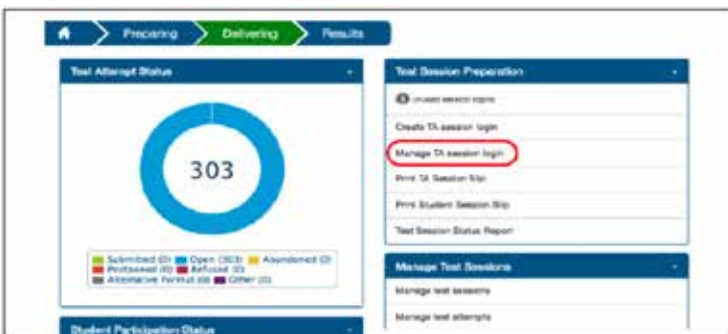


Figure 3.31

Once created, TA sessions cannot be deleted. They can however be renamed and used for testing.

Note: any TA session created and not opened will remain on the platform without causing any issues.

To alter the details of a TA session, click on the pencil icon. You will only be able to change the 'session details' field. The new details will appear on the TA session slip.



Figure 3.32

3.6 Printing TA session slips

Once a test administrator login has been created, the TA session slip can be printed. To do this, click on 'Print TA Session Slip' from the 'Test Session Preparation' tile on the 'Delivering' dashboard.

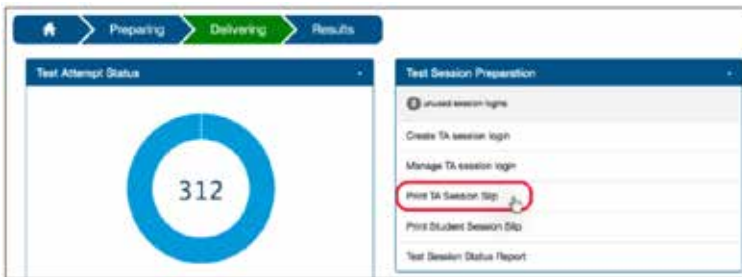


Figure 3.33

A pop-up window will appear containing all the TA session logins for the school. On each TA session slip, the username and password will be printed. It will also have room for the test administrator to fill in information about the test session, date, room and class group. Each TA session slip will be printed on an A4 size paper. Click on the 'Print' button on the top right corner to print. You can also use the search function at the top of the page to print specific TA session slips.



Figure 3.34

These slips should be given to test administrators prior to the tests, together with the student session codes. Test administrators should return the completed TA session slip and unused student codes to the NAPLAN coordinator after the tests have finished. Note: TA session slips and student session slips must be stored securely in the time between printing and administering test sessions.

3.7 Printing student session slips

Each student will require a unique student session code to log in to the system to complete the test. You will need to print these student session codes prior to the tests.

To print the Student Session Slip, click on 'Print Student Session Slip' under the 'Test Session Preparation' tile on the 'Delivering' dashboard. (Please note that to move from the 'Preparing' to 'Delivering' dashboard, you are required to tick all the tasks in the 'Checklist' on the 'Preparing' dashboard).

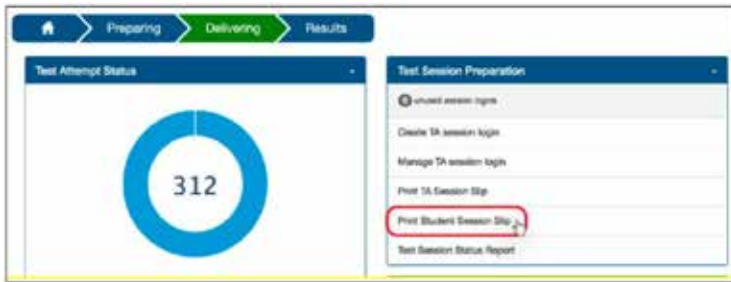


Figure 3.35

A pop-up window will appear where you can filter how you want to print the Student Session Slips. The Student Session Slips can be printed by test, class group or individually. You can apply more than one filter at once. If you do not select a filter, it will print all of the student session codes.

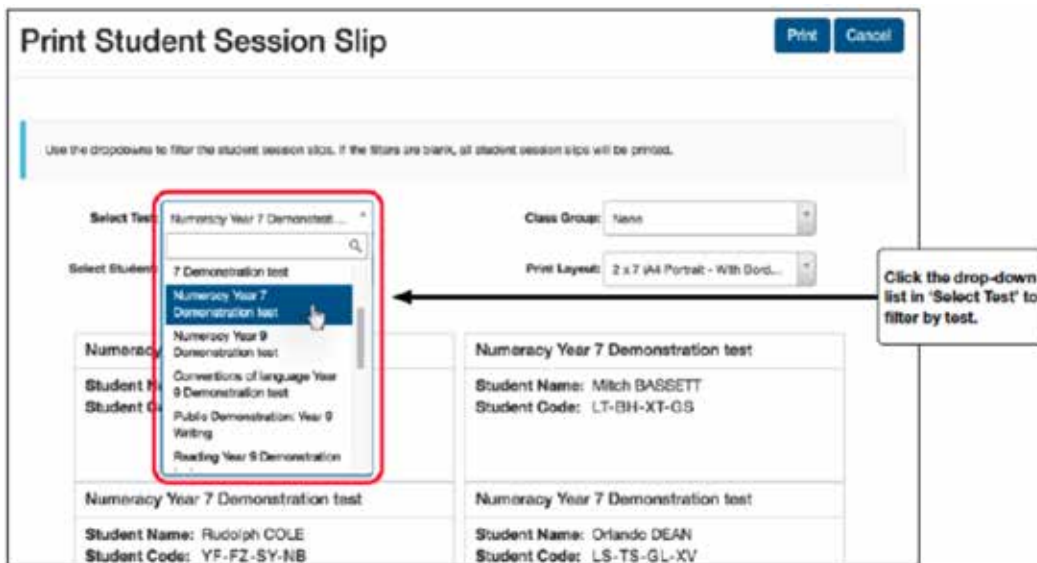


Figure 3.36

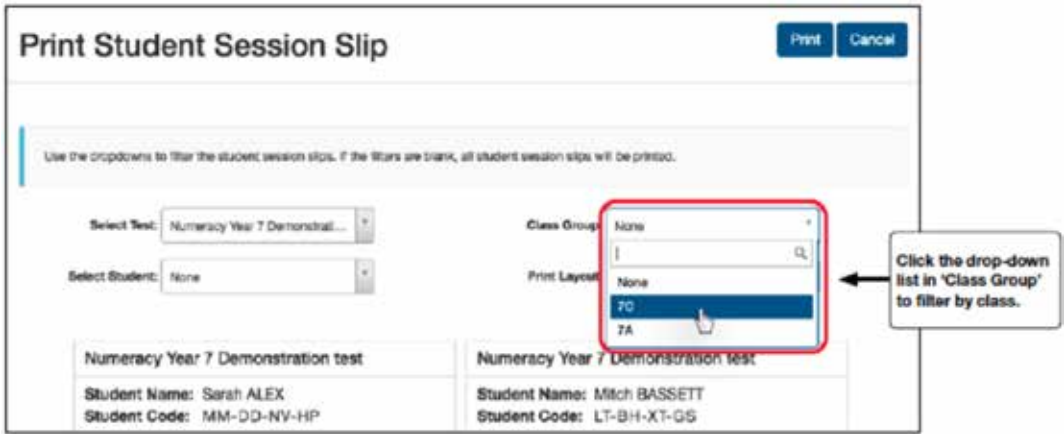


Figure 3.37

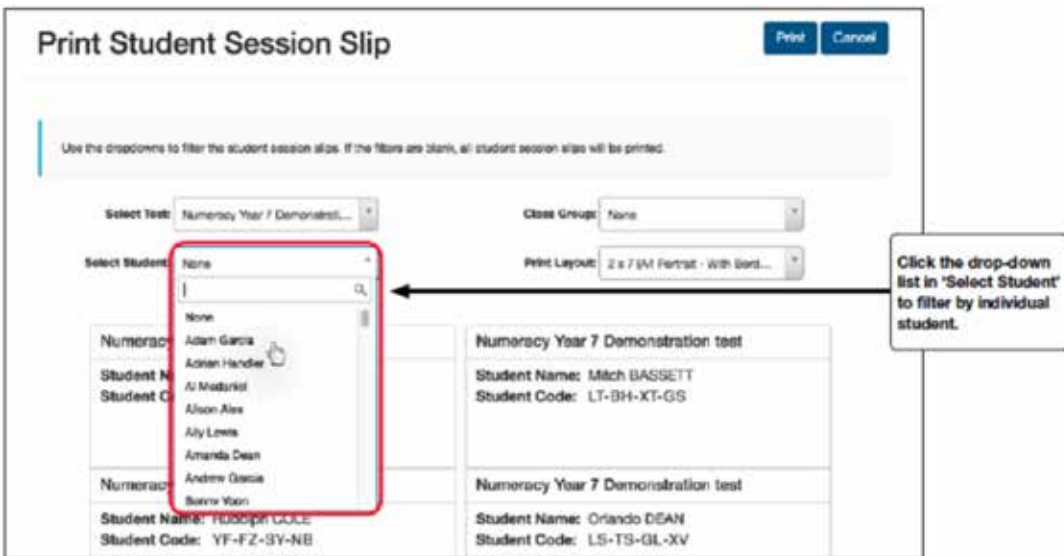


Figure 3.38

The default print layout is 2 x 7 in A4 portrait size with borders, but you can also choose to print differently by selecting another option in the 'Print Layout' field drop-down.

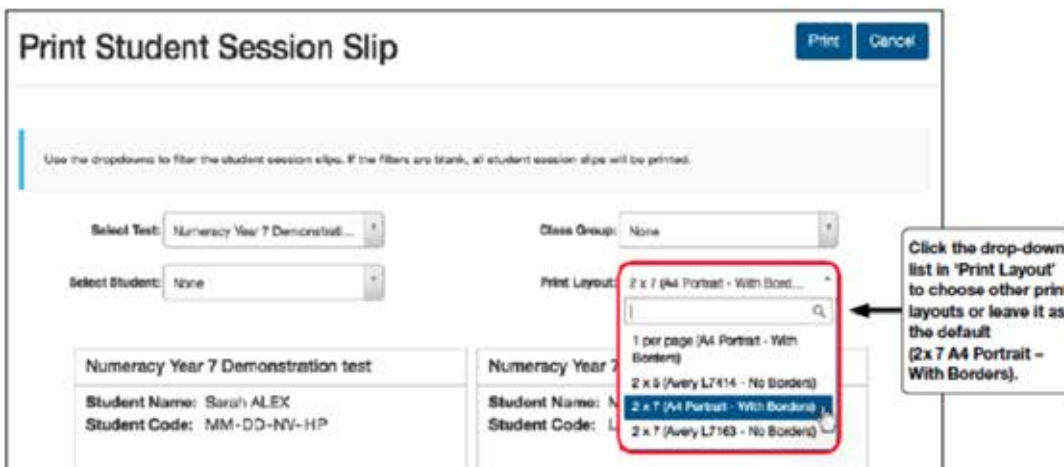


Figure 3.39

Once you are happy with your selection, click the 'Print' button on the top right of the screen.

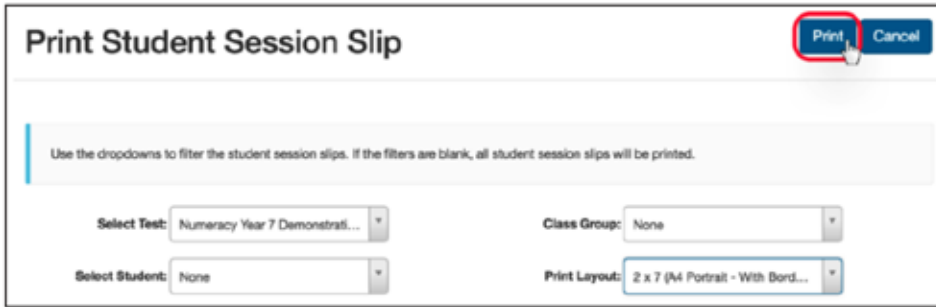


Figure 3.40

Printed student session slips should be given to the test administrators prior to the tests. All unused student session slips should be collected by the test administrators and returned to the NAPLAN coordinator after the tests have finished.

Important note: you will only be able to print student session slips for students who are marked with a 'participating' status in the platform. Student session slips will not be available to print for students marked with a non-participating test status (i.e. no longer enrolled).

3.8 Preparing an attendance list

There are two reports available via the 'Preparing' dashboard that can be combined to create attendance lists to include in the test administrator pack.

Participating student report

Download the 'Participating Student' excel report from the 'Reports' tab on the 'Preparing' dashboard.

For ease of navigation, it is recommended that you hide columns B, E, F, H, I, L & N. To do this you will need to highlight the column by clicking and then right-clicking on the letter at the top and selecting 'hide'. Repeat this step for each column you wish to hide.

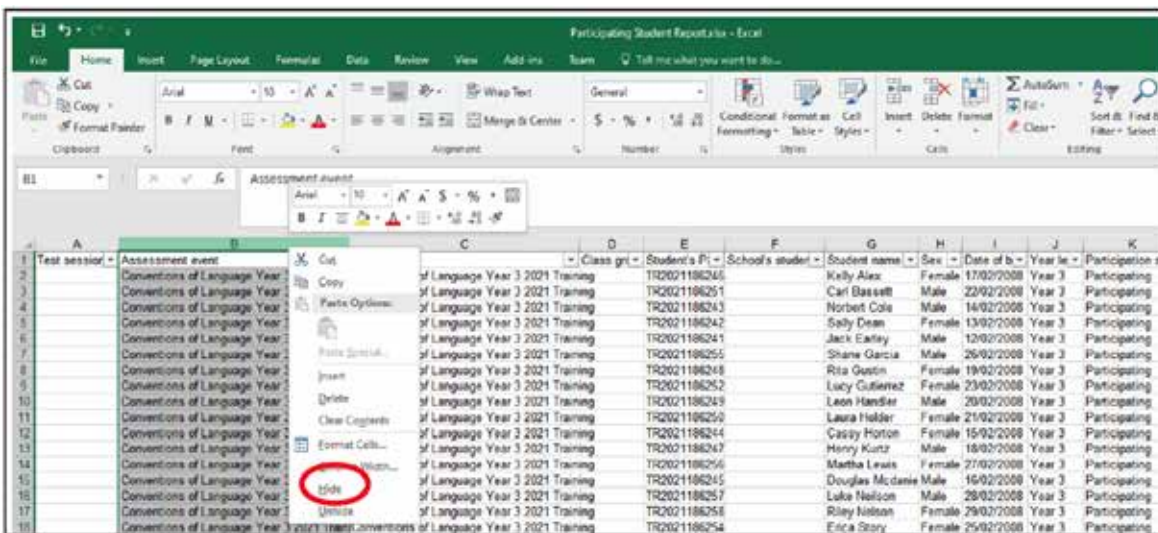


Figure 3.41

Apply filters to the document by highlighting the top row, selecting 'data' from the navigation pane and clicking the 'filter' button as shown below.

Filter by 'test' and 'class group' (columns C & D) to show the required data. This is done by clicking the down arrow and selecting the desired category.

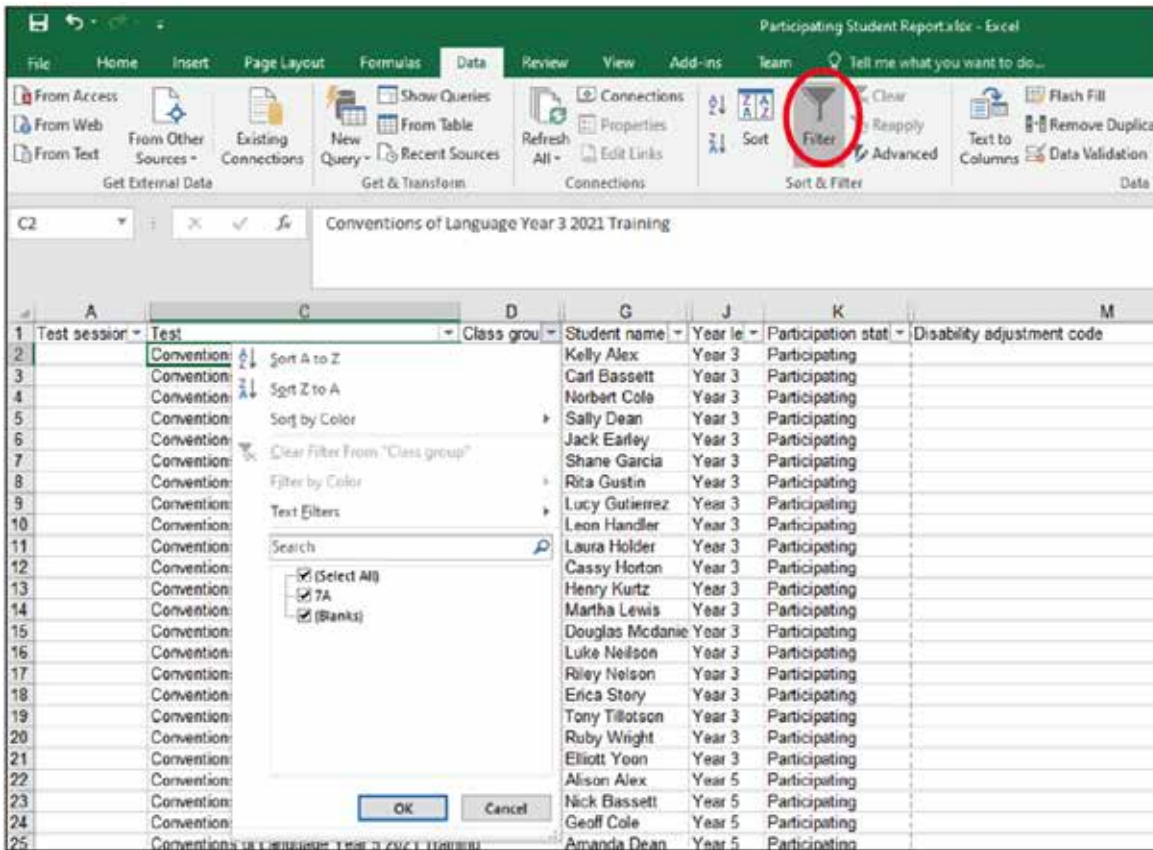


Figure 3.42

Test Administration Report

Download the 'Test Administration' excel report from the 'Preparing' dashboard.

Copy the relevant 'Test session login' from column A of this report and paste it in column A of the 'Participating Student' report against all of the students expected to sit in the test session. You may now close the 'Test Administration' report.

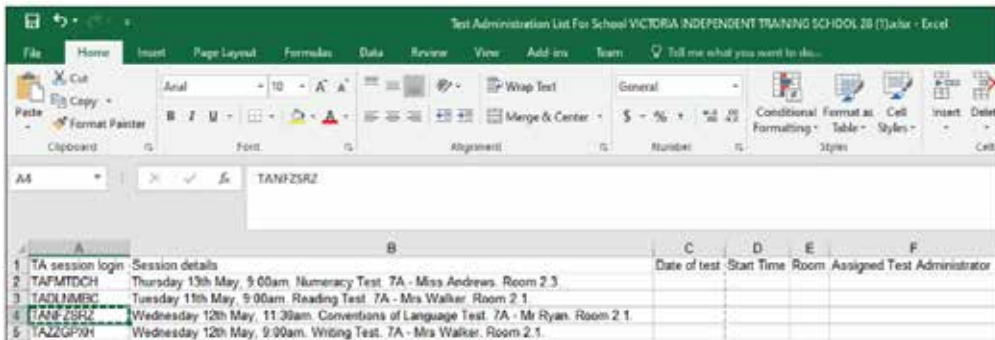


Figure 3.43

Highlight all data shown and select add 'all borders'. This will make viewing the information once printed easier.

You may need to adjust the width of the columns to ensure that the information is retained to 1 page for printing. Select horizontal orientation before printing the excel spreadsheet. An example of a created attendance list is shown below:

Test session	Test	Class group	Student name	Year level	Participation status	Disability adjustment code
TADLNMB	Reading Year 7 2021 Training	7A	Sarah Alex	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Mitch Bassett	Year 7	Withdrawn	
TADLNMB	Reading Year 7 2021 Training	7A	Rudolph Cole	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Orlando Dean	Year 7	Participating	Black with blue background
TADLNMB	Reading Year 7 2021 Training	7A	Orlando Dean	Year 7	Participating	Rest break
TADLNMB	Reading Year 7 2021 Training	7A	Murphy Earley	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Adam Garcia	Year 7	Participating	Black with white background
TADLNMB	Reading Year 7 2021 Training	7A	Joan Gustin	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Doris Gutierrez	Year 7	Participating	Alternative items - visual
TADLNMB	Reading Year 7 2021 Training	7A	Doris Gutierrez	Year 7	Participating	Rest break
TADLNMB	Reading Year 7 2021 Training	7A	Bon Handler	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Lita Holder	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Beryl Horton	Year 7	Withdrawn	
TADLNMB	Reading Year 7 2021 Training	7A	Paul Kurtz	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Courtney Lewis	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Lukas Mcdaniel	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Peter Nelson	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Jodie Nelson	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Fatima Story	Year 7	Participating	Black with white background
TADLNMB	Reading Year 7 2021 Training	7A	Gareth Tilotson	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Kate Wright	Year 7	Participating	
TADLNMB	Reading Year 7 2021 Training	7A	Malcolm Yoon	Year 7	Participating	

Figure 3.44

Notes:

- Students who have more than one disability adjustment (DAC) for a test will be displayed on the attendance list multiple times (eg. Orlando Dean & Doris Gutierrez in the list above).
- Any students who have a 'participation status' other than 'participating' will not be completing the online testing and therefore will not have a student session slip or be included in the participating student report.

4 On test days

Prior to commencing the test sessions, you must ensure that test administrators have a test administrator pack (including the attendance list, test administrator and student session slips and the test administration guidelines and scripts) for each test session. You must also do the following:

- Arrange the test room and seat students so that they cannot see each other's work
- Take down, cover or reverse any teaching materials displayed in the room
- Check that test administrators have access to a whiteboard and marker (to display test instructions, test timing and test session codes for students)
- Review the participating student report/attendance list so that you are aware of any requirements for disability adjustments, extra time or rest breaks. Make sure test administrators are comfortable with managing the required disability adjustments for students
- Ensure that the test administrator's device is fully charged and connected to a power supply (test administrators should use a desktop computer or laptop with a power supply)
- Confirm that the required number of fully charged/connected student devices (with the LDB installed and configured correctly) are present in the room and switched on
- Confirm that all students have a pair of headphones, earphones or earbuds for the spelling and numeracy tests.
- Check that backup devices, chargers and peripherals (e.g. mice, headphones) are readily available and accessible
- If there are students that are using assistive technology, ensure that you provide the test administrator with the URL to utilise the unlocked browser
- Ensure that test administrators allow enough time before the start of each test session for students to start their devices and open the LDB.

4.1 Monitoring test sessions and postponing students

On test days, you can monitor the progress of each test session from your principal or NAPLAN coordinator account. This allows you to view test sessions that are in progress, as well as test sessions that have been finalised. Please note that once a test session has been finalised, you cannot reopen the test session.

Click on 'Manage test sessions' from the 'Manage Test Sessions' tile on the 'Delivering' dashboard to proceed.

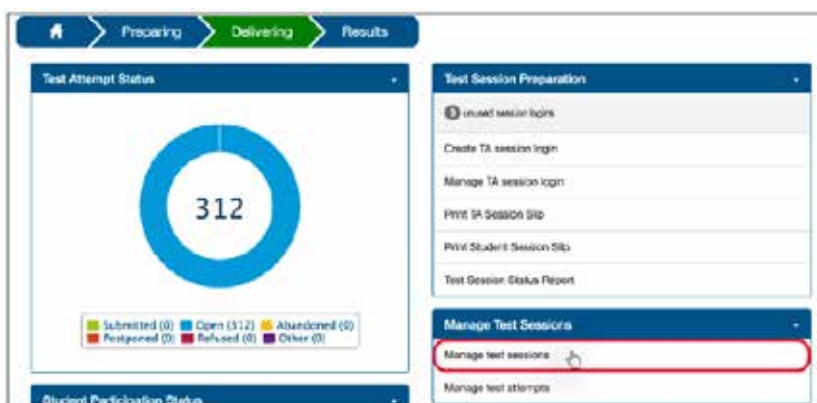


Figure 4.1

This page displays all the test sessions for your school. By default, only the active test sessions will be displayed so if you want to see all your school's sessions you will need to untick the 'active only' option. You can select any test session from the 'Session selection' drop-down list, allowing you to see all relevant information about that session. This screen also allows you to access the 'Postpone student' button, which test administrators cannot see.

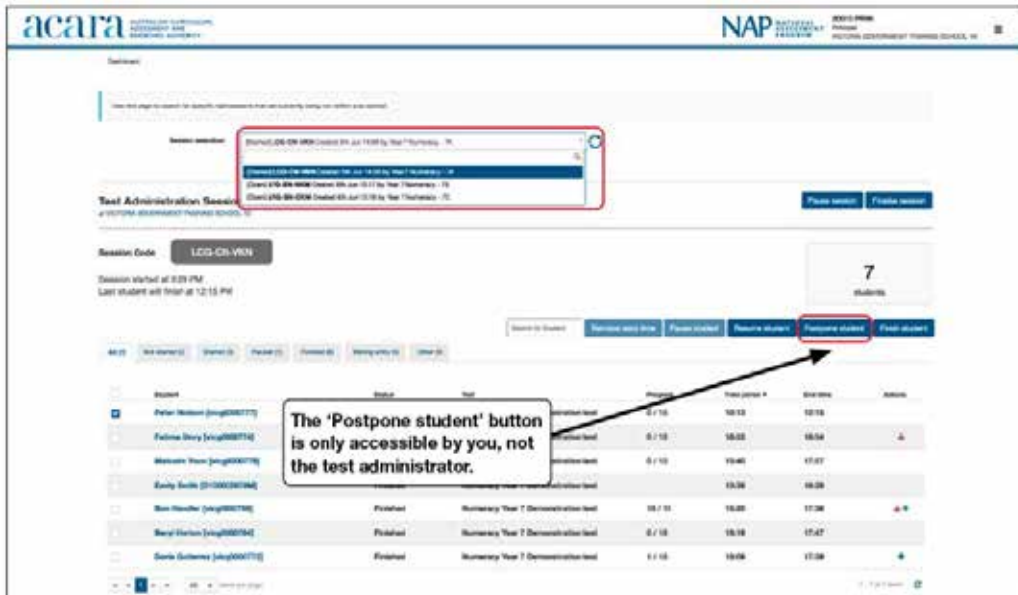


Figure 4.2

How to postpone a student

The test administrator should have paused any students who were experiencing illness, injury or unresolvable technical difficulties. You will need to postpone the student in the current test session, so the session can be finalised and the student can continue sitting the test in a new test session.

Select the test session from the drop-down list at the top. Locate the student from the 'Paused' tab. Select the student, then click on the 'Postpone student' button.

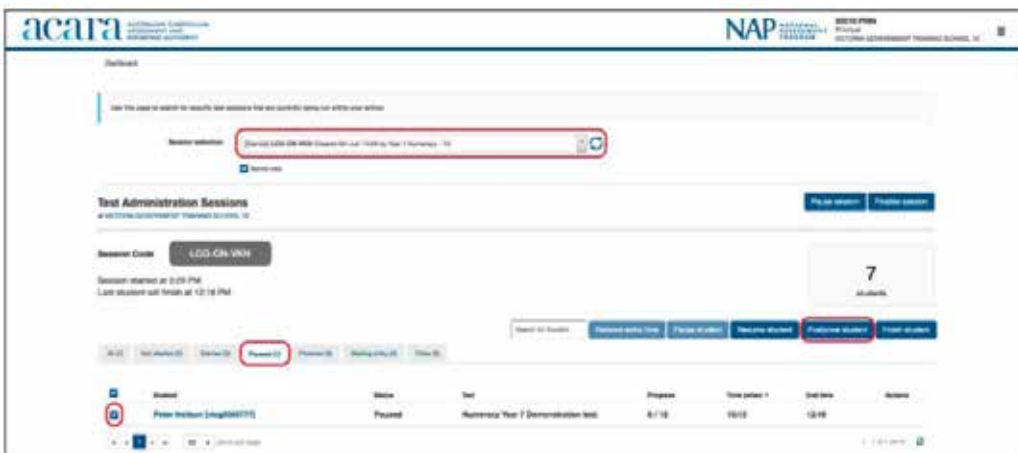


Figure 4.3

Select a reason when prompted; you can enter the details in the box or you can leave it blank. Click the 'Confirm' button to continue.

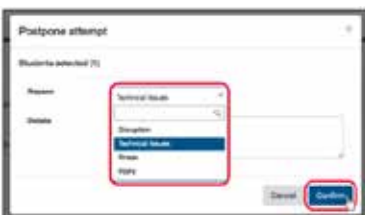


Figure 4.4

The student will be removed from the test session and the total number of students will be updated. This test session can be finalised and the postponed student can continue sitting the test in a new test session.

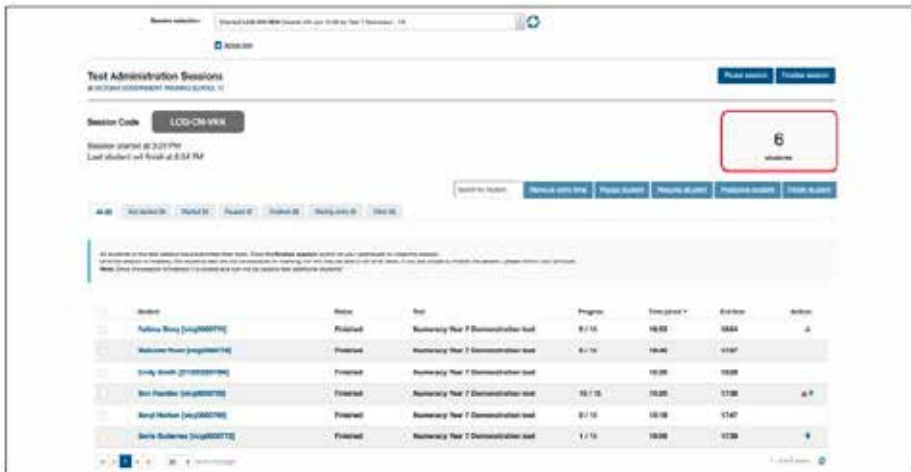


Figure 4.5

How to check for postponed students

To check if there are any postponed students who are yet to be rescheduled and complete the test, click on the 'Delivering' dashboard and check on the Test Attempt Status pie chart. If there are postponed students, you can click on the 'Postponed' link under the pie chart.

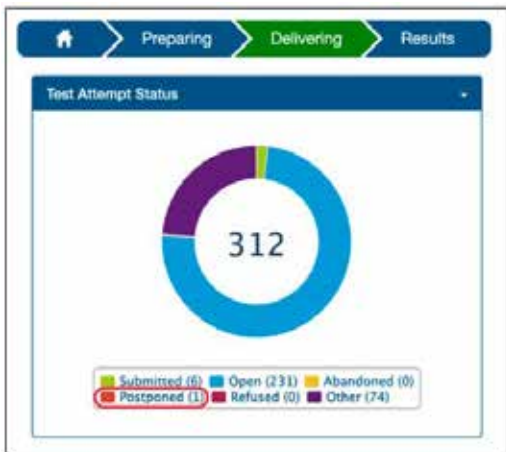


Figure 4.6

You will see a list of students who have postponed test attempts. These students will need to be rescheduled so that they can complete their tests.

Note: postponed students will need to use the same unique student session code when sitting their rescheduled test.



Figure 4.7

Monitoring reports

It is important to keep track of test completion and student participation throughout the test period to keep account of all students and test sessions. At the end of each test day, you may wish to generate the following reports to assist you in monitoring the progress of test sessions at your school:

- **Test Administration Report** (in 'Preparing' dashboard, under 'Reports' tile) – this report shows a list of unused TA session logins
- **Open Test Session Report** (in 'Delivering' dashboard, under 'Reports' tile) – this report shows a list of test sessions that are open but not finalised
- **Test Session Status Report** (in 'Delivering' dashboard, under the 'Test Session Preparation' tile) - this report shows a list of all test sessions, including finalised, open, or cancelled sessions. Finalised sessions display the number of students and any comments test administrators have added for that session
- **Student Participation Summary Report** (in 'Delivering' dashboard, under 'Reports' tile) – this report shows the count of students against each participation status by year level and test
- **Participating Student Report** (in 'Preparing' dashboard, under 'Reports' tile) – this report shows the participation status of each student; it will also show if a test has been postponed for a student or any DACs assigned to a student.

5 After the test

After each test session, ensure that the test administrator completes the following:

- recharges school-supplied devices for the next test session
- collects all planning pages and student session slips
- collects any slips containing the unsecured browser URL
- collects and stores any school headphones
- records test disruptions or incidents; paused test attempts; errors in the spelling of student names
- returns the TA session slip, student session slips, planning pages and any other test materials to the NAPLAN coordinator

The NAPLAN coordinator should also complete the following:

- postpone any students (page 83) who were unable to complete the test session due to illness, injury or technical issues
- finalise any outstanding test sessions
- generate reports to review test progress.

6 At the end of the testing period

6.1 Finalising NAPLAN testing

At the end of the test period, all student participation statuses must be updated to completed or an appropriate non-participating status (absent, withdrawn, exempt, no longer enrolled, etc.) on the platform.

All test sessions must be finalised and all slips (including those containing the unsecured browser URL) should be securely destroyed.

You should also run the 'Test Session Finalisation' report from the 'Reports' tile in 'Delivering' dashboard and save a copy to your computer/network. This report shows the number of test sessions completed at your school and the number of students in each test session.

At the end of the testing period, the principal or the NAPLAN coordinator also needs to complete the checklist on the 'Delivering' dashboard so your school can move to the 'Results' dashboard.

6.2 Finalising student participation statuses

The best way to update participation statuses is via the 'Manage student participation and disability adjustments' page under the 'Manage Students' tile on the 'Preparing' dashboard, following the same steps as adding Disability Adjustment Codes on page 70. After selecting the students, update their participation status to 'Absent' if they did not sit the test, then click on the 'Update attempts' button.

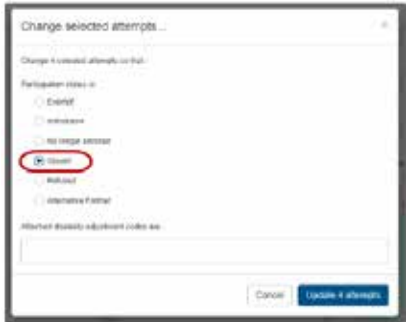


Figure 6.1

If a student has left your school, select the 'No longer enrolled' option.

Click on the 'Legend' button to see what each colour or letter means. You need to make sure there are no more green 'P' boxes visible on your student list before you can move your school to the 'Results' dashboard.



Figure 6.2

Below is an example where all students have been accounted for, with those who did not participate set to 'Absent' or 'No longer enrolled'. Note that there are no green 'P' boxes displayed.

Student ▲	Test Level	Class Group(s)	Selected ...	Conventions of Langua...	Numeracy	Reading	Writing	Actions
Harry Augustus TR2020592124	7	None	<input type="checkbox"/>	W	C	A	A	
Margaret Bennett TR2020592133	7	None	<input type="checkbox"/>	A	C	A	W	
Ahual Getta TR2020592136	7	None	<input type="checkbox"/>	A	C	A	A	
Carol Horacio TR2020592131	7	None	<input type="checkbox"/>	R	C	A	W	
Marcia Hughes TR2020592137	7	None	<input type="checkbox"/>	A	A	A	A	
Sally Jodie TR2020592138	7	None	<input type="checkbox"/>	NLE	NLE	NLE	NLE	
Key Kewen TR2020592137	7	None	<input type="checkbox"/>	A	A	A	A	
Danny Kip TR2020592140	7	None	<input type="checkbox"/>	E	E	E	E	
Maria Lopez TR2020592134	7	None	<input type="checkbox"/>	A	A	A	A	

Figure 6.3

At the end of this process, you should run the 'Participating Student' report in the 'Reports' tile on the 'Preparing' dashboard and save a copy on your local drive. This report will list all the participation statuses of the students in your school, and it will also list any DACs they have been assigned.

The screenshot shows the NAP Online National Assessment Platform interface. At the top, there are navigation tabs for 'Preparing', 'Delivering', and 'Results'. The main content area is divided into several sections:

- Checklist:** A list of tasks to be completed, such as 'Verify that all participating schools have been identified' and 'Check that the test session schedule has been completed'.
- Student Participation Status:** A donut chart showing 312 total students. The legend indicates: Participating (276) in green, Absent (12) in red, and No longer enrolled (12) in blue.
- Manage Students:** A section with options like 'Create student', 'Manage student information', and 'Manage student participation and disability adjustments'.
- Manage School-based Users:** A section with roles like 'State NAPLAN Coordinator', 'State NAPLAN Coordinator', and 'State School Technical Support Officer'.
- Test Session Schedule:** A section with options like 'Create test session schedule' and 'Manage test session schedule'.
- Technical Readiness:** A section with options like 'Manage school network capacity assessment', 'Status check', and 'Monitor device assessment'.
- Reports:** A section with options like 'Technical Readiness', 'Student Disability Adjustments', 'Exempted and Withdrawn Students', and 'Participating Student' (highlighted with a red box).

Figure 6.4

6.3 Moving to the 'Results' dashboard

Once all the test sessions and participation statuses have been finalised, you can now complete the checklist on the 'Delivering' dashboard.



Figure 6.5

Click on the 'Yes' button when prompted.

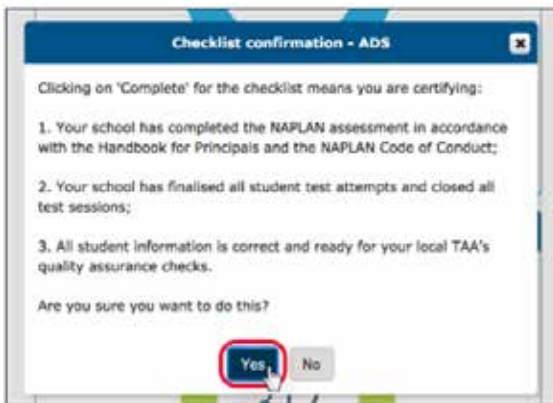


Figure 6.6

Your school has now moved to the 'Results' dashboard. This means that the next stage in processing results can occur. You can still click on the 'Preparing' and 'Delivering' dashboards but you will not be allowed to make any further changes to student attempts or student information.

7 Using the platform during the tests

7.1 Administering the test

The test administrator logins are not linked to any particular individual, year level or test. Test administrators will need to log in to the platform using the username and password printed on the TA session slip. Please note that test sessions cannot be started from a principal or NAPLAN coordinator account.

How to start a test

1. Go to <https://www.assessform.edu.au> and click on the 'NAPLAN 2026' login tile.

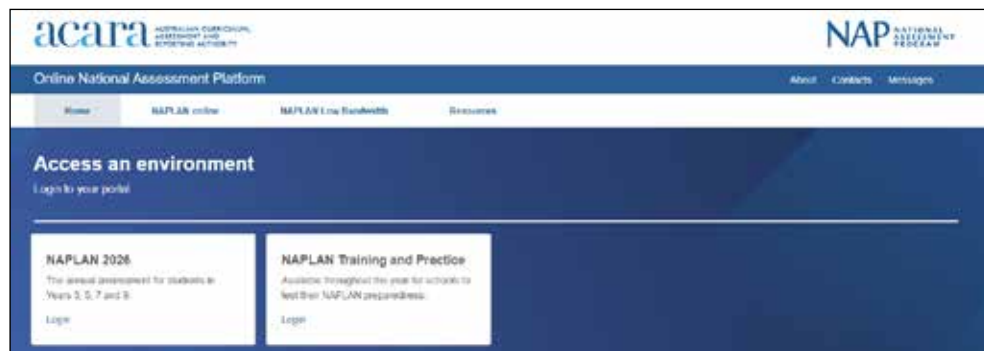


Figure 7.1

2. Log in to the platform using the username and password provided on the TA session slip.

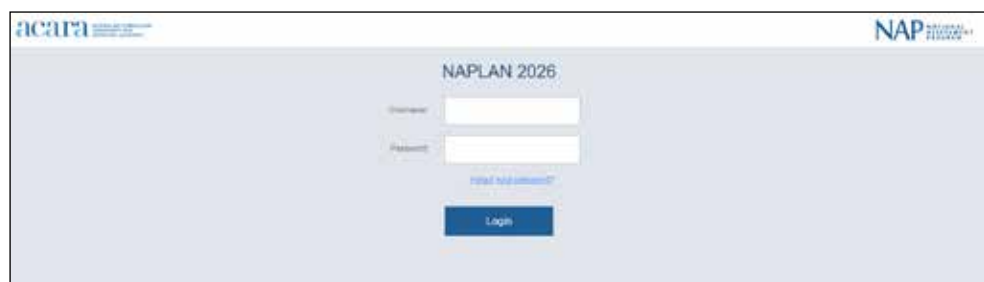


Figure 7.2

3. Click on the 'Create New Test Session' button to continue.

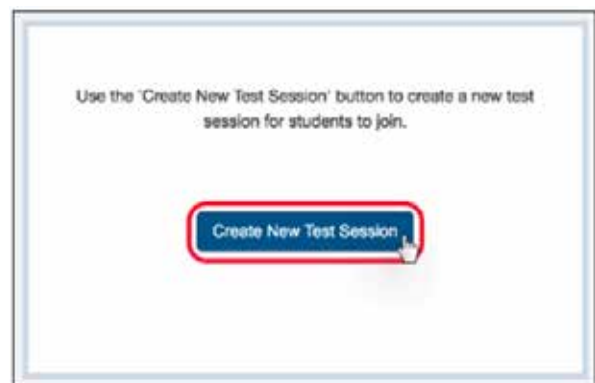


Figure 7.3

- The LDB on student devices will ask the students to enter a session code. Give the session code from the top left of your screen to the students (in grey box). Once they have entered the session code, they then enter the student code from the student session slip you have provided them.



Figure 7.4

- As students are logging in, they will appear at the bottom of the screen. The number of the students in your test session displays on the right side of the screen. After logging in, students will see a waiting screen, there may be a small delay in the movements of students, you can click the refresh icon at the bottom right of the page to update the list.

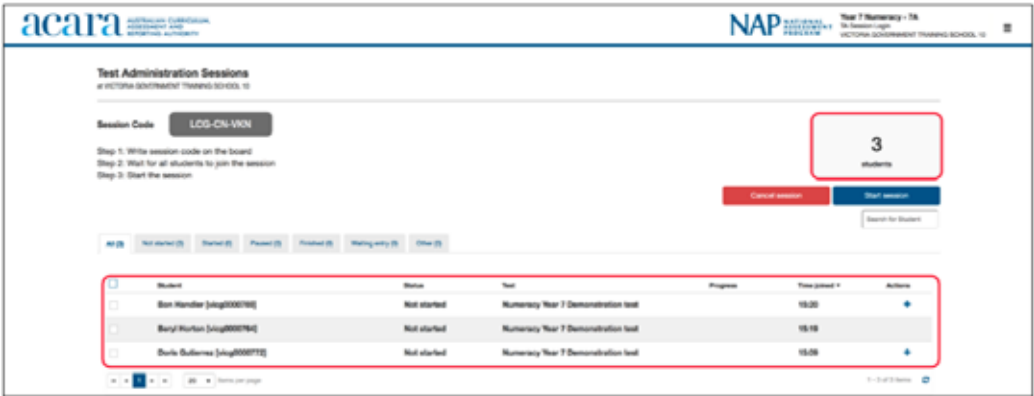


Figure 7.5

- Once all students have logged in, click on the 'Start session' button on the right side of the screen under the total number of students. Click 'Yes' when prompted. The test session will begin. If there are any students who arrive late to class, follow steps 10–12 to start their tests.



Figure 7.6



Figure 7.7

- As the test loads on each individual student's device, the student will appear under the 'Started' tab. You can see the progress of the student in the 'Progress' column. You can also see the finish time for their tests in the 'End time' column.

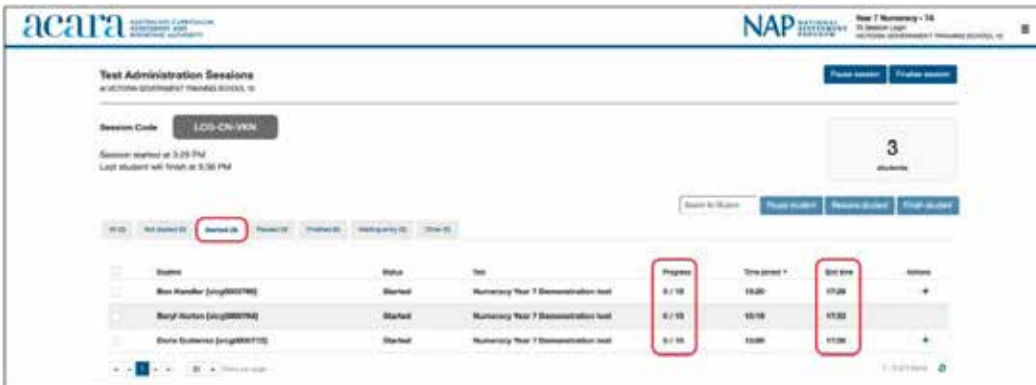


Figure 7.8

- When you see a student with '+' icon under the 'Actions' column, this means the student has been given a DAC. Click on the '+' icon to see the details of the disability adjustment the student has been granted.



Figure 7.9

- Most of the DACs are automated by the system (for example, extra time), so you will not need to take any further action. However, manual intervention is required to 'pause' tests for pre-approved rest breaks. For detailed instructions on how to pause and resume a student test, refer to steps 13–15 below.

How to allow late students to start a test

- If you have any students who arrive late, you will need to manually allow them entry into the test session. After they log in with the test session code and their student code, their device will display 'waiting for entry'. These students will display under the 'Waiting entry' tab.

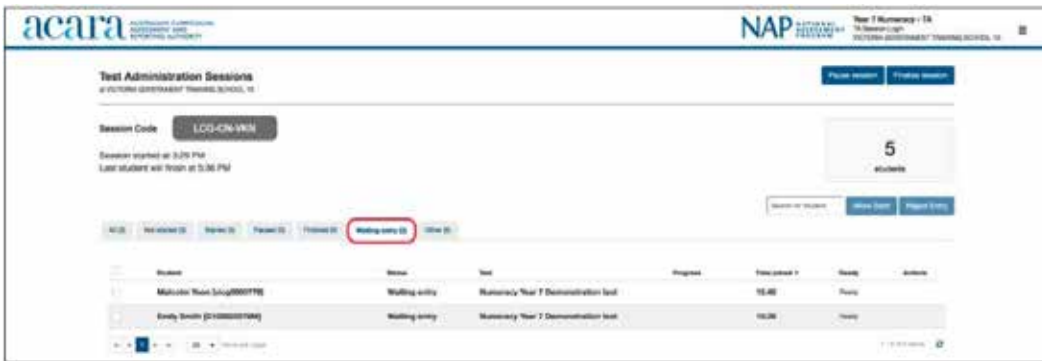


Figure 7.10

- To allow late students to begin the test, select their names and click on the 'Allow Start' button on the right side, under the total number of students.

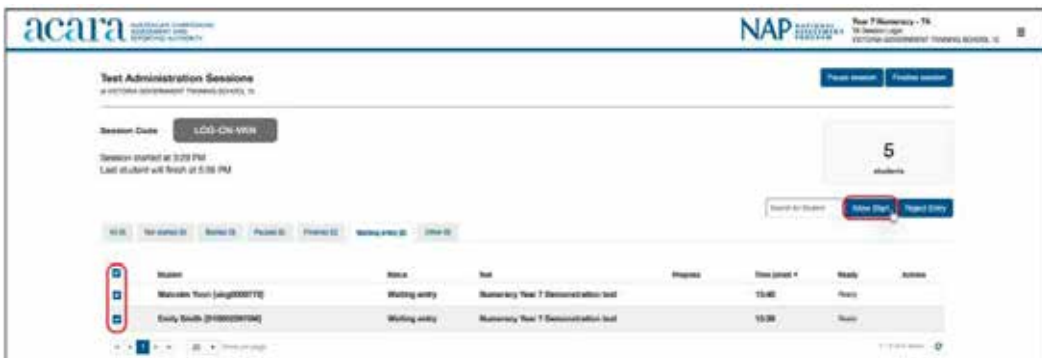


Figure 7.11

- When prompted, you can enter the details in the box or leave it blank. Click the 'Confirm' button to allow late students to start the tests. Once the test has loaded on the student device, their name will appear under the 'Started' tab. Note that late students will have different finish times to other students.



Figure 7.12

How to pause a student

13. If a student has an approved rest break, is experiencing technical difficulties, or if there are any student disruptions, you will need to pause a test for an individual student. To pause the test for an individual student, select the student you want to pause under the 'Started' tab, then click the 'Pause student' button on the right side, under the total number of students.

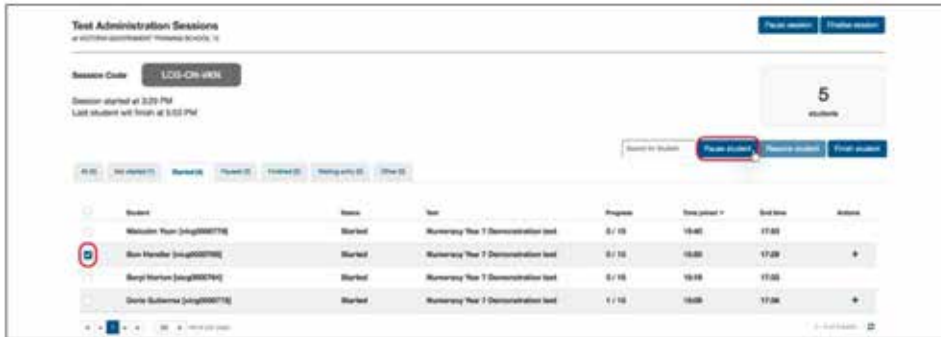


Figure 7.13

14. Select a reason when prompted; you can enter the details in the box or you can leave it blank. Click the 'Confirm' button to continue. Any paused students will now appear under the 'Paused' tab.



Figure 7.14

15. To resume the test, navigate to the 'Paused' tab. Select the student you wish to resume, then click the 'Resume student' button on the right side. Once resumed, the student will appear under 'Started' tab again with an updated end time.



Figure 7.15

How to pause a whole test session

16. If there are major disruptions in the class, or if there are severe technical difficulties that affect the whole class, you will need to pause the whole test session. When you pause a whole test session, it will pause all the students who are within that test session. To do this, click on the 'Pause session' button on the top right of the screen, above the total number of students.

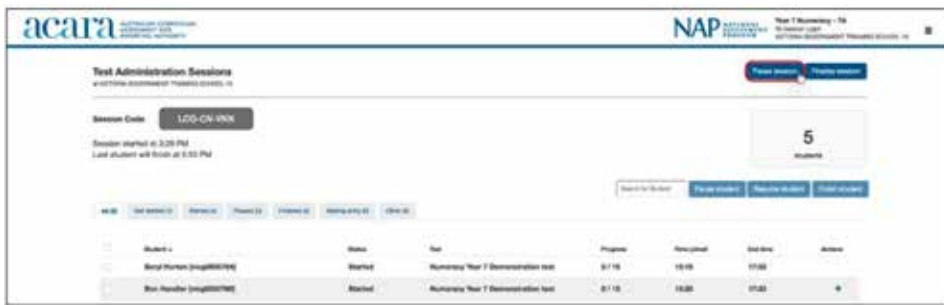


Figure 7.16

17. Select a reason when prompted; you can enter the details in the box or you can leave it blank. Click the 'Confirm' button to continue.



Figure 7.17

18. This will pause all students who are in this test session and all buttons on your screen will be disabled, except the 'Resume session' button. When you are ready to resume the test session, click on the 'Resume session' button on the top right of the screen. You can enter details in the comments box or you can leave it blank. Click the 'Confirm' button to continue. Click 'Yes' when prompted. This will now resume all the student tests in your test session and reactivate all buttons.



Figure 7.18



Figure 7.19

19. If an individual student or all students in the test session experience a disruption or technical issue that cannot be resolved, test administrators should 'pause' the student's test attempt and notify the NAPLAN coordinator at the end of the test session. The NAPLAN coordinator will then follow the process for 'postponing' the student's test attempt. See page 83.

How to allow a student to switch devices

20. If a student device has run out of battery or if the device has frozen, the student can switch to another device to continue the test. You should first pause the student, so the student won't lose time when trying to log in to another device. Follow steps 13–15 on how to pause a student.

21. Once a student has logged into a new device, you will see a lock icon under the 'Actions' column for that student.



Figure 7.20

22. This student will not be allowed to sit the test until you allow them to switch to another device. To allow them to switch, click on the lock icon for the relevant student and click 'Accept'. This student will now be able to continue the test on the new device. If you had paused the student, follow step 15 to resume the test for the student.



Figure 7.21

23. If you do not wish to allow them to switch to another device, click on the 'Reject' button and the student will not be able to continue the test on a new device.

How to submit tests for students

- 24. If a student has completed their test but did not click the 'Finish' button to submit the test, or if a student has run out of time and turns the device off, you will need to submit the tests on their behalf, so that you can finalise the test session.
- 25. There might be cases where a student requires extra time to be added due to a technical disruption. In order to add extra time for a student, a student's test must be finished first. You can follow steps 26–28 to manually finish a test for a student, then follow steps 29–32 to reopen the test and add extra time for the student.
- 26. To submit a test for student(s), select the required student under the 'Started' tab, then click the 'Finish student' button.



Figure 7.22

27. Enter details when prompted or you can leave it blank. Click on the 'Confirm' button to continue.



Figure 7.23

28. When prompted, click the 'OK' button to continue.



Figure 7.24

How to reopen tests and add extra time for students

- 29. Where a student has lost time due to technical difficulties or disruption, you can add extra time for the student once the test has been submitted.
- 30. In the 'Finished' tab, select the student you need to add extra time for. Click on the 'Reopen student' button.

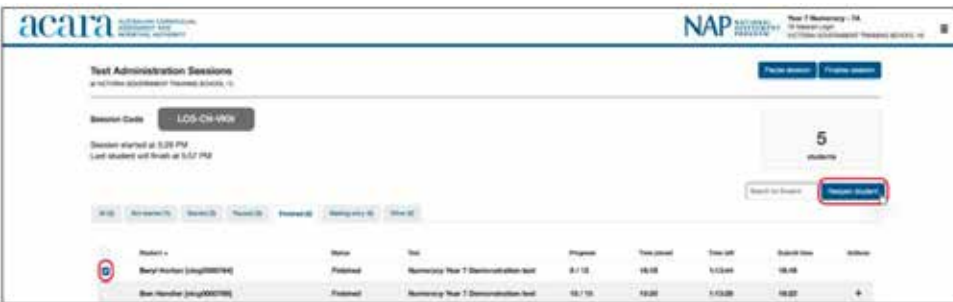


Figure 7.25

31. Enter the extra time that needs to be added when prompted; you can enter details or leave that section blank. Click on the 'Confirm' button to continue.



Figure 7.26

32. The test will now load on the student device again and the student will appear in the 'Started' tab with an updated end time.

How to finalise a test session

33. Once all the students have submitted their tests, you will see one of these warning messages to remind you to finalise the test session.



Figure 7.27



Figure 7.28

34. The students will not be allowed to sit another test until this session is finalised. To finalise your test session, click on the 'Finalise session' button on the top right of the screen.



Figure 7.29

35. When prompted, only click 'Yes' if students have completed the tests without issue. If there were any issues during the tests that impacted student ability to complete the test, test administrators should not finalise the test session and must notify the NAPLAN coordinator of the issues.



Figure 7.30

36. When prompted, enter details for the test session or leave blank. Click on the 'Confirm' button to finalise the test session.



Figure 7.31

37. Once the test session is finalised, you will be logged out of the page automatically and the 'Test Session has been closed' message will appear on the login screen.

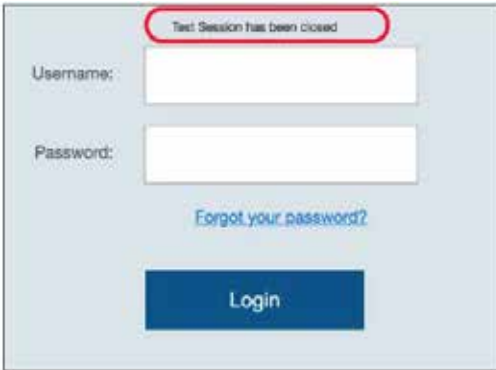
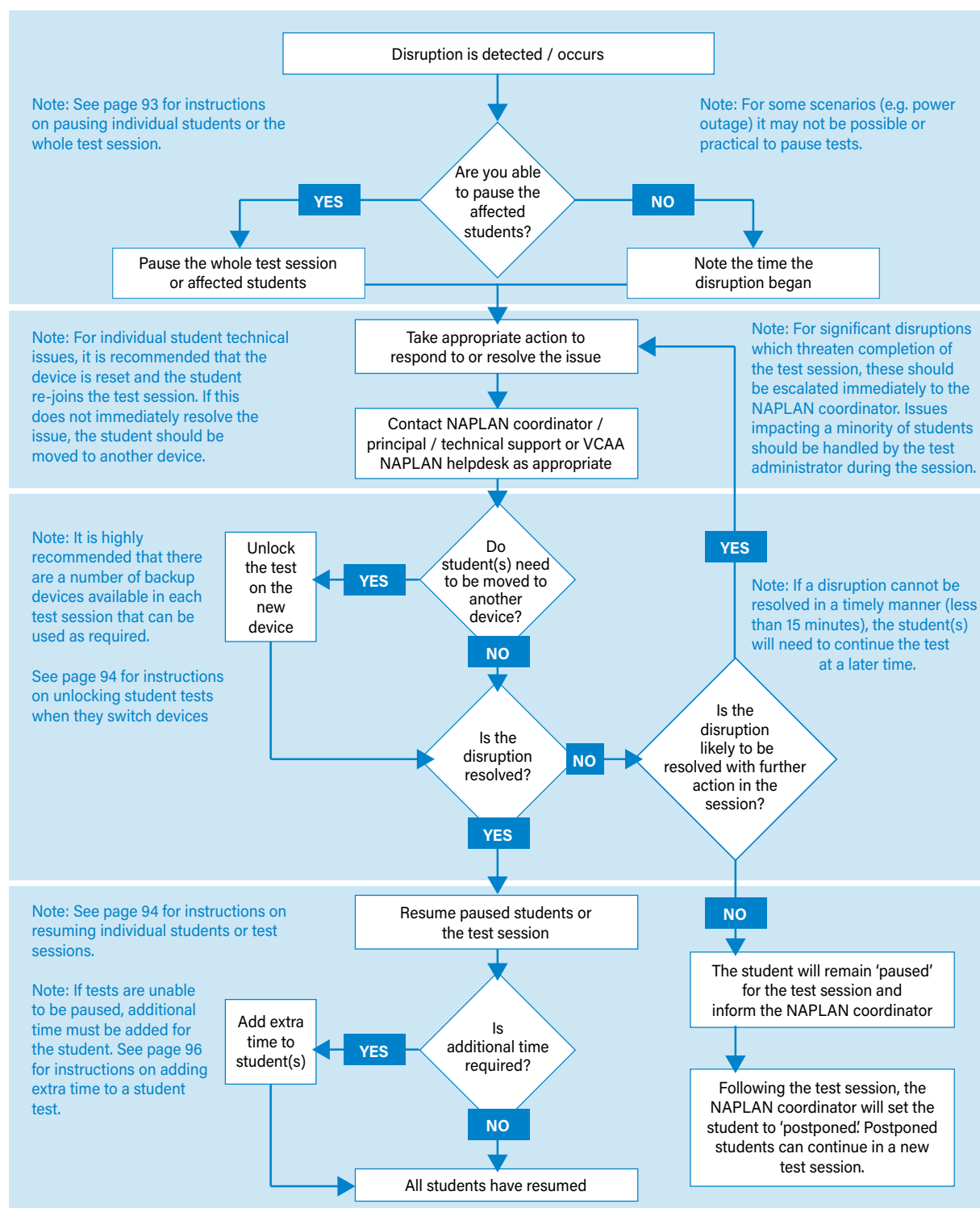


Figure 7.32

Note: If there are paused students who couldn't resume the test, or if there are any incidents during the test that prevent the test session from being finalised, remind test administrators **NOT** to submit the tests for the students and to notify you about affected students. You will be able to postpone (see page 83) students who remain paused, and finalise the test session. Please note that test administrators are unable to postpone students.

Appendix 1: Reference for responding to test disruptions

Disruptions can occur during the tests but the platform provides a number of features to help minimise the impact on students and ensure they can complete their tests. This chart is intended as a guide to assist in responding to test disruptions. For further information about planning for and responding to disruptions, see the 'Dealing with disruptions' section in the handbook.



Note: The test administrator needs to make a note of the details of the disruption and inform you at the end of the test session. Students who are 'postponed' for technical issues must be rescheduled to continue their test at a later time.

Appendix 2: Contact details for regional offices

Department of Education

Region	Office	Mail address	Telephone	Site address
South Western Victoria	Geelong	75 High St BELMONT 3216	1800 338 663	75 High St BELMONT 3216
	Ballarat	109 Armstrong St NORTH BALLARAT 3350	1800 338 663	109 Armstrong St NORTH BALLARAT 3350
	Footscray	PO Box 2141 FOOTSCRAY 3011	1800 338 663	900/1 McNab Ave FOOTSCRAY 3011
	Horsham	26 Darlot St HORSHAM 3400	1800 338 663	26 Darlot St HORSHAM 3400
	Warrnambool	PO Box 1127 WARRNAMBOOL 3280	1800 338 663	99 Fairy St WARRNAMBOOL 3280
	Keilor	704B Old Calder Hwy KEILOR 3036	1800 338 663	704B Old Calder Hwy KEILOR 3036
North Eastern Victoria	Glen Waverley	Level 2, 295 Springvale Rd GLEN WAVERLEY 3150	1800 338 663	Level 2, 295 Springvale Rd GLEN WAVERLEY 3150
	Benalla	PO Box 403 BENALLA 3672	1800 338 663	150 Bridge St BENALLA 3672
South Eastern Victoria	Moe	PO Box 381 MOE 3825	1800 338 663	Cnr Kirk & Haigh St MOE 3825
	Dandenong	PO Box 5 DANDENONG 3175	1800 338 663	165 - 169 Thomas St DANDENONG 3175
	Frankston	1 Petrie St FRANKSTON 3199	1800 338 663	1 Petrie St FRANKSTON 3199
	Sale	64-66 Foster St SALE 3850	1800 338 663	64-66 Foster St SALE 3850
North Western Victoria	Bendigo	PO Box 442 BENDIGO 3552	1800 338 663	7 - 15 McLaren St BENDIGO 3550
	Coburg	Locked Bag 2001 COBURG 3058	1800 338 663	Level 2, 189 Urquhart St COBURG 3058
	Greensborough	PO Box 71 GREENSBOROUGH 3088	1800 338 663	Level 2, 1 Flintoff St GREENSBOROUGH 3088
	Mildura	PO Box 10129 MILDURA 3502	1800 338 663	161 Langtree Ave MILDURA 3500

These details are correct at the time of printing this publication.

Victorian Catholic Education Authority (VCEA)

Office	Mail address	Telephone	Site address
Melbourne	PO Box 3 EAST MELBOURNE 8002	9267 0228	James Goold House 228 Victoria Pde EAST MELBOURNE 3002
Ballarat	200 Gillies St North LAKE WENDOUREE 3350	4344 4350	200 Gillies St North LAKE WENDOUREE 3350
Bendigo	PO Box 477 BENDIGO CENTRAL 3552	5443 2377	120 Hargreaves St BENDIGO 3550
Wangaratta	PO Box 477 BENDIGO CENTRAL 3552	5443 2377	120 Hargreaves St BENDIGO 3550
Tatura	PO Box 477 BENDIGO CENTRAL 3552	5443 2377	120 Hargreaves St BENDIGO 3550
Sale / Warragul	PO Box 322 WARRAGUL 3820	5622 6600	6 Witton St WARRAGUL 3820
Southern Region Melbourne	PO Box 3104 MOORABBIN EAST 3189	8301 7400	602 South Rd MOORABBIN EAST 3189
Eastern Region Melbourne	PO Box 1121 CROYDON 3136	9427 6400	39 Hewish Rd CROYDON 3136
Northern Region Melbourne	25 Norwood Cres MOONEE PONDS 3039	8387 3200	25 Norwood Cres MOONEE PONDS 3039
Western Region Melbourne	47 Synnot St WERRIBEE 3030	8412 2400	47 Synnot St WERRIBEE 3030

These details are correct at the time of printing this publication.

Appendix 3: Disability adjustment codes (DAC)

Adjustment	Approval by*	DAC**	Comment	Section
Adjustments requiring alternative format (special print) tests				
Braille	TAA	OFF	Student will sit a paper-based version of the NAPLAN tests.	6.7
Large print	TAA	OFF	For schools administering online tests: <ul style="list-style-type: none"> • Ensure "OFF" DAC is assigned to student's test. • The "OFF" DAC cannot be used in conjunction with a DAC that implies the student is sitting an online test (i.e. AIA, AIV). • Change participation status to "Alternative Format" once test is completed. (Note: this information applies across adjustments requiring alternative format [special print] tests.)	6.8
Black and white	TAA	OFF		6.9
Electronic PDF test	TAA	OFF		6.10
Adjustments providing additional support				
Scribe	TAA	SCR	Writing test only. Ensure test environment arrangements do not impact other students. All scribe rules (section 6.11.9) must be followed, including completion of the spelling test, for the student to receive a mark for the writing test.	6.11
NAPLAN support person	School	SUP	Reading, Conventions of language and Numeracy tests only. Ensure test environment arrangements do not impact other students.	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
Adjustments providing extra time				
Extra time – one minute for every 6 minutes of test time	School	ETA	Platform will automatically allocate extra time. Combinations of extra time DAC must not be applied to the same test. Ensure timing allowed for test session caters for total duration of tests for students with extra time. (Note: this information applies across all adjustments providing extra time.)	6.15
Extra time – one minute for every 3 minutes of test time	School	ETB		
Extra time – one minute for every 2 minutes of test time	School	ETC		
Extra time – double total test time (for online schools)	TAA	ETD		6.16

Adjustment	Approval by*	DAC**	Comment	Section
Assistive technology				
Assistive technology (unsecured browser: TAA will provide link)	TAA	AST	AST DAC should only 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.	
Assistive technology (compatible with locked-down browser)	School	–	Assistive technology that does not require an unsecured browser and is compatible with the test construct (for example, ergonomic mouse, bluetooth headphones [see section 8.5.9], classroom communication devices) does not require TAA approval. There is no DAC for these assistive technologies.	6.17
Use of computer for Year 3 writing test	TAA	–	Where a student with disability regularly uses a computer as a part of their usual adjustments in classroom assessments, this may be appropriate for use during the tests. While TAA approval is required, there is no DAC for the use of a computer for Year 3 paper school writing tests.	
Use of computer for Year 3, 5, 7, 9 students in alternative format schools	TAA	–	While TAA approval is required, there is no DAC for the use of a computer for students in alternative format schools in Years 3, 5, 7 and 9. 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.	
Adjustments providing alternative items				
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.	
Adjustments providing alternative colour themes				
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 providing 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		

Adjustment	Approval by*	DAC**	Comment	Section
White text with black background (if unsecured browser is necessary: TAA approval required. TAA will provide link)	TAA	BNW + COL	Use "BNW" and "COL" 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: TAA approval required. TAA will provide link)	TAA	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 and predictive text must be turned off.	6.18

