2027 NAPLAN

National protocols for test administration

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Table of contents

1 Introduction 4
1.1 NAPLAN overview 4
1.2 Test sequence and schedule (online schools) 5
1.3 Test durations (online schools) 7
1.4 Scheduling NAPLAN tests (online schools) 7
1.5 Scheduling catch-up test sessions (online schools) 7
1.6 Rescheduling tests (online schools) 8
2 Code of conduct 9
2.1 Overview 9
2.2 Participation and accessibility 9
2.3 Test integrity 9
2.4 Test preparation 10
2.5 Test security 10
2.6 Effective communication 11
3 Communications 12
3.1 Responsibilities of ACARA 12
3.2 Responsibilities of test administration authorities (TAAs) 12
3.3 Responsibilities of principals 13
4 Security and integrity of test materials 14
4.1 Responsibilities of test administration authorities (TAAs) 14
4.2 Responsibilities of test administration authorities (TAAs) with contractors 14
4.3 Responsibilities of principals 15
5 Student participation cohorts 17
5.1 Participating students 17
5.2 Exempt students 17
5.3 Withdrawn students 18
5.4 Absent students 18
5.5 Sanctioned abandonment 19
5.6 Non-attempts and refusals 20
5.7 International fee-paying students 20
5.8 Hosted and visiting students 20
6 Adjustments for students with disability 21
6.1 Adjustments for students with disability 21
6.2 *Disability Discrimination Act* and *Disability Standards for Education* 21
6.3 Adjustments, test requirements and student participation 22
6.4 Responsibilities of test administration authorities (TAAs) 22
6.5 Responsibilities of principals 23
6.6 Disability adjustment information and table of available adjustments 23
6.7 Braille (TAA approval required) 27
6.8 Large print tests (TAA approval required) 27
6.9 Black and white masters (TAA approval required) 27
6.10 Electronic PDF tests (TAA approval required) 28

6.11 Use of a scribe (writing test) (TAA approval required) 28
6.12 Use of a NAPLAN support person (non-writing domains) (school approved) 31
6.13 Oral/sign support (school approved) 31
6.14 Rest breaks (school approved) 31
6.15 Extra time (school approved) 32
6.16 Extra time – double the total test time (online only, TAA approval required) 33
6.17 Assistive technology (TAA approval may be required) 33
6.18 Colour contrast modification (TAA approval may be required) 35
6.19 Alternative items (audio and visual) (school approved) 35
6.20 Colour themes (school approved) 36
6.21 Temporary injuries (TAA approval may be required) 36
7 Preparing students for the test 37
7.1 Overview 37
7.2 Practice for the NAPLAN writing test 37
7.3 Practice for NAPLAN tests 37
7.4 Familiarisation with online NAPLAN tests 37
8 Administering the tests 38
8.1 Responsibilities of test administration authorities (TAAs) 38
8.2 Responsibilities of principals 38
8.3 Students registered for non-school-based locations 38
8.4 Preparation for test administration 39
8.5 Administering the tests – appropriate behaviours 40
8.6 Instructions by test administrators 42
8.7 Time taken to complete tests and test disruptions 42
8.8 Collection of test materials and post-test procedures 43
9 Marking 45
9.1 Responsibilities of ACARA 45
9.2 Responsibilities of test administration authorities (TAAs) 45
10 Breaches of test protocols 46
10.1 Overview 46
10.2 Reporting of incidents 46
10.3 Investigation of incidents 46
10.4 Types of incidents 46
10.5 Breaches of security for the writing test 46
10.6 Consequences of substantiated incidents 47
11 Definitions 48
12 TAA contact details 50
13 Appendix 1 – schools completing testing using alternative format (paper) 51
13.1 Information for schools with approval to complete alternative format (paper) tests 51
13.2 Test sequence and schedule for alternative format (paper) 51
13.3 Test durations for alternative format (paper) 52
13.4 Scheduling NAPLAN tests for alternative format (paper) 52
13.5 Scheduling catch-up test sessions for alternative format (paper) 52

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 must refer to sections 1.2–1.6 for scheduling information. Schools that have been approved to use alternative format (paper) tests must refer to Appendix 1 (section 13) for scheduling information. The alternative format (paper) test sequence follows the online test sequence.

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 before 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 help TAAs and schools determine 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 10 March 2027 and finishing on Monday 22 March 2027. The test security period extends for 3 days past the end of the test window and finishes on Thursday 25 March 2027. 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 10 March 2027. 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 15 March 2027.
- Years 5, 7 and 9 classes must sit the writing test on **day 1 of the test window**, Wednesday 10 March 2027, with Thursday 11 March 2027 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 22 March 2027.

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

<table>
<tr><th></th><th></th><th>Year 3</th><th>Years 5, 7, 9</th></tr>
<tr><td rowspan="6">NAPLAN test window</td><td>Monday 8 March – Tuesday 9 March</td><td colspan="2">Preparation only – NO tests permitted</td></tr>
<tr><td>DAY 1: Wednesday 10 March</td><td>Writing (paper)

Reading
(reading only after writing)</td><td>Writing

Reading
(reading only after writing)</td></tr>
<tr><td>DAY 2: Thursday 11 March</td><td>Reading – Conventions of Language – Numeracy
and
catch-up tests
(all domains)</td><td>Writing
(only to be used when technical/logistical issues prevent completion of testing on day 1)

Reading – Conventions of Language – Numeracy
and
catch-up tests
(all domains)</td></tr>
<tr><td>DAY 3: Friday 12 March</td><td colspan="2">Reading – Conventions of Language – Numeracy
and
catch-up tests (all domains)</td></tr>
<tr><td>DAY 4:
Monday 15 March</td><td colspan="2">Reading – Conventions of Language – Numeracy
and
catch-up tests (all domains)
Last day for individual Year 3 writing catch-up tests</td></tr>
<tr><td>DAYS 5–9:
Tuesday 16 March – Monday 22 March</td><td colspan="2">Reading – Conventions of Language – Numeracy
and
catch-up tests
(all domains except Year 3 writing)</td></tr>
<tr><td>Test security period</td><td>Tuesday 23 March – Thursday 25 March</td><td colspan="2">This security period 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. See section 1.4.2.</td></tr>
</table>

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. 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 15 March 2027.

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 15 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 before 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, writing prompts and reading 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, writing prompts, alternative format (paper) tests, 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 before 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 before 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 prompt 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 before 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 before 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 prompts, 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 SSSR[1] 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 platform[2] (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).

[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 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.

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.

[3] nccd.edu.au

- 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 before 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.

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 before 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 A student's participation status may only be recorded on the platform as "Sanctioned Abandonment" after verification of the reason and approval by the TAA.

5.5.2 For online tests, abandonment of a test applies only where approved (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.

5.5.3 For alternative format (paper) tests, abandonment of a test applies only where approved (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.

A student who abandons an alternative format (paper) test is not permitted to complete a rescheduled test.

5.5.4 Sanctioned abandonment does NOT apply to students who:

- are present for the entire test session but do not complete the test
- choose to leave the session for a reason that is not approved by the TAA (see section 5.5.2); 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 treated as present (recorded as "Refused").
- Students enrolled in an online test who DO log in to the platform will 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 treated as present (recorded as "Alternative Format").

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

- Students without any responses 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.
- The text that will appear on the individual student report for tests where a student does not provide any response 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 physical environment 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 scenarios[5] 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.

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.

[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

6.3 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
- support schools to make informed decisions regarding student disability adjustment applications. Where necessary, TAAs may seek advice from ACARA on the interpretation and application of disability adjustments and protocols. ACARA's role in this context is advisory only and no personal student information is received
- 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 give students with disability the adjustments they need, 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 before 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 commit 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: • 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.)	6.7
Large print	TAA	OFF		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 (see 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.	6.15

Adjustment	Approval by*	DAC**	Comment	Section
Extra time – one minute for every 3 minutes of test time	School	ETB	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 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 (web browser: TAA will provide link)	TAA	AST	AST DAC should **only** be used where the student cannot access their assistive technology when using the NAP locked-down browser. 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 NAP locked-down browser)	School	-	Assistive technology that can be used with the NAP locked-down browser and is compatible with the test construct (for example, ergonomic mouse, Bluetooth headphones [see section 8.5.10], 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

Adjustment	Approval by*	DAC**	Comment	Section
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 web 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 (if web browser is necessary: 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 writing prompt or reading stimulus
- a print transcript of the braille format of each braille test book and writing prompt or reading 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 before 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). The student:

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 the use of a scribe is a regular literacy assessment practice for them
3. would be unable to access the writing tests by any of the other adjustments available
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 (writing test only)	The scribe must type the following words at the beginning of the document: *This student has approval for a scribe and all scribing rules are acknowledged.*
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: • 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 (writing test only)	**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 the spelling test has been 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 (writing test only)	If necessary, the test administrator will add an appropriate amount of time to the student's test attempt for the student to edit their work. A test administrator should use their professional judgement when adding time. During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The scribe will then type the capitals, full stops, paragraphs, etc. into the scribed text as directed by the student. During this time, the student may also indicate any changes or additions to the scribed text, and the scribe will enter these where indicated by the student.

6.12 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 8.5.14).

6.12.3 The role of a 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 8.5.14). 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.

[6] NCCD glossary https://www.nccd.edu.au/help-and-support/glossary, accessed 14 August 2026.

If assistive technology is compatible with NAP locked-down browser	When assistive technology is not compatible with the NAP locked-down browser and a web 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 web browser once approved.
Assistive technology that is compatible with the NAP locked-down browser and the test construct does not require TAA approval.	Assistive technology that requires a web 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: • 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: • text-to-speech software to access student responses in the numeracy test only. Students using 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 a student uses a device (computer or iPad) for the Year 3 paper writing test (including temporary injury), their response must be printed and returned for processing in the manner prescribed by the TAA.	

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 a web browser. If use of a web browser is approved, the AST DAC must be applied to the platform. Details on how to access the test in a web 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 For students accessing speech-to-text software:

- Speech-to-text software may be approved by the TAA for numeracy and writing tests only.
- It must not be used for the conventions of language test and is not applicable for the reading test.
- For the writing test, scribe criteria and scribe rules must apply. This includes the requirement for students to complete a short spelling test, without the use of speech-to-text software, after they have finished writing.
- For the numeracy test, scribe criteria and scribe rules must apply, except for the requirement to write an acknowledgement statement and complete a spelling test. Refer to section 6.11 for further details.

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 a web 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 a web browser. If approved, the COL DAC must be applied to the platform. A link to a web 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 before the test to determine whether AIA and/or AIV items are necessary for them.

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 before 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 a web 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 before 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 a scribe.

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 before 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-up 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 a web 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, 6.16 and 8.7.2)
- 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 a web browser, without permission
- looking at or copying another student's work
- working on the incorrect section in the Year 7 or 9 numeracy test flip book, at a school delivering alternative format (paper) tests.

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 For schools delivering alternative format (paper) Year 7 or 9 numeracy, test administrators must ensure students are working on the correct section of the flip book and only using a calculator in the calculator-allowed section. The 2 sections in the flip books have been shaded differently to assist this supervision.

8.5.10 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.

8.5.11 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.

8.5.12 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.

8.5.13 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.

8.5.14 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 prompt. 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 prompt	× 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. If 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, 6.15–16 and 8.7.2).

8.7.2 Variations from the allocated time may only be permitted 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 before the relevant test(s).
- lost time is added to test attempt/s due to a test disruption (see definition at section 11). Any added time due to a test disruption must not cause the total test time allocated to exceed the maximum allowable test duration (see section 1.3.1).

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 writing prompts, reading stimulus 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 persons 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(s) 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:

- recruiting markers
- determining hours of marking
- determining pay rates and conditions
- employing and training personnel for scoring responses not requiring judgements of quality (editors)
- providing training to all markers
- providing 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 text type 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 *NAPLAN national protocols for test administration* that affects the security of the test materials before 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	A 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 *NAPLAN guidelines for managing test incidents in schools* (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 member 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.

NAPLAN term	Definition
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, writing prompts and reading stimulus. 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. • 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

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

ACT	SA
Senior Director, Performance and Systems Education Directorate GPO Box 158 Canberra ACT 2601 Tel: (02) 6205 9317 Email: NAPOnline@act.gov.au 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**
NAPLAN team National and Systemic Assessment Department of Education and Training 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 Appendix 1 – 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 10 March 2027 and finishes on Tuesday 16 March 2027. The test security period finishes on Thursday 25 March 2027. 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 10 March Official test date	Thursday 11 March Official test date	Friday 12 March Official test date	Monday 15 March Official test date	Tuesday 16 March
Writing	**Reading** ↓ **Conventions of Language** ↓ **Numeracy** *catch-up tests permitted*	**Reading** ↓ **Conventions of Language** ↓ **Numeracy** *catch-up tests permitted*	**Reading** ↓ **Conventions of Language** ↓ **Numeracy** *catch-up tests permitted* *(final catch-up tests for writing)*	*Catch-up tests permitted for non-writing domains only*

Note: Wednesday 17 March – Thursday 25 March 2027 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 (10–15 March 2027).

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 15 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 16 March 2027.

13.5.4 Students absent for the 4 test days should not be expected to complete all non-writing tests on Tuesday 16 March 2027. 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.

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