



National protocols for test administration — NAPLAN Online



2020

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1. INTRODUCTION

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

2. CODE OF CONDUCT

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

2.1 Participation and accessibility

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

2.2 Test integrity

- 2.2.1 **NAPLAN is primarily an assessment of learning, so the test environment must be tightly controlled to maintain test integrity. This includes the conduct of test administrators, support staff, and the presence of unauthorised teaching or support material.**
- 2.2.2 The integrity of the tests must be maintained at all times; cheating is not permitted.
- 2.2.3 The test environment must neither advantage nor disadvantage any student.
- 2.2.4 Tests should be appropriately administered. In deciding what is appropriate, principals should take into consideration the time, location, supervision and technical support requirements, where applicable, for the test sessions.
- 2.2.5 Active supervision of students during the tests is required.
- 2.2.6 Providing unauthorised assistance to students during the tests is not permitted.
- 2.2.7 Providing unauthorised additional time for the tests is not permitted.
- 2.2.8 Allowing students access to unauthorised materials and aids during the tests is not permitted.
- 2.2.9 Allowing students unauthorised internet access, beyond that necessary to access the tests, is not permitted.

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

2.3 Test preparation

- 2.3.1 **Schools and teachers should adopt appropriate test preparation strategies that familiarise students with the test process and question formats, but do not excessively rehearse students such that results reflect prepared work rather than students' own abilities.**
- 2.3.2 The best preparation schools can provide for students is teaching the Australian Curriculum, as implemented in all states and territories.
- 2.3.3 Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skills are inappropriate.
- 2.3.4 The preparation of possible responses for any test is inappropriate.
- 2.3.5 Any attempt by students to gain an unfair advantage is inappropriate.
- 2.3.6 Principals must ensure all students are familiar with the functionality of the NAPLAN Online tests and range of item types in each domain.
- 2.3.7 Principals must ensure that all students are familiar with the type of device that they will be using for NAPLAN Online.

2.4 Test security

- 2.4.1 **The security of the tests is critical to ensure that students' individual results accurately reflect their abilities. Test materials must be kept secure to avoid any premature disclosure of content or unauthorised disclosure of test materials at any time.**
- 2.4.2 The security and confidentiality of the test materials must be maintained from the time they are delivered to the school, generated or accessible via the platform, to the end of the test security period. Secure test materials for online are defined in section 11.
- 2.4.3 The content of NAPLAN Online tests must not be disclosed prior to or during the test security period. For more details on post-security period use of test materials, see section 4.3.12.
- 2.4.4 Tests cannot be conducted outside the secure school location unless prior permission has been granted by the TAA.

- 2.4.5 All secure test materials, including student session codes, must be secured and returned to NAPLAN coordinators immediately after each test session (not left in the possession of test administrators, classrooms or other insecure storage areas).
- 2.4.6 Schools should ensure that students have logged out of test attempts at the completion of each test session and that students' test attempts are submitted at the completion of testing.
- 2.4.7 Schools must not copy, store, transcribe or transmit tests or student responses, or cause responses to be recorded, except as outlined by these protocols.
- 2.4.8 If schools are provided with paper test materials then test security should be maintained in line with the *National protocols for test administration* for paper tests.

2.5 Communication

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

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

2.6 Paper tests

- 2.6.1 ALL Year 3 students in online schools will complete the writing test on paper and the *National protocols for test administration* for paper tests will apply.
- 2.6.2 Schools may not revert from online tests to paper tests without direction by their TAA. Schools must follow TAA direction where rescheduling to paper tests is required.
- 2.6.3 Where schools have been directed by the TAA to conduct paper tests, the *National protocols for test administration* for paper tests will apply.

3. COMMUNICATIONS

3.1 Responsibilities of ACARA

3.1.1 ACARA is responsible for:

- maintaining a website for NAPLAN information (www.nap.edu.au) with updates on all aspects of the national tests
- a communications strategy clearly outlining the respective roles played by ACARA and the TAAs. This includes communication to schools that will be made available to TAAs. Materials arising from this strategy that ACARA is responsible for will be made available on the NAP website (www.nap.edu.au)
- maintaining the *National protocols for test administration – NAPLAN Online*, which is a key risk control and communication document for the NAPLAN program
- ensuring that minimum technical requirements for administering the online tests are communicated to TAAs and made available to schools on the NAP website (www.nap.edu.au)
- developing 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 / school communities
- collect student background information from schools as agreed by education ministers. This enables nationally comparable reporting of students' outcomes against the *Melbourne Declaration on Educational Goals for Young Australians*. Further details on data collection can be found in the current *Data standards manual: Student background characteristics* on the ACARA website (www.acara.edu.au)
- collect the following authorisation, in a manner that suits them: students accessing disability adjustments that require TAA approval; exemptions; withdrawals; abandonments due to illness and injury
- establish procedures for arranging the conduct of tests for students taking the test at a school other than their own school. These must include providing support to the host school on registering visiting students, as well as transferring test data of visiting students to their home school
- establish and communicate procedures in line with these protocols to determine which students require alternative format materials

- establish and communicate procedures for testing students who are registered as undertaking non-school based education (e.g. home-schoolers)
- establish and communicate procedures for administration of low/no 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 the NAPLAN coordinator but the responsibility remains with the principal.
- 3.3.2 Principals are required to:
- ensure that parents/carers of students in Years 3, 5, 7 and 9 are fully informed about the program
 - discuss and plan for disability adjustments, withdrawals and exemptions
 - record on the platform: disability adjustment codes, withdrawals, exemptions, abandonments due to illness and injury, absences, refusals, students no longer enrolled, students taking the test in an alternative format
 - ensure that all relevant staff are aware of the scheduling and IT requirements (e.g. minimum technical specifications for devices, technical readiness requirements) during the NAPLAN Online test window
 - ensure that all relevant staff are fully informed of their roles and responsibilities and test administration requirements
 - ensure that all staff are aware that they must maintain test security at all times
 - ensure that NAPLAN student reports are delivered to parents/carers in a timely manner as prescribed by their TAA and/or jurisdiction after they are made available
 - be aware of any additional jurisdiction-specific responsibilities outlined in part B of the *Handbook for principals and NAPLAN coordinators – NAPLAN Online*.
- 3.3.3 Principals are responsible for ensuring that all students have access to the NAPLAN Online public demonstration site, or other equivalent methods as advised by their TAA, to become familiar with the functionality of the NAPLAN Online tests and range of item types in each domain.
- 3.3.4 Principals are responsible for acknowledging that they have read and understood the *Handbook for principals and NAPLAN coordinators – NAPLAN Online*, which includes the relevant sections of these protocols. This acknowledgement must be done by the principal and cannot be delegated to the NAPLAN coordinator.

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 which ACARA gives them access to. TAAs must contact ACARA immediately if test material security has been breached in any way.
- 4.1.2 Log in details that provide access to the item review environment of the platform must be kept in highly secure locked locations 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 by TAAs must be monitored and password protected, 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 of all personnel who are authorised to access test items kept. A register must be kept of all personnel who have accessed test items.
- 4.1.5 Electronic transmission (via secure ftp – never via email) of test materials must be kept to a minimum and materials must be transmitted only when appropriately encrypted. Extreme caution must be exercised in transmitting copies electronically.
- 4.1.6 All officers and contracted staff who have access to test materials prior to the test must have signed non-disclosure/confidentiality agreements. Those who have signed them, 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).

4.2 Responsibilities of test administration authorities 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 secure through the whole process of delivery to schools, storage at schools and distribution during the testing program up to and including 29 May 2020.
- 4.2.3 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.

4.3 Responsibilities of principals

- 4.3.1 The principal will receive account and log-in details for the platform prior to NAPLAN. The principal is responsible for creating accounts to provide access to the platform for school staff. The principal also retains overall responsibility for ensuring that only appropriate staff have access to the platform and that these staff understand the need to maintain security of test materials (see definition in section 11).
- 4.3.2 The principal is responsible for ensuring that test materials are appropriately secured.
- 4.3.3 The principal must notify the TAA immediately if test material security has been breached in any way from the time of receipt of access details for the platform or other test materials.
- 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 material arrives at the school. This information may be requested by the TAA. When a courier is used to deliver materials, materials must not be left unattended on school premises. If this occurs, the TAA must be notified immediately.
- 4.3.5 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 of deliveries are correct as soon as possible after the receipt of the material. Packages must be checked for tampering.
- 4.3.7 In the event of incorrect/incomplete delivery or 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 These procedures must be followed for all test materials, including platform access materials, low bandwidth test options, and alternative formats.
- 4.3.9 The principal must ensure that teachers and students not involved in the tests do not have access to the test materials.
- 4.3.10 Videos and photographs

The principal must ensure that videos or photographs are not taken during test sessions. This is to protect students from being distracted and to ensure the security

of the test. Videos and photographs for media opportunities, including social media, must be taken outside the test sessions and must not show test materials.

4.3.11 The principal must ensure that test administrators are fully aware of test processes and are made familiar with information provided on test security. During the test security period, security protocols apply to all people present in classrooms and the school in general, including university students on practicum.

4.3.12 Post-security period use of test materials

- Principals (and their teaching staff) are permitted to use NAPLAN tests¹ for non-commercial educational use within their school after the test security period has ended. Permitted NAPLAN tests include the paper NAPLAN test and released NAPLAN Online test materials.
- Principals (and their teaching staff) are not permitted to upload NAPLAN tests to any website, intranet site or equivalent media and are not permitted to provide NAPLAN tests to parents/carers or members of the wider community, including the media, even after the test security period has ended. This applies to NAPLAN test materials from 2008 onwards.

5. STUDENT PARTICIPATION COHORTS

5.0.1 All students in Years 3, 5, 7 and 9, except those listed below, are expected to participate in NAPLAN tests. Students in all other year levels do not participate in NAPLAN tests.

5.1 Assessed students

5.1.1 Assessed students include students who attempt the test (and are not otherwise treated as absent because of abandonment due to illness or injury) and students exempt from testing.

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

5.1.3 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 national tests.

5.2 Exempt students

5.2.1 Criteria for exemption

¹ Not all NAPLAN Online items will be released. ACARA will provide schools with visibility of released items through the student and school summary report SSSR. Schools are permitted to use released items for educational purposes after the NAPLAN test security period.

- Students may be exempted from one or more of the tests (that is, reading, writing, conventions of language, numeracy) on the grounds of English language proficiency or disability.
- 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 exempted.
- Students with significant intellectual disability and/or students with significant coexisting conditions that severely limit their capacity to participate in the tests may be exempted from taking NAPLAN. This is decided after the principal, student and the relevant parent/carer have consulted with each other and agreed that the student is not able to access the tests even with adjustments.

5.2.2 Parent/carer signed consent for exemptions

Principals must obtain signed parent/carer consent for all exempted students prior to the online test window. Principals can expect information from TAAs on the preferred method for collecting and recording this information.

5.2.3 Recording reason for exemption

The reason for exemption (English language proficiency or student with disability) must be recorded by the school. For students with disability, the level of adjustment reported for the Nationally Consistent Collection of Data on School Students with Disability (NCCD)² must be recorded. The NCCD identifies four levels of adjustment:

- support provided within quality differentiated teaching practice
- supplementary adjustments
- substantial adjustments
- extensive adjustments.

5.2.4 Treatment of exempt students' data and results

- Students who qualify for exemption and do not submit a test attempted under test conditions are considered as assessed students and are counted in the 'below minimum standard' calculations for reporting purposes in national and jurisdictional summary data. Results for exempt students are not included in school-level calculations of means.
- Students who meet the criteria for exemption, but who 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 on the testing day will still be reported as exempt students, rather than absent students.

² www.nccd.edu.au/

- The text that will appear on the individual student report for tests for which students are exempted will read: *Your child was exempt from this test and is considered not to have achieved the national minimum standard.*
- Where a student is exempted from all tests it is recommended that an individual student report not be issued.

5.3 Absent students

- 5.3.1 Absent students are students who do not take the test because they are not present when the test is administered, and who are identified as absent by the school for the purpose of the test session.
- 5.3.2 Students who are present at school but are unable to take the test as a result of an accident or mishap preventing their participation (including catch-up sessions) are to be recorded as absent for the purpose of the test session.
- 5.3.3 Students who are present for the tests but who do not attempt any part of a test must be recorded as being present and are considered as assessed students and cannot sit the tests in catch-up sessions.
- 5.3.4 Principals are encouraged to facilitate students' participation in the tests by holding a catch-up session for those students who were identified as absent on the day they were scheduled to do the test but return to school within the school's planned test schedule.
- 5.3.5 Treatment of absent students' data and results
- Absent students are not counted as part of the cohort of assessed students.
 - The text that will appear on the individual student report for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded.*
 - Where a student is absent from all tests it is recommended that an individual student report be issued. TAAs can provide further advice on the issuing of reports to students who are absent from all tests.

5.4 Withdrawn students

- 5.4.1 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. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.
- 5.4.2 A formal notification in the manner specified by the TAA must be received by the principal prior to the testing.
- 5.4.3 Treatment of withdrawn students' data and results
- Withdrawn students are not counted as part of the cohort of assessed 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.

5.5 Sanctioned abandonment

- 5.5.1 Abandonment of a test refers only to students who have started a test but who abandon the test due to illness, injury or who could not complete a rescheduled test during the test window, as sanctioned and verified by the TAA.
- 5.5.2 A student's participation status may only be recorded on the platform as 'sanctioned abandonment' after verification of the reason by the TAA.
- 5.5.3 Sanctioned abandonment does NOT apply to students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the TAA; such students must be counted as assessed with the score that they achieve (see non-attempts). These students may not complete the test in a catch-up session.
- 5.5.4 All instances of students who have started a test but who then abandon the test due to illness or injury must be reported to the TAA as soon as practicable for advice on appropriate actions. The student may not complete the test in a catch-up session.
- 5.5.5 Treatment of students' results and data where abandonment applies
- Reasons for abandonment due to illness or injury must be recorded and sanctioned by the TAA to avoid the student being considered assessed. When abandonment due to illness or injury is reported to and sanctioned by the TAA, students who have abandoned the test are not counted as part of the cohort of assessed students.
 - Where the school fails to contact the TAA regarding a potential abandonment, the student will be considered as assessed, with the mark based on any test items completed.
 - The text that will appear on the individual student report for tests which students have abandoned due to illness or injury will read: *Your child does not have a result for this test due to illness or injury during the test.*

5.6 Non-attempts and refusals

- 5.6.1 Students in attendance at school for the test session but who do not log in to or attempt any part of a test or who abandon the test session in a non-sanctioned manner must be recorded as present for the purpose of the test and are considered assessed. Students will receive an individual student report.
- 5.6.2 Treatment of students' results where the test is not attempted

- Students who are present for the entire test session but do not complete any part of the test must be counted as assessed students with a score of zero. Students who chose not to attempt a test must not be treated as absent. This includes students who did log in to the test but did not complete any part of the test, and students who did not log in to the test.
- The text that will appear on the individual student report for tests where a student was present but did not log in to the test will read: *Your child was present for this test but did not complete any part of the test.*

5.7 International fee-paying students

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

5.8 Hosted and visiting students

- 5.8.1 Students are expected to undertake the tests at the school in which they are enrolled. If a student is away from their regular location (e.g. visiting interstate), it may be possible for the student to be given an opportunity to take the tests at a school in the student's temporary location. Principals should contact the relevant TAA for further information.
- 5.8.2 Principals of potential 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. Where the test mode is different, principals must contact the relevant TAA for advice.
- 5.8.3 Where a student is visiting, the principal at the host school is responsible for contacting their TAA to arrange for the test attempts completed by the visiting student to be transferred to their home school.
- 5.8.4 The student's results will be included in the data set for their home school and state/territory.
- 5.8.5 The student will receive a student report through their own school.

6. ADJUSTMENTS FOR STUDENTS WITH DISABILITY

- 6.0.1 Student participation in NAPLAN is the joint responsibility of schools and TAAs, as outlined in these protocols.

- 6.0.2 Adjustments permitted in the tests are detailed in this section and apply only to students with disability. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. For the NAPLAN program, disability is defined as per the Commonwealth *Disability Discrimination Act 1992*.³
- 6.0.3 Adjustments are intended to enable access to the tests on an equivalent basis to students without disability.
- 6.0.4 Adjustments for students with disability for NAPLAN should be determined in line with these protocols on a case-by-case basis by the school together with the relevant TAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of 'scenarios' published on the NAP website (www.nap.edu.au).

6.1 Disability Discrimination Act and Disability Standards for Education

- 6.1.1 The Disability Standards for Education (2005) provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students and outlines the obligations of school education providers under the *Disability Discrimination Act 1992*.
- 6.1.2 The Standards 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.
- 6.1.3 The term 'reasonable adjustment' is described as a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

6.2 Adjustments, test requirements, and student participation

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

³ www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/

6.2.2 Adjustments 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 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 normally required for assessment in the classroom in order for 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, as outlined in section 6.2.3.

6.2.3 The NAPLAN tests are designed to provide a summative, nationally comparable understanding of student performance in reading, writing, 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. Adjustments are not appropriate (even if they are usually provided for the student in their classroom) if they compromise a student's ability to demonstrate the following constructs and skills:

Writing: The NAPLAN writing tests assess a student's ability to convey thoughts, ideas and information through the independent construction of a text in Standard Australian English.

Reading: The NAPLAN reading tests assess the ability of students to independently make meaning from written Standard Australian English texts including those with some visual elements. Reading the stimulus material and/or questions aloud to a student during the reading test is therefore not appropriate or permitted.

Conventions of language: The NAPLAN conventions of language tests assess a student's ability to independently recognise and use correct Standard Australian English grammar, punctuation and spelling in written contexts. Reading questions aloud to a student during the conventions of language test is therefore not appropriate or permitted.

Numeracy: The NAPLAN numeracy tests assess students' knowledge of mathematics, their ability to independently apply that knowledge in context, and their ability to independently reason mathematically. Explaining questions or interpreting diagrams in the numeracy test is therefore not appropriate or permitted. Reading any words, numbers or symbols embedded within text is permitted but not any numbers or symbols that are not embedded within text.

6.3 Responsibilities of test administration authorities (TAAs)

6.3.1 Each TAA will:

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

6.4 Responsibilities of principals

6.4.1 The principal must:

- identify students with disability who require access to adjustments and, where necessary, apply in writing to the relevant TAA for permission and/or alternative formats, well in advance of the test
- ensure that parents/carers are informed about, and have agreed to, the nature of the adjustment(s) the student will receive
- document all adjustment arrangements and ensure disability adjustment codes (DAC) are entered on the platform, and keep a record of these for audit purposes
- make arrangements at the school level to provide students with disability with the adjustments they require
- apply for alternative format test materials to the relevant TAA, well in advance of the test, according to the timelines set by the TAA
- comply with the TAA requirements for requesting and recording adjustments provided by the school
- ensure that the test administrator supervising the test has a thorough understanding of the protocols related to adjustments and their administration.

6.5 Use of a scribe (writing test)

6.5.1 A scribe (as defined in these protocols in section 11) may be permitted to assist a student with disability to complete the writing test only. A scribe may type a student's response. Students with disability might be permitted the use of a NAPLAN support person for the other NAPLAN tests if appropriate. Students should access an appropriate amount of extra time (see section 6.10).

6.5.2 The role of a scribe is to provide access to the writing test, including logging in to the test for a student, not to improve a student's performance in this test. Scribes are only appropriate for students with disability if using a scribe is regular literacy assessment practice and where other adjustments are not sufficient or available. Lack of familiarity with computers or poor keyboarding skills is not sufficient justification for the use of a scribe. Where appropriate, students should be encouraged to undertake the tests independently of a scribe using alternative adjustments.

6.5.3 A scribe may be provided for a student with disability in the writing test who meets **all** of the following criteria:

- has significant difficulty with the physical act of typing due to a disability (this does not refer to a student's difficulty processing what they want to type) or lacks fine motor control due to a disability, or experiences excessive fatigue of hands or upper limbs due to a disability; and
- regularly works with a scribe in the classroom in the same way as outlined in section 6.5; and
- would be unable to access the writing tests by any of the other adjustments available.

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

6.5.5 A scribe must have experience working as a scribe; be an adult; be officially and regularly engaged by the school to carry out this function; and be familiar with the NAPLAN scribe rules (section 6.5.9).

6.5.6 A scribe should, wherever possible, be familiar with the student in question.

6.5.7 A scribe cannot be the parent/carer of any student in the class of students being tested.

6.5.8 The scribe must be fully aware of and adhere to the test administration procedures and the following conditions (scribe rules). For Year 3 writing, the paper test scribe rules apply.

6.5.9 Scribe rules

- The scribe should type the following words at the beginning of the document:
This student has approval for a scribe and all scribing rules are acknowledged.
- Test instructions should be delivered exactly as outlined in the *NAPLAN Online test administration handbook for teachers*.
- After allowing the student time to reflect and consider, the scribe will type as the student dictates and must not suggest ideas or words to use nor prompt the student in any other way. The student must be aware of the need to advise the scribe to add punctuation.
- As the student dictates, the scribe will type word for word to reproduce the student's own language.
- Scribes type without inserting any punctuation except as and where dictated by the student.
- The scribe must type all words in lower case except as and where dictated by the student.

- Scribes type all sentences in a block without inserting paragraph breaks, except as and where dictated by the student.
- The student may read or request the scribe 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 text.
- A spelling test must be performed before the student can be given the scribed text to proofread and edit. At the completion of the writing test time, the test administrator will need to add an appropriate amount of time for the spelling test. A test administrator should use their professional judgement when adding time.
- The scribe will select four (4) simple words, four (4) common words and four (4) difficult words that have been used in the text and ask the student to orally spell each one. The scribe will record the student's oral spelling of each of these 12 words in a space below the text. Please note for Year 3 writing, the paper test scribe rules apply.
- When completed, the scribe must ensure the student cannot see the scribed text by scrolling past the text, and show the student only the 12 spelling words. The scribe must ask the student to check these words and indicate any change that the scribe should make.
- When the test is over, the scribe will type the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- If necessary, the test administrator will add an appropriate amount of time for the student to edit their work. A test administrator should use their professional judgement when adding time. During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The scribe will then type the capitals, full stops, paragraphs etc. into the scribed text as directed by the student.
- During this time the student may also indicate any changes or additions to the text, and the scribe will type these where indicated by the student.

6.6 Use of a NAPLAN support person (non-writing domains)

6.6.1 A NAPLAN support person (see definition in section 11) may:

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

- be either a teacher or a person officially engaged by the school to carry out this function.
- 6.6.2 The role of NAPLAN support person is distinct and separate from the role of test administrator (see definitions in section 11). See section 6.5 for information on supported access to the writing test.
- 6.6.3 A NAPLAN support person is permitted only for those students with disability (including a temporary disability such as a broken arm) who experience difficulty in using a computer (e.g. due to fine motor difficulty), or any other adjustments available, including students whose usual assistive technology is not compatible with the platform, or who usually use such a support person to participate in classroom assessments.
- 6.6.4 A NAPLAN support person is permitted to provide access to the tests only and must adhere to the relevant requirements outlined in sections 8.9 and 8.10 and may only provide the same access to test content that a test administrator can. Prompting, interpreting or paraphrasing etc. are practices that are strictly prohibited. Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.
- 6.6.5 Parents/carers and family members as a NAPLAN support person
- If a parent/carer or family member has a child at a school at which they are regularly employed and/or engaged by the school in the capacity of a support person, then he/she may be permitted to be a NAPLAN support person.
 - However, a NAPLAN support person cannot be the parent/carer or family member of any student in the class of students being tested.
 - If the parent/carer or family member is not employed by the school in a formal position, then he/she is not permitted to assist in the NAPLAN tests as a NAPLAN support person.
 - Principal and school discretion and common sense should be applied, and the TAA should be consulted if necessary.

6.7 Use of assistive technology

- 6.7.1 Assistive technology may be used as an adjustment in line with equity principles (see 6.2.2). TAA procedures for granting adjustments for the use of assistive technology must be followed. Schools must seek advice and/or approval from their TAA for this adjustment prior to testing.
- 6.7.2 Assistive technology that provide text-to-speech outputs may be used by students to listen to their typed responses where appropriate in the numeracy test. Students using a screen reader may need to be supported by a support person to ensure that the screen reader only reads allowable parts of the test.

- 6.7.3 Where a Year 3 student with disability regularly uses a computer as a part of their usual disability adjustments in classroom assessments, this adjustment may be appropriate for use during the Writing test, where students would type their script into a computer. Responses must then be printed and returned for processing in the manner prescribed by the TAA.
- 6.7.4 Where the use of assistive technology requires access to an unsecured browser, TAA advice must be followed.
- 6.7.5 Students accessing assistive technology are likely to need extra time. The allocation of extra time should be decided on a case-by-case basis. Refer to section 6.10.1 for more details on allocating extra time. If it is decided to allocate double time (only available for students using assistive technology) TAA approval is required.

6.8 Braille

- 6.8.1 There are currently technical limitations which prevent the tailored test design used for NAPLAN Online being implemented for braille students. As such, braille students will continue to do NAPLAN using hardcopy, fixed pathway tests, as per previous years' arrangements. These will be the same braille tests as those used by students sitting NAPLAN paper tests.
- 6.8.2 Braille test materials can be provided for students who use braille to access the curriculum. All test materials are produced in contracted single-line spaced braille. However, for students who lack proficiency or who are new braille users, the test materials can be provided in uncontracted or double-line spaced formats, on request.
- 6.8.3 Braille test materials will be provided for only those tests which are specified for a student by their school. For each test, the materials will include:
 - braille format of the test book and stimulus (where applicable)
 - a print transcript of the braille format of each braille test book and stimulus (where applicable)
 - models for items in the numeracy test, where required.
- 6.8.4 The logistics of using braille format warrant the provision of some extra time for all students accessing the test in this manner, regardless of their proficiency in this medium. For braille users, guidelines regarding the provision of extra time are as follows. Note that these times are a guide only. The allocation of extra time for a braille user should be decided on a case-by-case basis.

Writing	Reading	Conventions of language	Numeracy
10 minutes per half an hour	15 minutes per half an hour	15 minutes per half an hour	20 minutes per half an hour

6.8.5 Schools wishing to access this adjustment must apply to their TAA in line with these protocols.

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

6.9 Temporary injuries

6.9.1 Where a temporary injury, which impacts on the student's ability to access the tests independently, has been sustained prior to the test, the school may make appropriate disability adjustments.

6.9.2 A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test.

6.9.3 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.

6.9.4 Schools must ensure they obtain the relevant approvals from their TAA for adjustments for students with temporary injuries, if required by these protocols.

6.9.5 If no available adjustment is appropriate to enable participation, the student must be marked absent from the test.

6.10 Extra time and rest breaks

6.10.1 Extra time may be provided for students with disability who usually require additional time to complete assessment tasks. Rest breaks may be provided for students with disabilities that necessitate regular breaks when completing assessment tasks. Extra time and rest breaks may also be provided for students with disability who are accessing assistive technology where the logistics of use increase time taken and/or physical effort, to access test materials or interact with the platform.

6.10.2 It is recommended that no more than five minutes of extra time per half hour 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 any 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. Granting of extra time as a disability adjustment must be recorded in the platform by adding the appropriate DAC to the student's profile for the relevant test(s).

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

6.10.4 Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there will be instances where both adjustments are necessary.

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

6.10.6 Braille users: see 6.8. Assistive technology users: see 6.7.

6.11 Summary of adjustments for students with disability

6.11.1 It is anticipated that students will have their usual access to standard non-educational facilities and furniture that form part of their everyday assessment adjustments under the *Disability Discrimination Act* and Disability Standards for Education. Standard non-educational facilities and furniture may include, for example, usual medication, food or medical equipment.

6.11.2 The following table outlines some of the types of adjustments that may be provided for NAPLAN Online. This list is not exhaustive, and granting of a listed adjustment is not automatic; each application should be assessed individually according to the relevant state/territory process and the student's needs.

Disability adjustments	Comments
Alternative items	<p>Visual alternative items: simplify or enlarge images, where identified as necessary, including text within images, for easier viewing.</p> <p>Audio alternative items: replace audio files for spelling with text passages for proofreading.</p>
Assistive technology – hardware/software (Year 3 writing)	<p>Students can use assistive technologies that are compatible with the platform and the test construct. Schools must follow TAA procedures.</p> <p>Where the use of assistive technology requires the use of an unsecured browser, TAA advice must be followed.</p> <p>Software providing text-to-speech outputs is permitted in the numeracy test only, to enable students with disability who normally use this type of adjustment to access their own responses, where appropriate. It may not be used in any other test.</p> <p>Unacceptable aspects of assistive technology use include:</p> <ul style="list-style-type: none"> ✘ word prediction ✘ spelling and grammar checking ✘ text-to-speech software for writing, conventions of language and reading tests ✘ calculator use during the non-calculator numeracy section.
Black and white print format	<p>Black and white print test books are available for students who generally access their classroom assessments in this manner. Black and white test books may be copied onto coloured paper or used with coloured overlays. Schools are responsible for copying onto coloured paper and/or providing the coloured overlays.</p> <p>Black and white print materials must be ordered in advance through the TAA.</p> <p>Schools should first consider the use of colour themes (see colour themes below).</p>
Braille format	<p>Braille test books are available for students who normally use braille in their classroom assessment.</p> <p>Braille materials must be ordered in advance through the TAA.</p>

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	See section 6.8 for more details on braille format.
Colour contrast modification	Students will have the ability to control brightness and background colours through the student's device while using an unsecured browser.
Colour themes	<p>Different colour themes are available for students who normally access their classroom assessments copied onto coloured paper or used with colour overlays.</p> <p>The available themes are:</p> <ul style="list-style-type: none"> • black text with white background (this theme can be inverted by system settings for white text with black background) • black text with blue background • black text with lilac background • black text with green background • black text with yellow background.
Extra time	Generally, it is recommended that no more than 5 minutes of extra time per half hour of test time be granted; however, in some cases additional extra time may be provided. See sections 6.7.4 for guidance on extra time for assistive technology users, 6.8.4 for guidance on extra time for braille users, and 6.10 for more information about extra time.
Large print format	<p>Various formats of large print test books are available for students with, for example, vision impairment who generally access their classroom assessment in this manner.</p> <p>Large print materials must be ordered in advance through the TAA. The formats available are:</p> <p>A4, N18 font A4, N24 font A3, N18 font A3, N24 font A3, N36 font.</p>
NAPLAN support person	A NAPLAN support person may be either a teacher or a person officially engaged by the school to assist students with disability to access the test by clicking on the answers indicated by the student or writing/typing short responses or answers dictated by the student for the reading, conventions of language and numeracy tests.
Oral/sign support	Students who are deaf or have a hearing impairment may access oral or signed communication (e.g. Auslan). The support person must be a skilled and familiar communication partner with the student. A support person is permitted to read or sign the instructions in all tests. Signing is permitted only for those sections of the tests that can be read to non-hearing impaired students (see section 8.9.11).
Rest breaks	<p>When a rest break is taken, the test timer must be paused, and resumed on completion of the 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 during a rest break.</p> <p>It is recommended that no more than 10 minutes of rest time per half an hour of test time be granted; however, in some cases additional rest break time may be provided.</p>

Scribe	<p>Scribes can be used for the writing test if all requirements in section 6.5 are met.</p> <ul style="list-style-type: none"> ✓ A scribe is permitted for the writing test where the disability is of an enduring nature. ✗ A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test. <p>All scribes must be officially and regularly engaged by the school to carry out this function and be aware of, and agree to adhere to, the NAPLAN scribe rules prior to commencing duties. Scribe rules can be found in section 6.5.9.</p> <p>A scribe may be a teacher, teacher's aide, or other appropriate person who is familiar with, and adheres to, the NAPLAN scribe rules and who is able to type under direction of a student. A parent/carer of the student must not act as their scribe. Another student must not act as a scribe.</p>
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7. PREPARING STUDENTS FOR THE TEST

7.0.1 NAPLAN tests provide point-in-time information in relation to student performance. It is important that the results accurately reflect student ability. NAPLAN tests are not intended to be pass/fail type tests.

7.0.2 NAPLAN tests are intended to complement the existing range of school-based assessments. It is important that teachers ensure that students, while taking the NAPLAN tests seriously, are not overwhelmed by the experience. Students must be familiar with test format and response types, including technology-enhanced items that are a part of NAPLAN Online and the platform, but excessive practice is not recommended. Students must also be familiar with using the device which they will be using to undertake the tests.

7.0.3 The provision of broad and comprehensive teaching and learning programs aligned to the Australian Curriculum is the best preparation that schools can provide for their students. Therefore, excessive coaching and test preparation are inappropriate.

7.1 Practice for the NAPLAN writing test

7.1.1 It is appropriate for students to gain experience in producing writing scripts on a device under timed test conditions using practice topics.

7.1.2 It is not appropriate for teachers to instruct students in the preparation of a common script for the purpose of reproducing it during the test. Where scripts from students at the same school are found to have significant commonalities such that they could be considered to be pre-prepared learned scripts, this may be considered a breach of protocol.

7.2 Practice for other NAPLAN tests

7.2.1 It is appropriate for students, particularly students participating in the NAPLAN tests for the first time, to be made familiar with the format, language, response types and time constraints of the reading, conventions of language and numeracy tests before they take the tests. Students should understand that they must complete the tests

without communicating with other students and without teacher assistance (except where adjustments for students with disability are deemed necessary).

7.3 Familiarisation with NAPLAN Online

- 7.3.1 Principals must ensure all students are familiar with the functionality of the NAPLAN Online tests and range of item types in each domain. Principals can use the online public demonstration site for this purpose or equivalent method as advised by TAA.

8. ADMINISTERING THE TESTS

8.1 Responsibilities of test administration authorities (TAAs)

- 8.1.1 TAAs are responsible for:

- ensuring that information about arrangements for the administration of tests for students who do not normally attend a regular school is clearly communicated and accessible to the community
- ensuring the supply of all test materials and handbooks to schools to facilitate the administration of the tests for all students in their jurisdictions
- all registered students who undertake the test in approved locations other than schools, including home-schools and hospitals, where they do not fall under the responsibility of a recognised school
- determining the outcome of requests for variations to the test dates
- ensuring the submission of all NAPLAN Online test attempts or the return of alternative format test materials from schools within their jurisdiction
- 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 *National protocols for test administration – NAPLAN Online* in the *Handbook for principals and NAPLAN coordinators – NAPLAN Online* and the *NAPLAN Online 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 online test window and security period. This includes appropriate incident response plans and technical assistance (such as a helpdesk) 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 (e.g. minimum technical specifications for devices and technical readiness requirements, as well as

monitoring the progress and submission of all NAPLAN Online test attempts within their school within the NAPLAN Online test window).

- 8.2.2 Principals are responsible for the administration of arrangements for students undertaking catch-up and rescheduled tests (see definitions in section 11) and the conditions under which they are taken.

8.3 Students registered for non-school-based locations

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

8.4 Test durations

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

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

8.5 Test sequence by domain

- 8.5.1 Domains should be tested in the following sequence. Note that writing has a two-day test window and reading is linked to the conventions of language tests.
- writing → reading → conventions of language → numeracy
- 8.5.2 To ensure online schools are able to complete NAPLAN tests within the nine-day testing window, testing for Year 7 and Year 9 students can commence on Day 1 with reading. Schools with Year 7 and Year 9 students are still required to complete the domains in the following order: reading, conventions of language, and then numeracy with the requirement to commence writing on Day 2.
- 8.5.3 Tests will not be available before the start of the NAPLAN Online test window. The NAPLAN Online test window starts on 12 May 2020 and finishes on 22 May 2020. The test security period finishes on 29 May 2020.

8.5.4 At the end of the test security period, NAPLAN paper-based tests are considered released (see section 4.3.12 for guidance on post-test use of materials). NAPLAN Online test materials must remain secure from the time they are delivered to the school, generated or accessible via the platform, to the end of the test security period. Test materials for online are defined in section 11.

Monday 11 May	Tuesday 12 May	Wednesday 13 May	Thursday 14 May	Friday 15 May
Preparation day – no tests permitted	Day 1 testing Writing: Year 3 (paper) Year 5 (online)	Day 2 testing Writing: Year 5 (online) Year 7 & 9 (online)	Day 3 testing Writing: Year 7 & 9 (online)	Day 4 testing
	No writing available for Year 7 & 9 students. Students can use Day 1 to start other domains, but must follow test sequence	All year levels follow test sequence	All year levels follow test sequence	All year levels follow test sequence
	<i>catch-up tests permitted</i>	<i>catch-up tests permitted</i>	<i>catch-up tests permitted</i>	<i>catch-up tests permitted</i>
Monday 18 May	Tuesday 19 May	Wednesday 20 May	Thursday 21 May	Friday 22 May
Day 5 testing All year levels follow test sequence <i>catch-up tests permitted</i>	Day 6 testing All year levels follow test sequence <i>catch-up tests permitted</i>	Day 7 testing All year levels follow test sequence <i>catch-up tests permitted</i>	Day 8 testing All year levels follow test sequence <i>catch-up tests permitted</i>	Day 9 testing All year levels follow test sequence <i>catch-up tests permitted</i>
Monday 25 May	Tuesday 26 May	Wednesday 27 May	Thursday 28 May	Friday 29 May
Test security to be maintained by all schools to 29 May 2020. This week may only be used for testing with permission from the TAA.				

8.6 Scheduling

- 8.6.1 Schools must schedule tests so that they are undertaken during the NAPLAN Online test window. Schools must schedule writing from the first day of the appropriate two-day test window and all classes must be scheduled to finish the writing test by the end of the second day of the window. Schools must follow the test sequence (see sections 8.5.1, 8.5.2). Schools may schedule test sessions in both the morning and the afternoon.
- 8.6.2 Only schools with compelling reasons may be given permission by TAAs to vary the dates outside the NAPLAN Online test window, during the test security week from 25 to 29 May 2020. The reason must be of a serious order and outside 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.
- 8.6.3 Where possible each of the tests must be completed in a single uninterrupted session. Tests may be paused and resumed in the case of rest breaks as disability adjustments or test disruptions (see definition). See section 8.11 for information on managing test disruptions.
- 8.6.4 Where there is more than one test scheduled for the same students for any day, the order in the schedule in section 8.6.1 must be adhered to, with the exception of students sitting catch-up tests (see 5.3 and definition in section 11). A minimum of 20 minutes break time for students must be provided between each test session.

8.7 Rescheduling

- 8.7.1 Rescheduled tests (see definition in section 11) must be provided when students' or classes' tests cannot be started or completed due to test disruptions. Principals do not need to seek permission to reschedule within the NAPLAN Online test window.
- 8.7.2 Reading, conventions of language and numeracy
- Rescheduling must be within the nine-day window.
 - Schools who reschedule reading, conventions of language and numeracy sessions due to technical disruptions should notify their TAA.
 - Schools who reschedule reading, conventions of language and numeracy sessions due to non-technical disruptions need not notify their TAA.
- 8.7.3 Writing
- Rescheduling of writing must be within the two-day writing window (see section 8.5).
 - Schools who reschedule sessions due to technical disruptions should notify their TAA.
 - Any rescheduling of writing outside the two-day writing window requires approval from the TAA.
 - The writing test takes priority over any rescheduled tests from Day 1.

- Year 3 students must sit the writing test on Tuesday 12 May. Year 3 catch-up sessions must be complete by Friday 15 May.

8.7.4 Where test disruptions are likely to impact the ability for schools to successfully complete NAPLAN within the NAPLAN Online test window, principals should contact the TAA immediately (see 8.11).

8.8 Preparation for test administration

8.8.1 Responsibilities of the principal

- The principal will determine, and appoint if required, relevant persons to act as NAPLAN coordinators and test administrators.
- The principal will ensure NAPLAN coordinators and test administrators are provided with the relevant *NAPLAN Online 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. This also includes ensuring that NAPLAN coordinators and test administrators have sufficient training to complete their tasks within the platform.
- The principal must ensure that technical readiness tests are run within their school and that all devices meet the minimum technical specifications for delivering NAPLAN Online, including devices under a BYOD policy.
- The principal must ensure that test-scheduling for NAPLAN Online complies with the protocols and the NAPLAN Online test window (see section 8.5).
- The principal must ensure the school community is aware of the school's planned testing schedule in advance of the test window, including opportunities for catch-up sessions. School schedules may be subject to prior approval by the TAA.
- The principal must ensure NAPLAN coordinators and test administrators are provided with a copy of the code of conduct.
- With any other readiness activities, the principal must follow advice from the TAA.

8.8.2 The principal must ensure that:

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

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

8.9 Administering the tests — appropriate behaviours

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

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

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

- viewing test materials before the test session and using this knowledge to prepare students
- accessing an unsecured browser without approval
- 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
- informing individual students or groups of students undertaking the test in a catch-up session of test content
- changing student responses during or after the test
- knowingly allowing students to engage in behaviour amounting to cheating
- signing on as a student
- deliberately allowing a student to knowingly log in to a test attempt using another student's code with the intent to deceive.

8.9.4 Student cheating is not, in itself, considered a breach of these protocols, but may reflect a breach by test administrators. In the case of students, an advantage would generally be observed in their individual result. Acts of academic misconduct by students during the tests, such as cheating, are to be dealt with through schools' existing procedures. Cheating may include intentionally:

- taking unauthorised equipment or prohibited information into the test room
- communicating with any person other than an administrator during the test introduction time, planning time or during the test. This includes communicating with any person outside of the test room via internet or texting

- accessing the internet, information stored on, or functionality of their device by disabling the locked down browser without permission
 - accessing the internet, information stored on, or functionality of their device without permission if using an unsecured browser
 - looking at another student's work.
- 8.9.5 Where a student is found to have cheated, or is reasonably suspected of having done so, the TAA must be contacted as soon as possible.
- 8.9.6 During the tests, students should be seated so they are not able to read work on other students' screens. If students take the tests in their classroom, it is expected that the test administrator will be present at all times. If students are seated with a larger group (e.g. in a hall), the student – test administrator ratio must be comparable to that of a regular classroom.
- 8.9.7 It is expected that test administrators will actively supervise students at all times, including walking around the room, to ensure that test conditions are maintained.
- 8.9.8 Test administrators are responsible for ensuring that only permitted items are taken into the test area. This involves taking reasonable steps to ensure the security of the testing environment is maintained by students not bringing in cameras and mobile internet or Bluetooth-enabled devices.
- 8.9.9 The following items are NOT permitted in the test area under any circumstances:
- mobile phones (test administrators must ensure that students are notified that mobile phones are not permitted)
 - electronic devices (other than the device for testing) that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries, scanning pens and computerised watches
 - dictionary
 - rulers
 - calculators.
- 8.9.10 Test administrators must ensure that students take only the items permitted into the test area. Principals are responsible for ensuring that these items are available to all students. The items permitted are:
- pencils or pens (as specified by the TAA)
 - pencil sharpener
 - eraser
 - one blank piece of paper in the conventions of language test, which is to be collected by the test administrator at the end of the test

- one blank piece of paper for planning in the writing test, which is to be collected by the test administrator at the end of the test
- one blank piece of paper for working in the numeracy tests, which is to be collected by the test administrator at the end of the test
- 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.

8.9.11 Reading aloud to students

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

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

8.10 Instructions by test administrators

8.10.1 Test instructions must be delivered exactly as documented in the *NAPLAN Online test administration handbook for teachers*. Instructions outside those specified in the

NAPLAN Online test administration handbook for teachers should be minimal. Typically these other instructions may be to:

- remind students of elapsed time
- maintain test conditions for all students
- remind students to check that they have completed all questions.

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

8.11 Time taken to complete tests and test disruptions

8.11.1 All students must be allocated the standard time set for each test, unless they are granted extra time in accordance with the protocols (see section 8.4).

8.11.2 Variations from the allocated time may be permitted only in cases where students have been granted extra time as a disability adjustment prior to the tests. Granting of extra time as a disability adjustment must be recorded in the platform by adding the appropriate DAC to the student's profile prior to the relevant test(s).

8.11.3 If a test session cannot be commenced or completed due to a test disruption, schools should follow rescheduling instructions (see section 8.7).

8.11.4 Schools should contact the TAA for advice as soon as possible where:

- they believe a test disruption may impact on test results
- they have had a significant or persistent test disruption
- rescheduled test sessions due to test disruptions cannot be scheduled within the online test window.

8.11.5 If a student commences any test and, due to illness or injury (migraine, nausea, etc.), is unable to finish the test during the official test session, the TAA must be contacted. If the TAA sanctions the reason for the student abandoning the test, the test attempt must be flagged as abandoned in the platform. For students using alternative test formats, 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 and will be marked.

8.11.6 If a student commences any test and is unable to finish the test due to test disruptions, and is absent for any rescheduled test opportunities, the TAA must be contacted. If the TAA sanctions the reason for the student's test being considered 'abandoned', the test attempt must be flagged as abandoned in the platform. If the TAA does not sanction the reason for the student abandoning the test, the test attempt must be submitted and will be marked.

8.11.7 Where student behaviour during the tests is disruptive to the point where it might impact on one or more students' results, the assessment environment should be appropriately managed. Students removed from the test room for disciplinary

reasons must either continue the test in a separate supervised room immediately, or be deemed to have finished the test.

8.12 Collection of test materials and post-test procedures

- 8.12.1 At the end of the test session, test administrators must collect all test materials as well as any paper provided to students, and hand them immediately to the principal or NAPLAN coordinator. No students, teachers (unless they are a test administrator) or any unauthorised person should remove any test materials from the test area.
- 8.12.2 Alternative format test materials, such as braille booklets, 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 online test window and security period.
- 8.12.3 Schools must not copy, transcribe or transmit student responses or cause responses to be recorded except as outlined by these protocols. This prohibition includes taking photos or screenshots of items and/or asking students to record their answers separately from their online test (except as may be required for their disability adjustment). Any paper used by students for working out during the tests must be kept until the end of the test security period and then destroyed. Under no circumstances are the working out papers of students to be kept or passed onto classroom teachers or parents/carers.
- 8.12.4 Where directed by the TAA, for the purpose of diagnosing technical issues, the school may take photos or screenshots of a device. Schools must follow TAA direction in taking photos or screenshots and send these via secure transmission using the method dictated by the TAA.
- 8.12.5 Under no circumstances should test administrators mark any alternative format test books or provide results to teachers, parents/carers and/or students.
- 8.12.6 Schools are responsible for destroying or de-identifying paper test booklets if they wish to keep them. Schools are permitted to keep unused, unnamed copies of the paper test booklets (excluding braille copies) for future reference for internal educational purposes. Refer to 4.3.12 for guidance on appropriate post-security period use of the test materials.

9. MARKING

9.1 Responsibilities of ACARA

- 9.1.1 A common set of quality assurance procedures and processes to ensure comparable marking standards across the country has been set at the national level.
- 9.1.2 ACARA is responsible for the quality assurance procedures for marking.
- 9.1.3 The procedures include:

- a common set of marking criteria for the writing test
- common training procedures and materials for the writing test, including common marker manuals, training materials, and training of lead markers from each TAA
- agreed common minimum procedures for quality assurance that will apply across all TAAs.

9.2 Responsibilities of test administration authorities (TAAs)

9.2.1 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 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 the following:

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

10. BREACHES OF TEST PROTOCOLS

10.0.1 Any allegation of a situation or incident that contravenes these protocols, including the code of conduct, or is suspected of breaching these protocols, is taken seriously and must be investigated and managed in line with the *Guidelines for managing test incidents in schools*, available on the NAP website (www.nap.edu.au).

10.0.2 Whether an allegation of a breach of these protocols amounts to cheating is a question of whether there was an intent on the part of the person responsible for the breach to effect or obtain an unfair advantage (on behalf of a student, a cohort of students, or a school). The question of intent, where relevant, should be determined during any subsequent investigation.

- 10.0.3 ACARA will publish an annual statement reporting NAPLAN test incidents to support the integrity of the testing process and to inform test administrators about appropriate behaviours.

10.1 Reporting of incidents

- 10.1.1 All allegations of test incidents or breaches of these protocols must be reported immediately to the relevant responsible entity and TAA.
- 10.1.2 Where an incident is reported or suspected at a school level, the school is required to document the allegation and follow the actions outlined in the *Guidelines for managing test incidents* in schools as soon as possible. Failure to do so is itself a breach of these protocols.
- 10.1.3 Where an incident is reported directly to a TAA, the principal(s) concerned and/or the appropriate school authority / school owners / school boards must be notified as soon as possible.

10.2 Investigation of incidents

- 10.2.1 When a report alleging a breach of the protocols is received by a TAA, the relevant responsible entity will require that an investigation of the allegation is undertaken.
- 10.2.2 The investigation of an incident may involve other authorities in cases where the governance of the school does not reside with the state or territory education department or authority.
- 10.2.3 Similarly, any action taken against an individual or a school as the result of an investigation confirming a breach or cheating will be undertaken by the relevant authority or agency.
- 10.2.4 A record of all alleged incidents and breaches, together with the findings and subsequent outcome of the investigation, will be recorded in an incident register and reported to ACARA as soon as possible.

10.3 Types of incidents

- 10.3.1 Situations or incidents cited in this document as examples are not inclusive of all possible situations or incidents. Any incident that occurs that compromises the security or integrity of NAPLAN testing, including behaviours listed as 'inappropriate', should be considered as a possible breach of protocol and reported accordingly for investigation.
- 10.3.2 States and territories may be liable for additional costs of printing, distribution and marking associated with test incidents.

10.4 Breaches of security for the writing test

- 10.4.1 While it is important that the security of all NAPLAN tests is maintained, the content of the writing test is particularly sensitive. Any publication of the content of the writing test poses a significant validity and fairness issue. The writing prompts must be kept secure until the end of the test security period.

10.4.2 If the writing topic is known to students in advance, and they have had opportunity to practise their writing, this exposure provides a significant advantage to students and will compromise the test data.

10.4.3 Any alleged breaches of writing test content must be immediately reported to ACARA. ACARA will have an action plan to deal with such incidents.

10.5 Consequences of substantiated incidents

10.5.1 Any substantiated breach of protocol that is deemed to have affected the validity of any test data may result in a TAA or ACARA withholding these data.

10.5.2 The responsible entity for each school, be it the TAA, education department or the school authority / school owners / school boards, is directly responsible for any disciplinary action in schools within their jurisdiction that follows from inappropriate behaviour by school staff or students in relation to security of test material and/or of test administration.

11. DEFINITIONS

Absent student	A student who did not take the test because they were not present when the test was administered, and was not able to complete the test in a catch-up session.
Alternative test format	A test provided in braille, large print or black and white as a disability adjustment.
Breach of protocol	Any breach of the <i>National protocols for test administration – NAPLAN Online</i> that may relate to test security, cheating, or any other breach.
Breach of security	Any breach of the <i>National protocols for test administration – NAPLAN Online</i> that bears upon the security of the test materials prior to and during the test security period.
Catch-up session	Catch-up sessions may be available for students who were identified by the school as absent when their class sat a NAPLAN test (see section 5.3).
Cheating	Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.
Disability adjustments	Students with disability may require adjustments to allow for participation in the tests. Disability adjustments are intended to enable students with disability to access the tests on an equivalent basis to students without disability, while upholding the integrity of the testing process. Disability adjustments permitted in the tests are detailed in section 6 of these <i>National protocols for test administration – NAPLAN Online</i> .
NAPLAN coordinator	School staff member who has been delegated by the principal to manage aspects of NAPLAN test administration. Each NAPLAN coordinator requires their own log-in details for the platform and cannot use log-in details of another NAPLAN coordinator (where schools have more than one NAPLAN coordinator).

<p>NAPLAN support person</p>	<p>A NAPLAN support person enables students with disability to access the test by clicking on the answers indicated by the student, or typing short responses or answers dictated by the student for the reading, conventions of language and numeracy tests. A NAPLAN support person is not used for the writing test. A NAPLAN support person may read aloud only those elements of the test that can be read to all students (see section 8.9.11).</p> <p>A NAPLAN support person may be either a teacher or an official support person engaged by the school (not a parent/carer of the student or another student). The role of NAPLAN support person is distinct and separate from the role of test administrator (see below definition).</p> <p>More information on the use of a NAPLAN support person can be found at section 6.6.</p>
<p>Principal's role</p>	<p>The principal is accountable for NAPLAN administration at their school.</p> <p>If the principal is on extended leave and not able to sign into the platform, the principal's delegate must contact their TAA to have the principal's account transferred to an appropriate delegate.</p> <p>The principal's delegate must not use the log-in details received for the principal to sign into the platform on behalf of the principal.</p> <p>The TAA will send the principal's delegate their own account details to perform the principal's role.</p>
<p>Released NAPLAN test materials</p>	<p>NAPLAN test materials that have been released for non-commercial educational use. For schools doing NAPLAN Online, these materials will be released to them in a secure manner after the end of the test security period.</p>
<p>Reschedule</p>	<p>Test sessions are rescheduled when a student's or a class's test session could not be started or resumed due to test disruptions (see section 8.7).</p>
<p>Responsible entity</p>	<p>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, government department, depending on school type. See <i>Guidelines for managing test incidents in schools</i> (www.nap.edu.au) for more information.</p>
<p>Sanctioned abandonment</p>	<p>Test attempts are abandoned when a student has started a test but abandons the test due to illness or injury, or for another reason if sanctioned by the TAA (see section 8.11.6). The test attempt can only be considered as sanctioned abandonment (see section 5.5) if the TAA provides approval. The student cannot sit a catch-up test.</p>
<p>Scribe</p>	<p>A person who assists a student with disability during the writing test. All other one-on-one support granted as adjustments is covered under the term 'NAPLAN support person'.</p> <p>Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice. More details on the processes a scribe must follow can be found in section 6.5.</p>
<p>Test administration authority (TAA)</p>	<p>An education department or NAPLAN test authority in each state or territory, which has a responsibility for administration of the tests in their jurisdiction. TAAs are listed in section 12.</p>

OFFICIAL

Test administrator	<p>A teacher, school staff member and/or school support staff involved in delivering (administering) the NAPLAN tests to students.</p> <p>Test administrators are not permitted to assist students by typing answers or clicking on answers for them. For information on adjustments available for students who require assistance in order to access the tests, refer to section 6 'Adjustments for students with disability'.</p>
Test attempt	A test sat by a student for one domain.
Test disruption	<p>An unexpected disturbance that interrupts a test such as a fire alarm, electricity outage, technical issue, toilet break. Technical issues are related to the use of technology and might include technical failures.</p> <p>Test disruptions may impact one or more students.</p>
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 log-in details, grid cards, student session codes, test session codes and all versions of the tests including alternative format tests.
Test security period	<p>The test security period starts as soon as secure test materials are received by, or released to, a school, and runs until Friday in the week following the official test days for NAPLAN Online (29 May 2020).</p> <p>The test security period is the period during which the NAPLAN tests remain secure.</p>
Test session	A test session created by a test administrator composed of test attempt(s). This may include students from different year levels and/or students doing tests in different domains.
Test window	<p>The test window encompasses the official days of test administration.</p> <p>For NAPLAN Online, the online test window is from 12 to 22 May 2020. For each year level, writing is limited to a two-day test window, noting that for 2020 the total test window across all year levels is three days.</p>

12. TEST ADMINISTRATION AUTHORITY CONTACT DETAILS

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

ACT

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

Web: www.qcaa.qld.edu.au

SA

NAPLAN team
Department for Education
31 Flinders Street
Adelaide SA 5000
Tel.: 1800 316 777
Web: www.education.sa.gov.au

NSW

NAPLAN Team
NSW Education Standards Authority
117 Clarence Street
Sydney NSW 2000
Tel.: 1300 119 556
Email: naplan.nsw@nesa.nsw.edu.au
Web: educationstandards.nsw.edu.au

Tas.

Director
Education Performance and Review
Department of Education
GPO Box 169
Hobart TAS 7001
Tel.: (03) 6165 5706
Web: www.education.tas.gov.au

NT

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

Vic.

Manager, Assessment Programs
Victorian Curriculum and Assessment
Authority
Assessment Programs Unit
Level 7, 2 Lonsdale Street
Melbourne VIC 3000
Tel.: 1800 648 637
Web: www.vcaa.vic.edu.au

Qld

Manager, NAPLAN
Queensland Curriculum and Assessment
Authority
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Tel.: (07) 3864 0481

WA

Manager, K–10 Testing
School Curriculum and Standards
Authority
PO Box 816
Cannington WA 6987
Tel.: (08) 9422 9422
Web: www.scsa.wa.edu.au

ACARA can be contacted for general queries about the NAPLAN program:

ACARA

Tel.: 1300 895 563
Level 13, Tower B, Centennial Plaza
280 Elizabeth Street, Sydney NSW 2000
Web: www.nap.edu.au

