Government of **Western Australia**
School Curriculum and Standards Authority

Online Literacy and Numeracy Assessment (OLNA) Dashboard User Guide 2025

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

TITLE: Online Literacy and Numeracy Assessment (OLNA) Dashboard User Guide 2025

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Notes

Introduction

The School Curriculum and Standards Authority (the Authority) is responsible for setting standards of student achievement, and for the assessment and certification of student achievement according to those standards. The work of the Authority is supported by a secretariat called the School Curriculum and Standards Division (SCS).

The Western Australian Certificate of Education (WACE) is a senior secondary certificate recognised nationally in the *Australian Qualifications Framework* (AQF) and by universities, industry and other training providers.

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for a WACE.

The OLNA Dashboard has been developed to assist with the accurate and timely collection of student data before, during and after the Online Literacy and Numeracy Assessment (OLNA).

This user guide complements the *OLNA Test-Delivery Website User Guide 2025* and the *OLNA Handbook 2025.* The *OLNA Test-Delivery Website User Guide 2025* provides OLNA coordinators, OLNA supervisors and the school's Information Technology (IT) support person/s with information about accessing and using the test-delivery website. The *OLNA Handbook 2025*, found on the Authority website on the OLNA Schools page (https://senior-secondary.scsa.wa.edu.au/assessment/olna/schools), provides information on policies, procedures and guidelines relevant for schools, teachers and other members of the education community. The handbook includes checklists for principals and OLNA coordinators, and information for OLNA supervisors, as well as advice for teachers and links to resources.

Using this guide

This guide is designed to assist schools to use the OLNA Dashboard.

The OLNA Dashboard is an online student records management system specific to the delivery of the OLNA. Its primary function is to assist with the accurate and timely collection of student data as it relates to the OLNA. This data may be collected before, during and after the OLNA.

This user guide provides schools with information on how to:

- access the OLNA Dashboard
- request student adjustments
- check student passwords
- check whether students have sat a component in the current window
- provide details of test incidents.

As the Student Information Records System (SIRS) is the primary source of data for the OLNA Dashboard, any changes to student records should be uploaded into SIRS. There may then be a delay of a day or so due to batch processing times before the OLNA Dashboard is updated. The *LAN002 – OLNA Student Login Details* report is only available through SIRS.

OLNA Helpdesk

The *OLNA Handbook 2025* and the Authority website provide extensive information on the implementation of the OLNA. For more information and clarification, contact the OLNA Helpdesk weekdays 8.00 am to 4.00 pm (AWST) on +61 (08) 9273 6726 or at olna@scsa.wa.edu.au.

Links to additional support documents and websites

- The Authority website – WACE Requirements page (https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements)
- OLNA Requirements page (https://assess.scsa.wa.edu.au/requirements)
- Practice and example tests (https://assess.scsa.wa.edu.au/engine/index.php/login/olna)

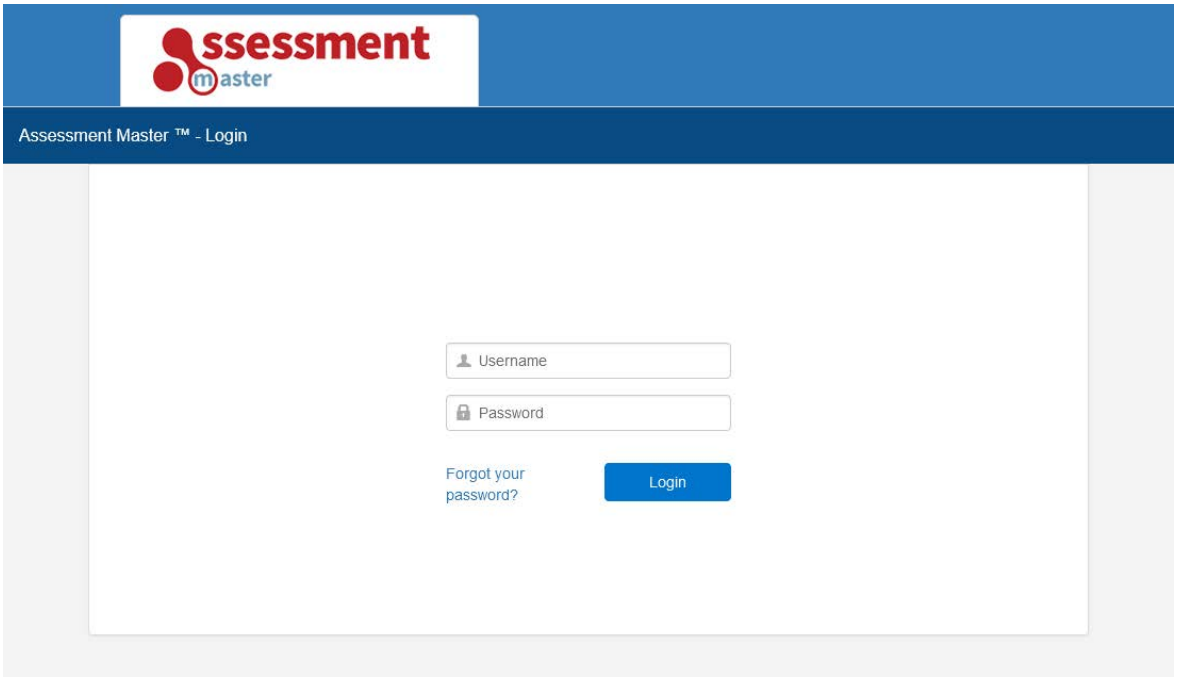
Using the OLNA Dashboard

Principals, OLNA contacts and other authorised staff members will be emailed a username that will enable them to log in to the OLNA Dashboard.

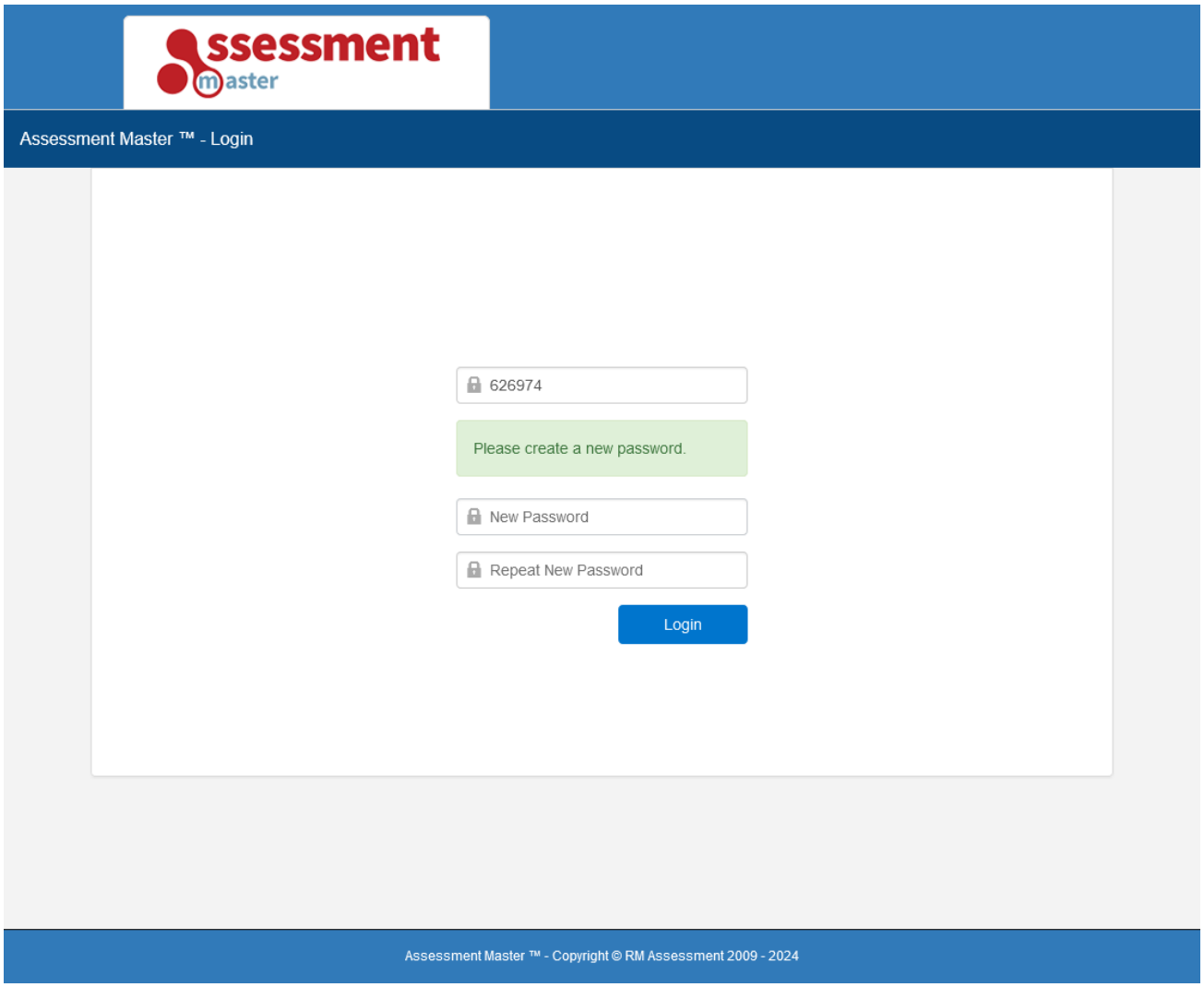
All schools are provided with three accounts to access the OLNA Dashboard – one for the Principal and one for each of the OLNA contacts. The school contacts used for each of these accounts are taken from SIRS.

Logging in

1. When you have received your username and password, you may log in to the OLNA website at https://assess.scsa.wa.edu.au/admin (see screenshot below).



2. When you log in for the first time, you will be required to change your password. You will also be required to set up multi-factor authentication (MFA). For assistance with this process, refer to the MFA set-up in the following section.



3. When you have changed your password and clicked on the **Login** button, you will be asked to accept the *OLNA Educator code of conduct*. When you have read the information, tick the **I agree to adhere to the OLNA Educator code of conduct** check box, type in your name and click on the **Save** button. You may need to scroll down the page. You will then be taken to the **Home** screen.

Assessment Master ™ - Login

School Curriculum and Standards Authority

Online Literacy and Numeracy Assessment (OLNA)

OLNA Educator Code of Conduct

The integrity of the OLNA relies upon a shared commitment to delivering fair and equitable high-quality tests. School principals, coordinators, supervisors and teachers must ensure that the OLNA is administered in accordance with the principles and values of the *OLNA Educator code of conduct*.

The OLNA Educator code of conduct provides a summary of acceptable and unacceptable behaviours of all persons involved with the OLNA. Schools must ensure the OLNA is administered fairly and equitably for all students to ensure an accurate assessment of students' capabilities at the time of the tests.

1. The OLNA must be accessible to all students so that they can demonstrate their actual skills and knowledge.

    1.1. Appropriate adjustments are to be made for students with diagnosed disability. The Authority has the right to audit school records and documentation of decisions for reasonable adjustments actioned.

    1.2. Appropriate arrangements are to be made for English as an Additional Language or Dialect (EAL/D) students who have received approval from the Authority for 10 minutes extra time to complete each OLNA test.

2. The integrity of the OLNA must be maintained at all times.

    2.1. The copying of any test materials or student responses is not permitted.

    2.2. Providing details of the questions or prompts is not permitted.

    2.3. Cheating is not permitted.

    2.4. The test conditions must neither allow a student to be advantaged nor disadvantaged.

    2.5. The test must be administered and supervised in accordance with specifications contained in the *OLNA Handbook*, the *OLNA Test-Delivery Website User Guide*, the *OLNA Supervisor's Handbook*, the *OLNA Dashboard User Guide* and the *OLNA Updates* as emailed to schools.

    2.6. All students must be actively supervised during the test sessions.

    2.7. Providing unauthorised assistance to students during test sessions is not permitted.

    2.8. Allowing students to access unauthorised materials and/or devices during test sessions is not permitted. Such unauthorised materials and/or devices include mobile phones; pen readers; Bluetooth®/wireless/web-enabled devices; photographic, scanning or audio devices; headphones; calculators; dictionaries; thesauruses; and notes. (The device a student uses to access the test is considered to be an authorised device.)

    2.9. Administrators and OLNA supervisors must ensure their actions before, during and after the test sessions do not affect students' results.

    2.10. OLNA supervisors must ensure that students do not have any applications open other than what is necessary to access the test; only one browser and one browser tab are permitted to be open at any one time. No browser extensions or plugins are permitted to be running unless provided as an adjustment for a diagnosed disability.

    2.11. All device/operating settings that autocorrect and other text-related keyboard functions must be switched off.

3. Principals and all relevant school staff must read, understand and abide by the instructions in this handbook. If unsure of any points, the principal or staff must seek clarification from the Authority.

    3.1. Failure to read or become aware of the protocols contained within this handbook is not a valid justification for breaching protocols.

    3.2. Dishonest and inappropriate practices must be discouraged.

    3.3. Allegations of breaches of the *OLNA Educator Code of Conduct* must be reported promptly for investigation by the Authority.

    3.4. It is the responsibility of the principal to make parents/guardians/carers aware of the main aspects of the OLNA.

☐ I agree to adhere to the *OLNA Educator Code of Conduct*.

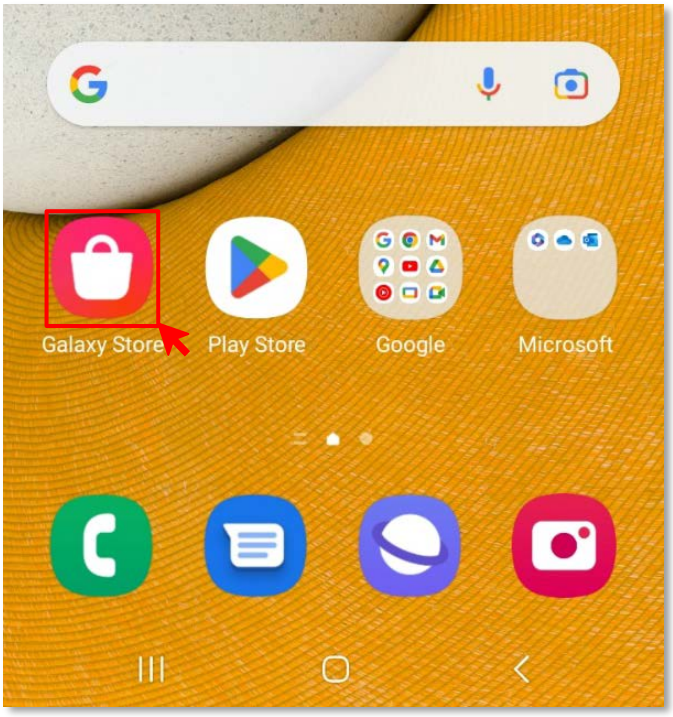
Name of educator:

Submit

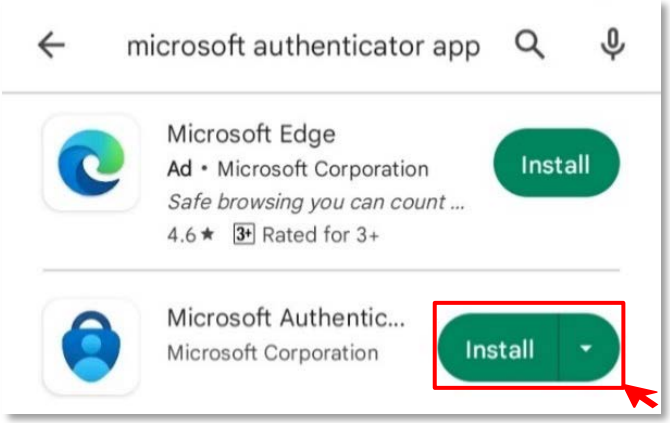
Assessment Master ™ - Copyright © RM Assessment 2009 - 2025

Setting up multi-factor authentication for an Android device

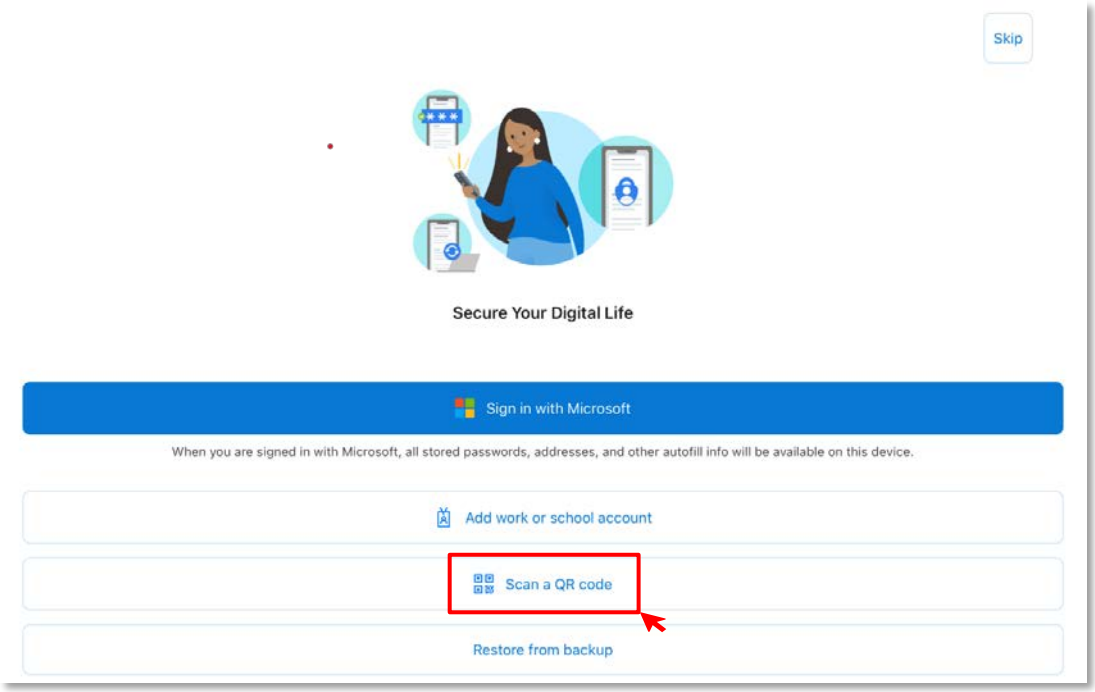
1. To install the Microsoft® Authenticator app on an Android® device, go to the **Google Play® Store** (highlighted below) and search for **Microsoft Authenticator**.



2. Once you find the app, tap on the **Install** button (highlighted below).



3. Once you have installed the Microsoft Authenticator app, tap on **Scan a QR code** (highlighted below).

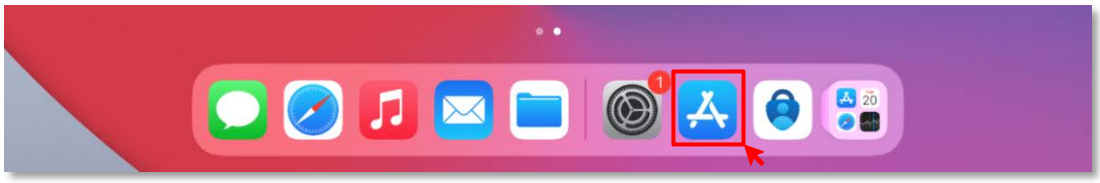


4. To scan the QR code, log in to Assessment Master. Enter your username and password, then click on the **Login** button. Scan the QR code in your browser on the Assessment Master website using the camera on your phone. A sample QR code is shown in the image below.

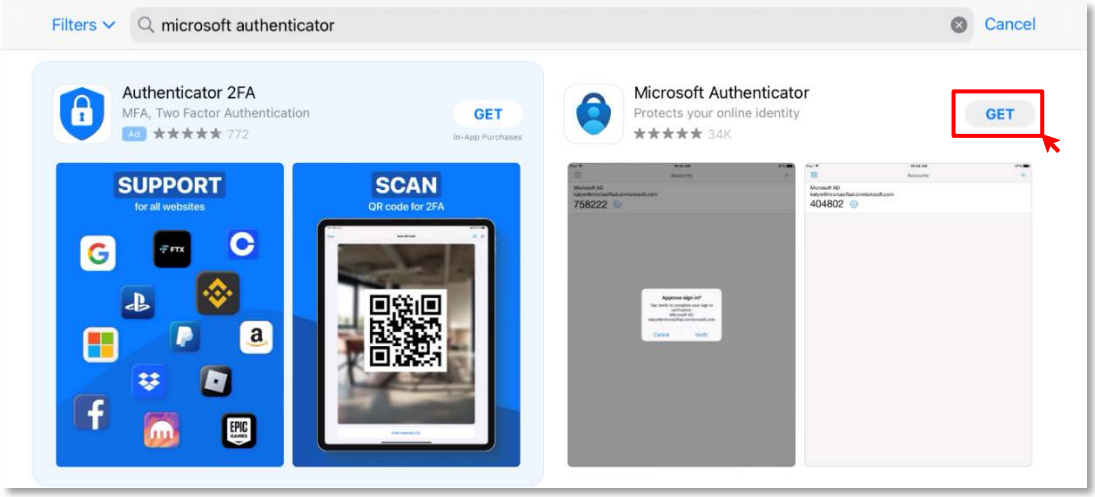
5. The Microsoft Authenticator app is now linked to Assessment Master. Use the six-digit code in the Microsoft Authenticator app to log in to Assessment Master (see example in the screenshot below).

Setting up multi-factor authentication for an iOS device

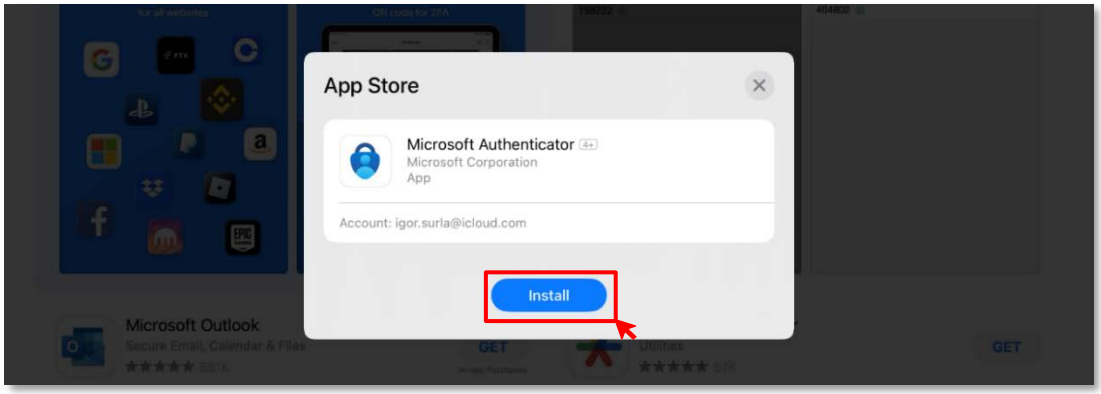
1. To install the Microsoft Authenticator app on an iOS® device, go to the **App Store** (highlighted below) and search for **Microsoft Authenticator**.



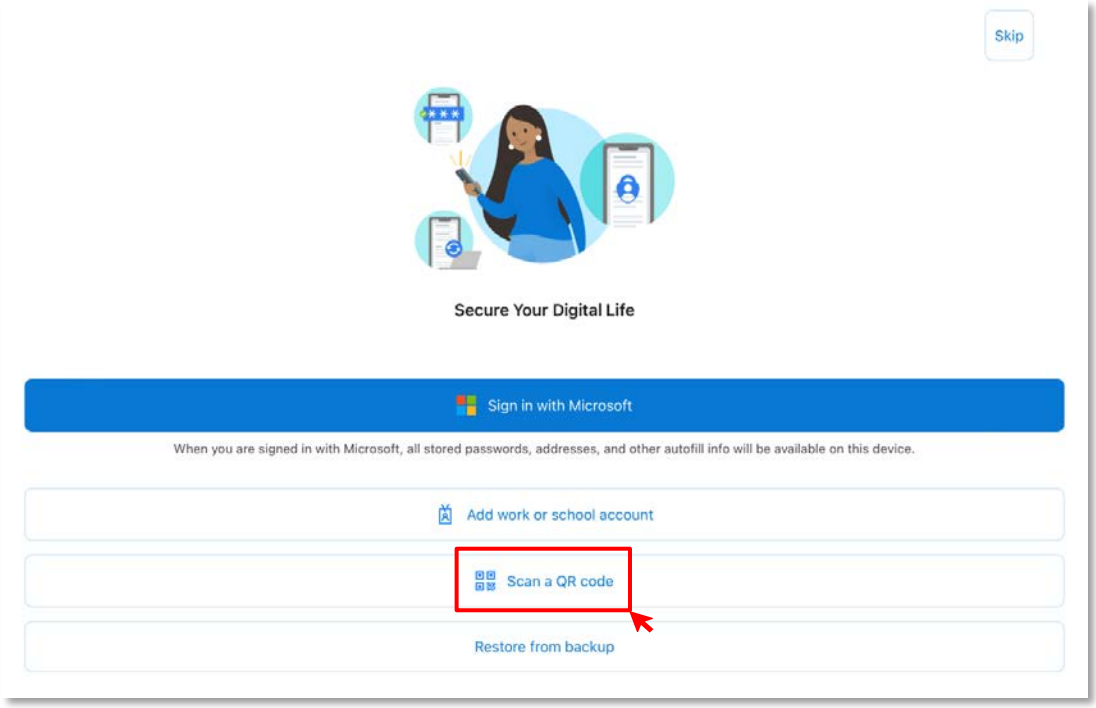
2. Once you find the app, tap on the **GET** button.



3. When the pop-up window appears, tap on the **Install** button.



4. Once you have installed the Microsoft Authenticator app, tap on **Scan a QR code** (highlighted below).



5. To scan the QR code, log in to Assessment Master. Enter your username and password, then click on the **Login** button. Scan the QR code in your browser on the Assessment Master website using the camera on your phone. A sample QR code is shown in the image below.

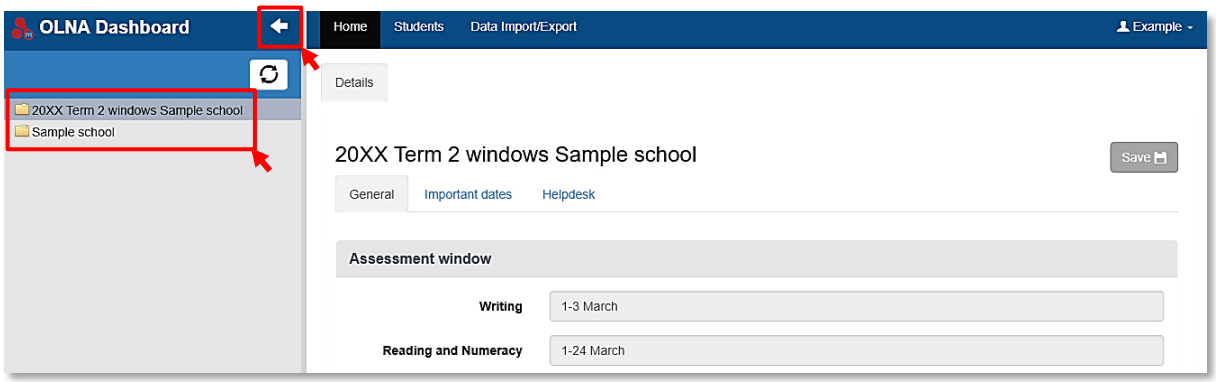
6. The Microsoft Authenticator app is now linked to Assessment Master. Use the six-digit code in the Microsoft Authenticator app to log in to Assessment Master (see example in the screenshot below).

Navigating

Folders panel

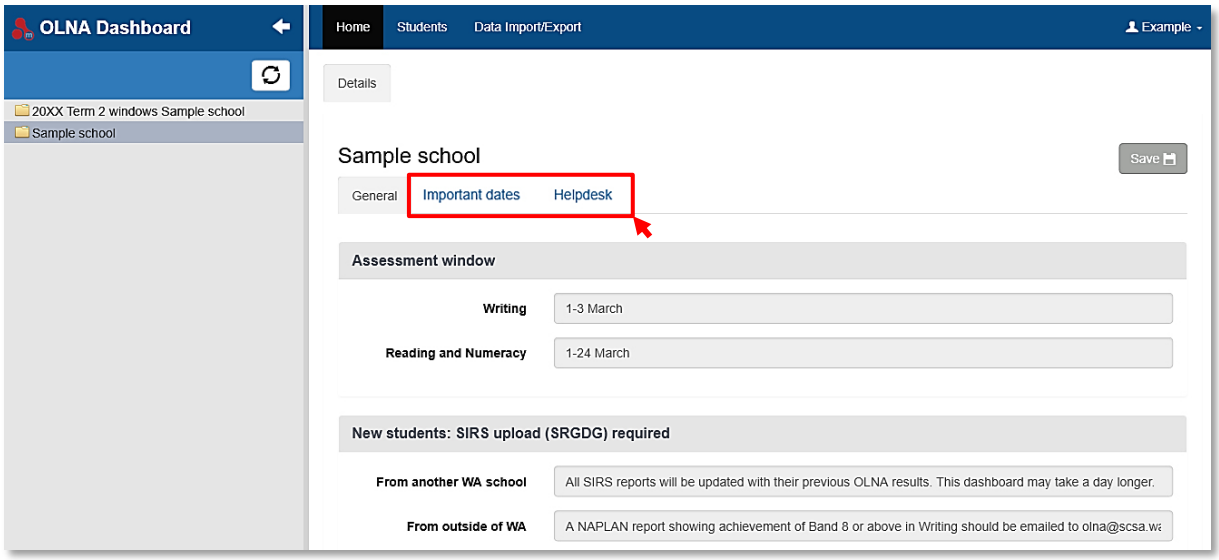
When available, the folders panel section of the screen (left hand panel) shows more than the current testing windows (highlighted below). Clicking on the folder icon or name will allow you to move between the windows. If a previous or future window is shown, then it will have a window identifier prefaced to it. The oldest window will always be the default window. The arrow (highlighted below) to the right of the OLNA Dashboard text allows you to minimise the folders panel.

Note: this panel is not shown if there is not another window available.



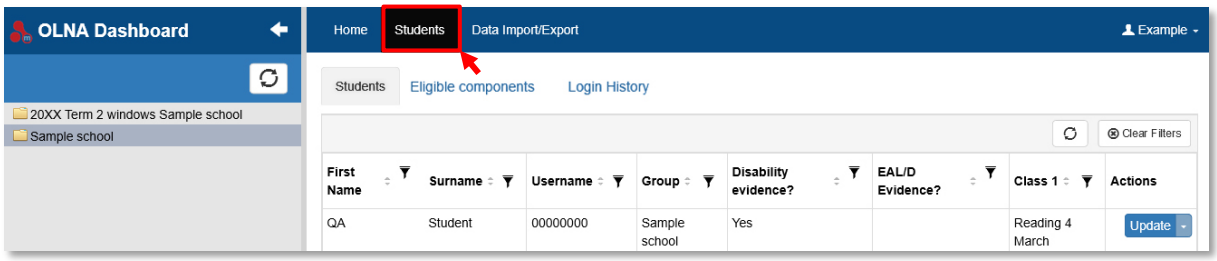
Home screen

The **Home** screen shows basic information about the school for the selected window. Clicking on the **Important dates** or **Helpdesk** tabs (highlighted below) will reveal further information.



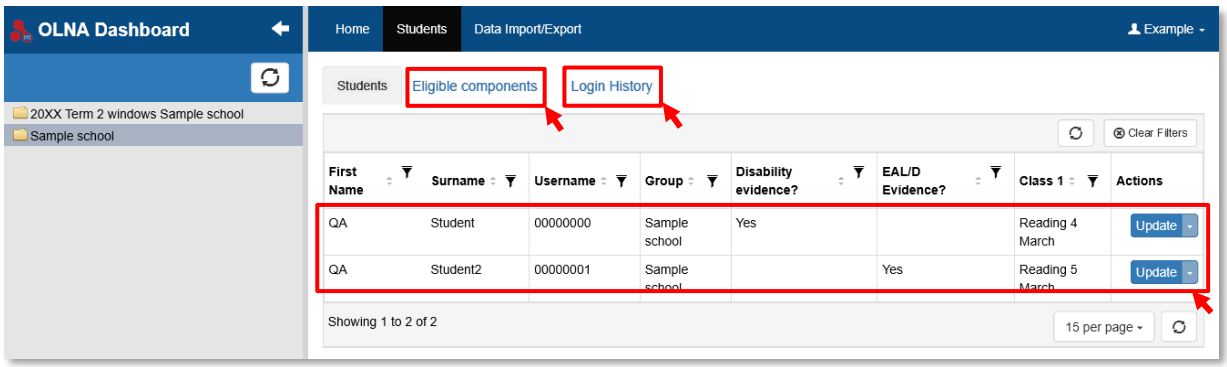
Students screen

Clicking on the **Students** screen (highlighted below) will allow you to see the students at your school for the selected window.



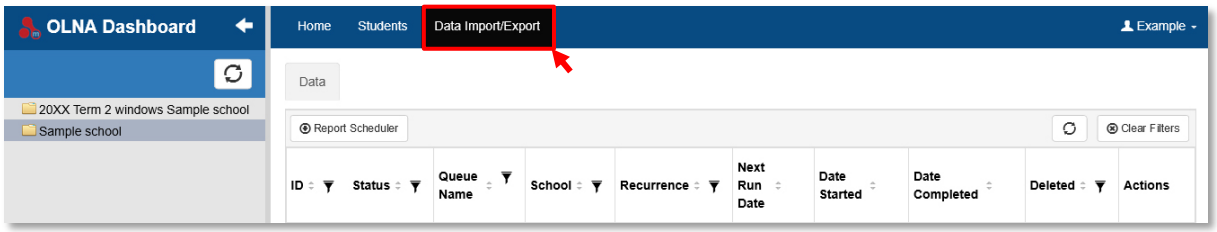
The **Students** screen allows you to view:

- students who are/were eligible to sit in the currently selected window (highlighted below)
- the **Eligible components** each student needs/needed to sit (highlighted below)
- the **Login History** for each student at your school (highlighted below).



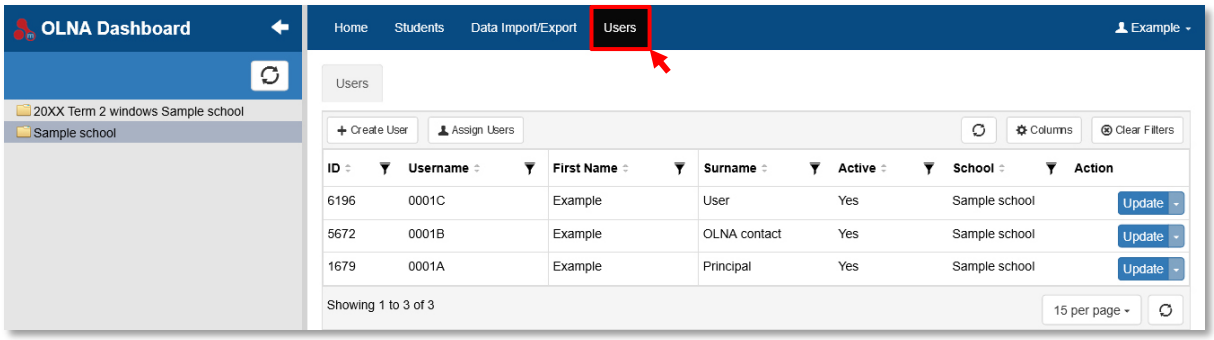
Data Import/Export screen

Clicking on the **Data Import/Export** screen (highlighted below) will allow you to import and export students' adjustment requests. You can use this screen to download students' adjustment requests from the previous window and upload students' adjustment requests into the current window (if applicable).



Users screen

Clicking on the **Users** screen (highlighted below) will allow you to view users from your school for the selected window. This screen is only available from the Principal's account.



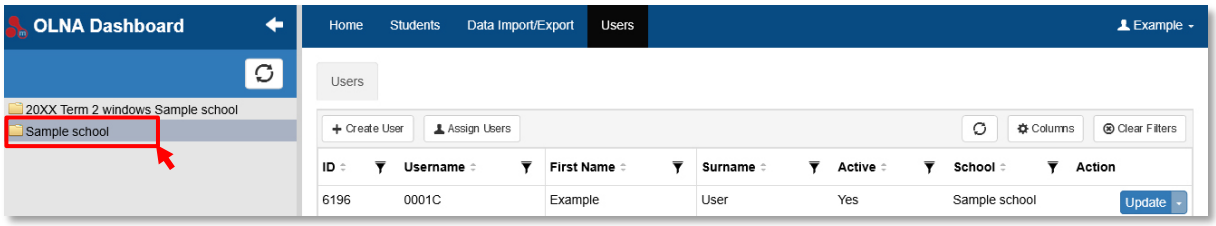
Before the testing window

The OLNA Dashboard should be used by schools to request adjustments for students. To help with this process, and other uses of the OLNA Dashboard, schools may create additional users. Schools may also view students' passwords for each component in the week before testing.

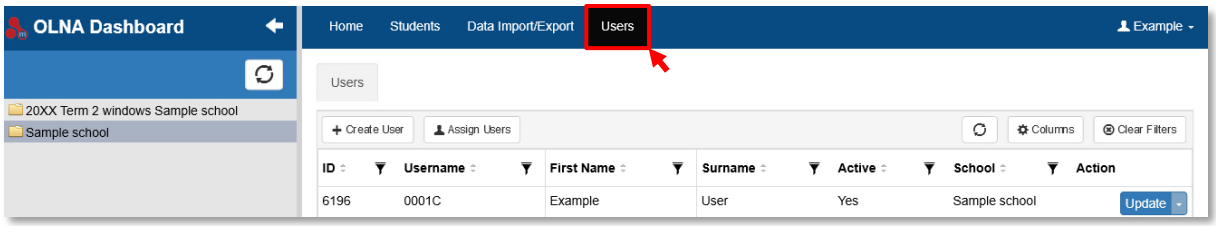
Note: schools should still download the SIRS report *LAN002 – OLNA Student Login Details* to print individual student login details.

Viewing existing users

1. Click on the current testing window's folder (your school's name without testing window information) in the folders panel (highlighted below).



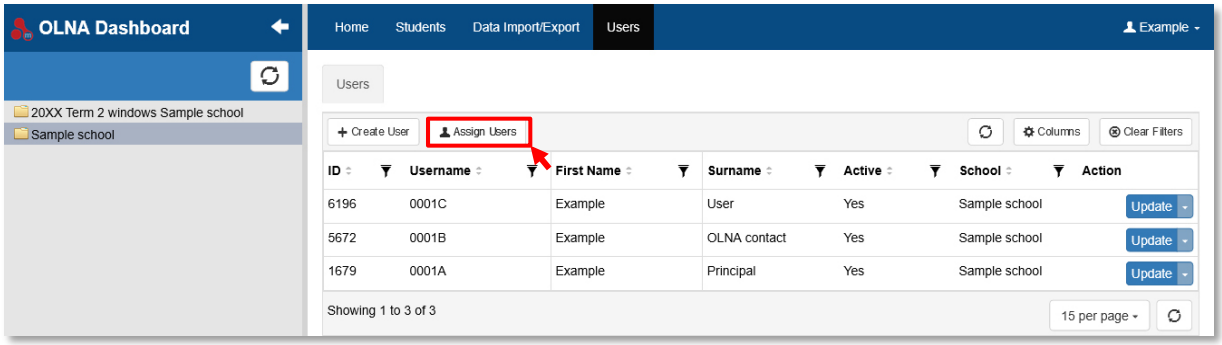
2. Click on the **Users** screen (highlighted below). A list of all users for your school will be displayed.



Assigning existing users

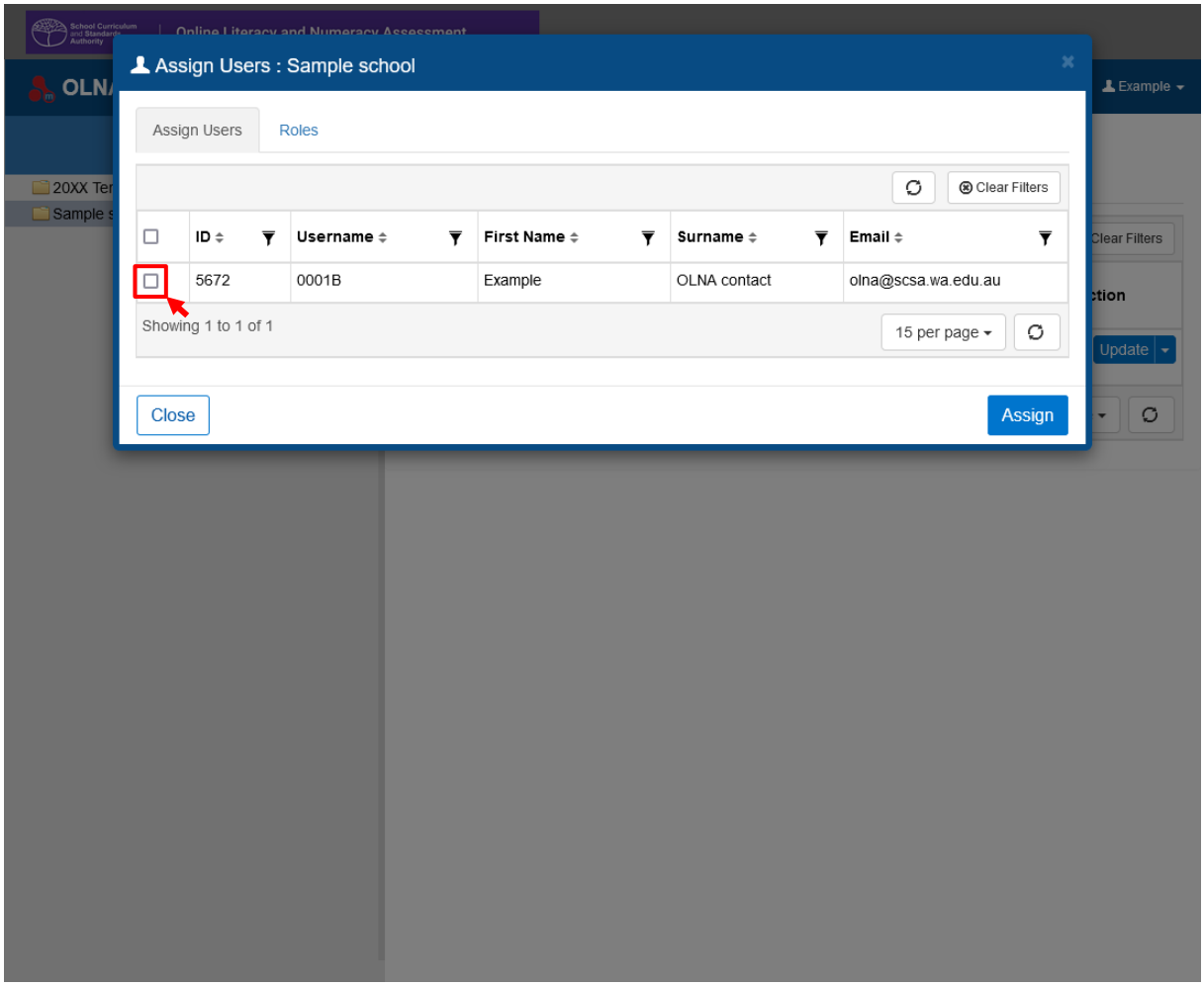
If you have created a user previously, you will be able to add them to this window's group.

1. Click on the **Assign Users** button (highlighted below).



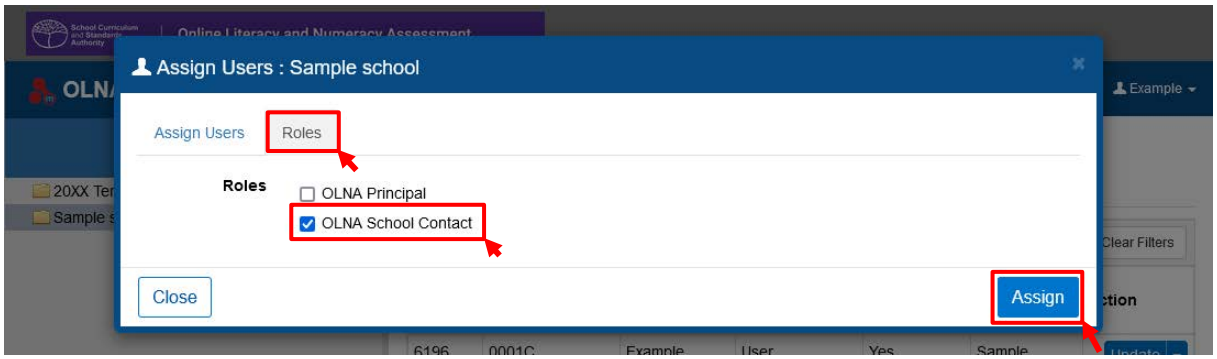
The **Assign Users** pop-up window appears. Tick the check box (highlighted below) next to the user (or users) you wish to add to the current window.

Note: if a user is not currently at your school, but they appear in the list with a username you wish to use in this window, you may assign the old user to the current window and then update the name, email and password to match the new user.



2. Click on the **Roles** tab (highlighted below). Tick the check box next to **OLNA contact** (highlighted below).

3. Click on the **Assign** button (highlighted below).

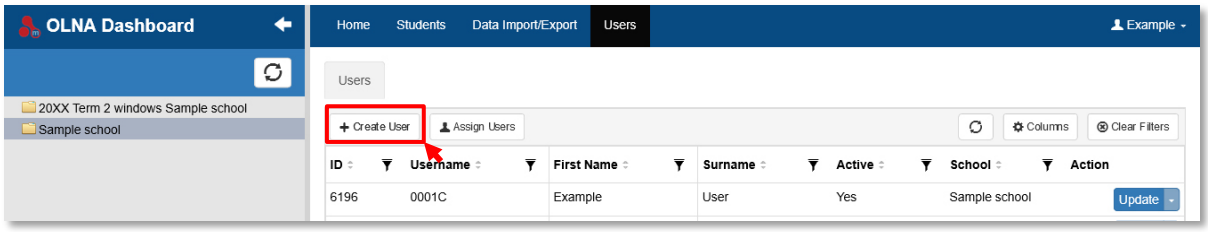


Creating additional users

To assist in the efficient implementation of the OLNA, the Principal may provide access to the OLNA Dashboard to other staff at their school.

Note: only the Principal's account can create additional users.

1. Click on the **Create User** button (highlighted below).

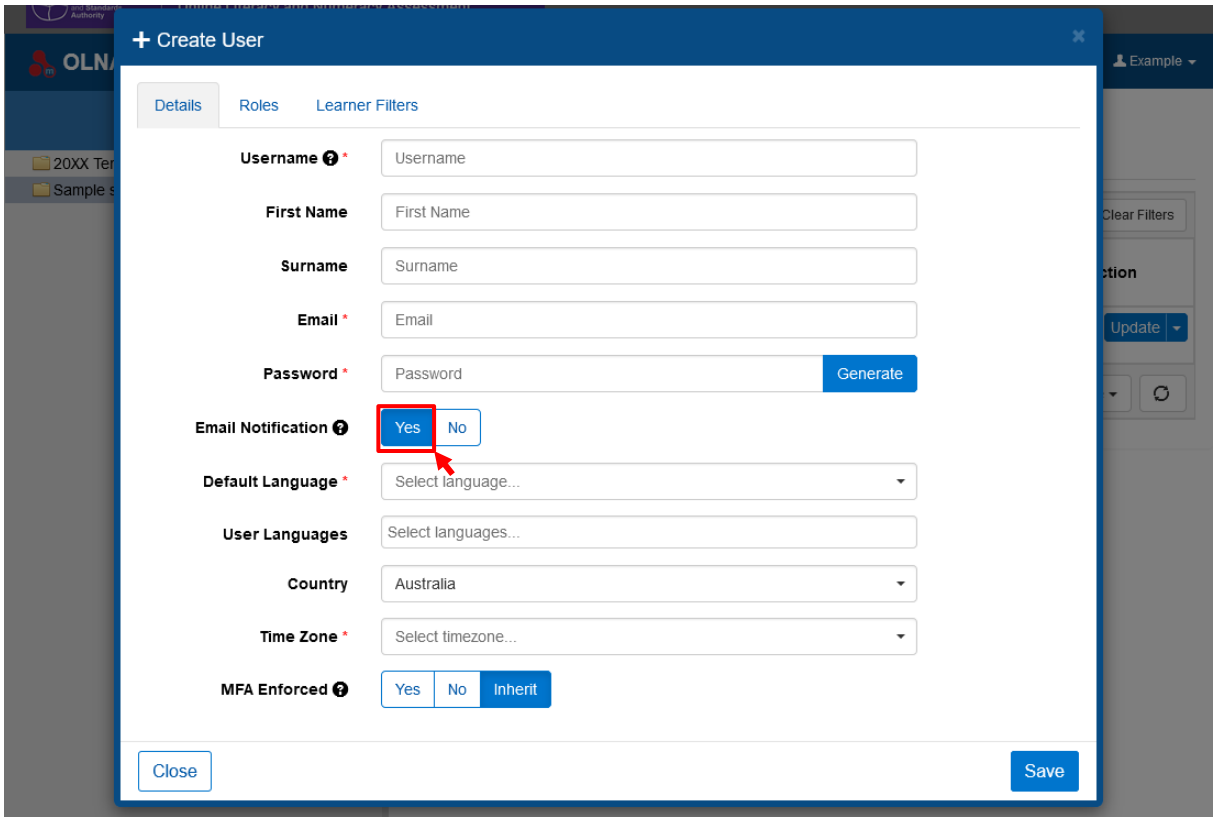


2. The **Create User** pop-up window appears. Complete all fields for the new user, setting the **Default Language** to **English (OLNA)**.

The Authority recommends that usernames follow the naming convention of the school code followed by a letter, e.g. 0000D. The letters A, B and C should not be used, as these are used for the Principal and OLNA contacts (as listed in SIRS on the Provider Details/Provider Members tab).

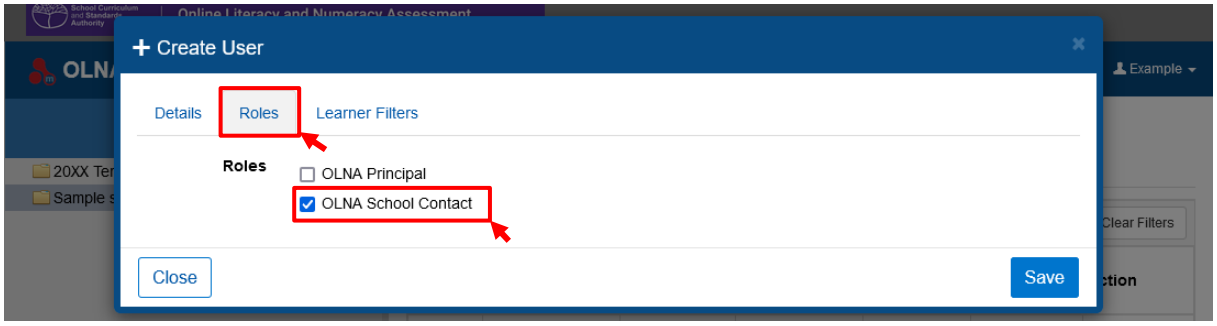
3. Click on **Yes** for **Email Notification** (highlighted below). This will allow the new user to receive an email with their username and a temporary password.

Note: the new user will need to change their password and set up MFA when they log in for the first time.

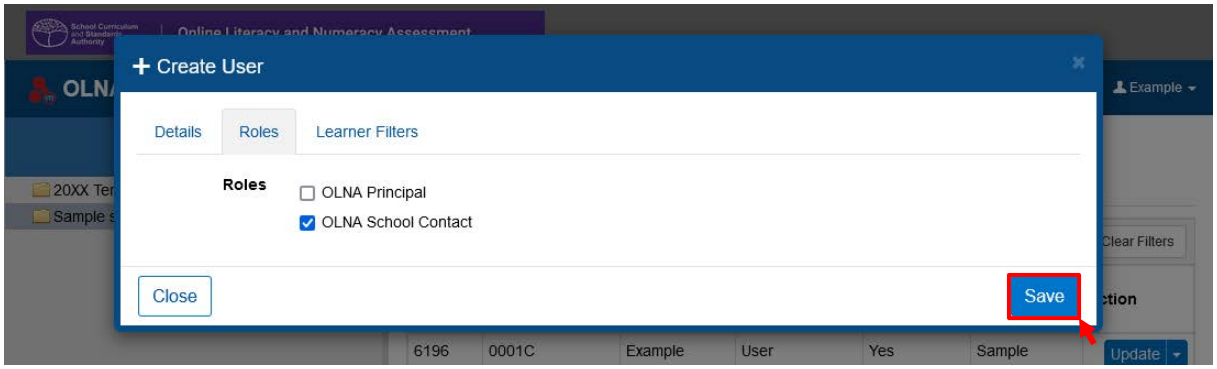


4. Click on the **Roles** tab (highlighted below). Tick the check box next to **OLNA contact** (highlighted below).

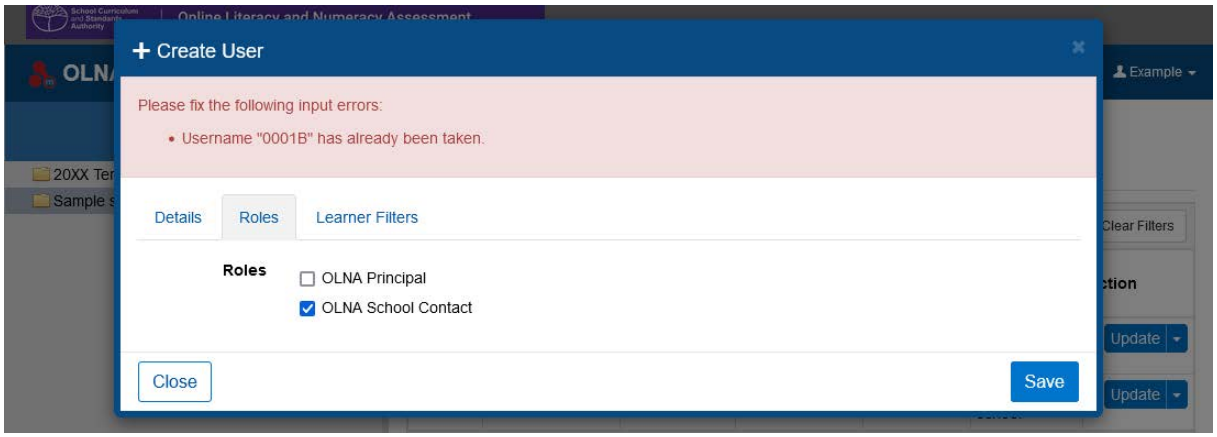
Note: you do not need to access the **Learner Filters** tab.



5. Click on the **Save** button (highlighted below).



Note: if you created a user in a previous testing window, you will not be able to use the same username. If this occurs, you will receive the message below. In this case, you will need to assign the old user (see pages 13 and 14) to the current window and then change the name, email and password for this user.



Requesting adjustments (disability or EAL/D)

Before requesting adjustments for students with disability or EAL/D students, schools should review the following documents available on the Authority website.

- The *OLNA Handbook 2025*, found on the **OLNA Schools page (https://senior-secondary.scsa.wa.edu.au/assessment/olna/schools)**.
- The *Equitable Access to Assessment Policy and Guidelines* document for disability adjustment for timed assessments, found on the **Disability Adjustment Guidelines page (https://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines)**.
- The *EAL/D – Eligibility guide and allocation of extra time for the OLNA* found under the 'Eligibility' tab on the **English as an Additional Language or Dialect page (https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect)**.

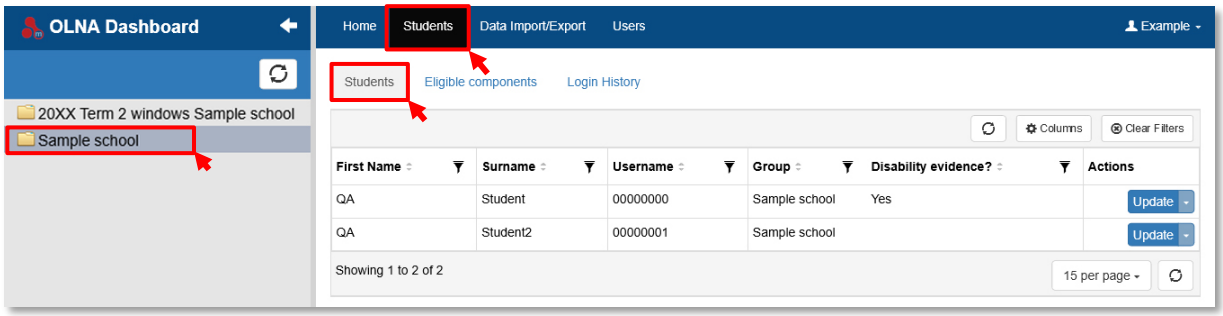
Schools may enter individual adjustment requests directly into the OLNA Dashboard or carry out a bulk upload of student adjustment requests (see Appendix 1).

Schools will not be able to enter or upload student adjustment requests until the student has been enrolled in the school for the current year.

Note: it is recommended that when adding an adjustment request for a student for the first time, it is manually entered into the OLNA Dashboard to ensure that all data is accurate.

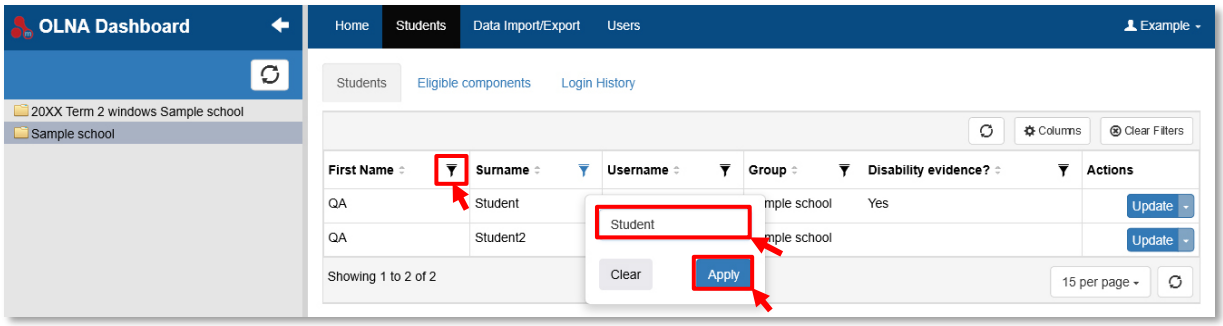
Entering adjustments directly into the OLNA Dashboard

1. Click on the current or future testing window's folder from the folders panel (highlighted below), then click on the **Students** screen (highlighted below) and then on the **Students** tab (highlighted below).

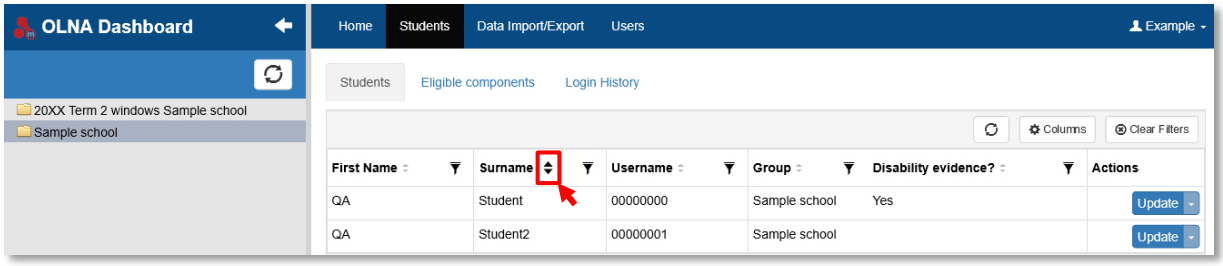


2. To find the record of the student requiring an adjustment, use either the **Filter** fields or the **Sort** arrows.

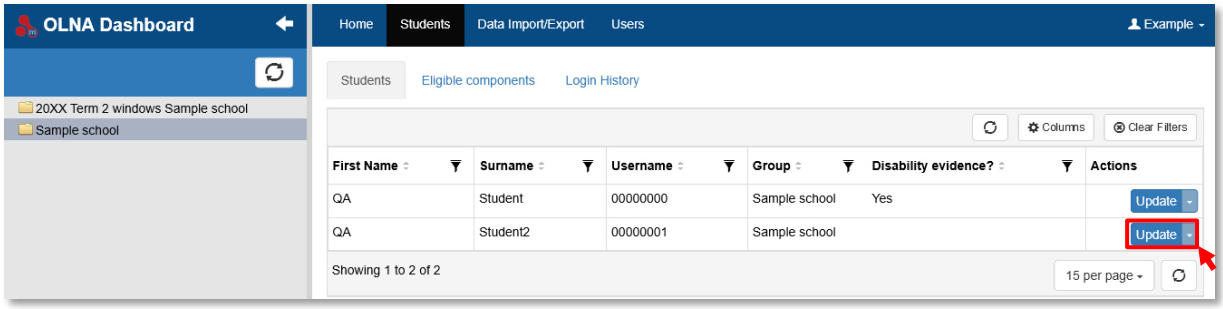
Filter: click on the **Filter** icon ▼ (highlighted below) next to the **First Name** or **Surname** column headings and type the student's name into the **Filter** field/s (highlighted below). Then click on the **Apply** button (highlighted below).



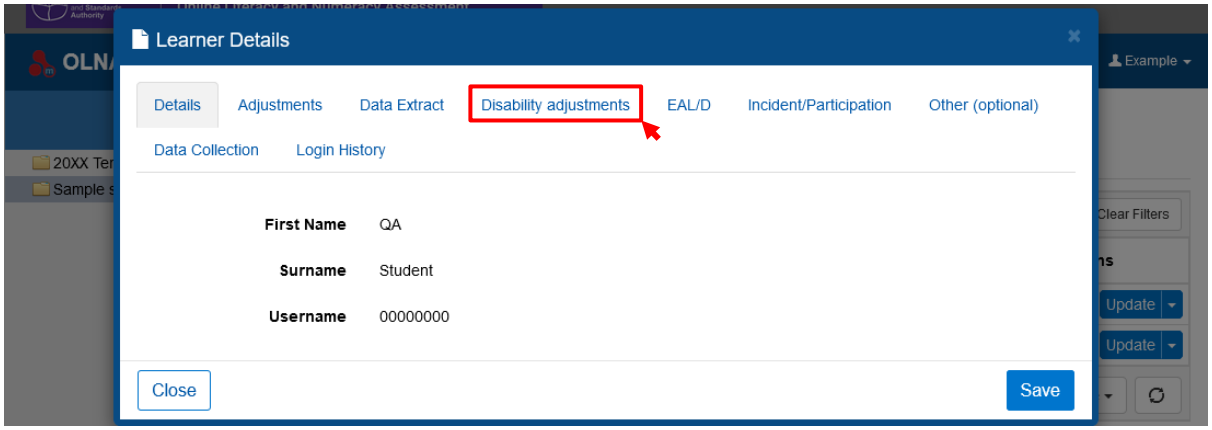
Sort: click on the arrows ⬍(highlighted below) to see names listed in alphabetical or reverse alphabetical order.



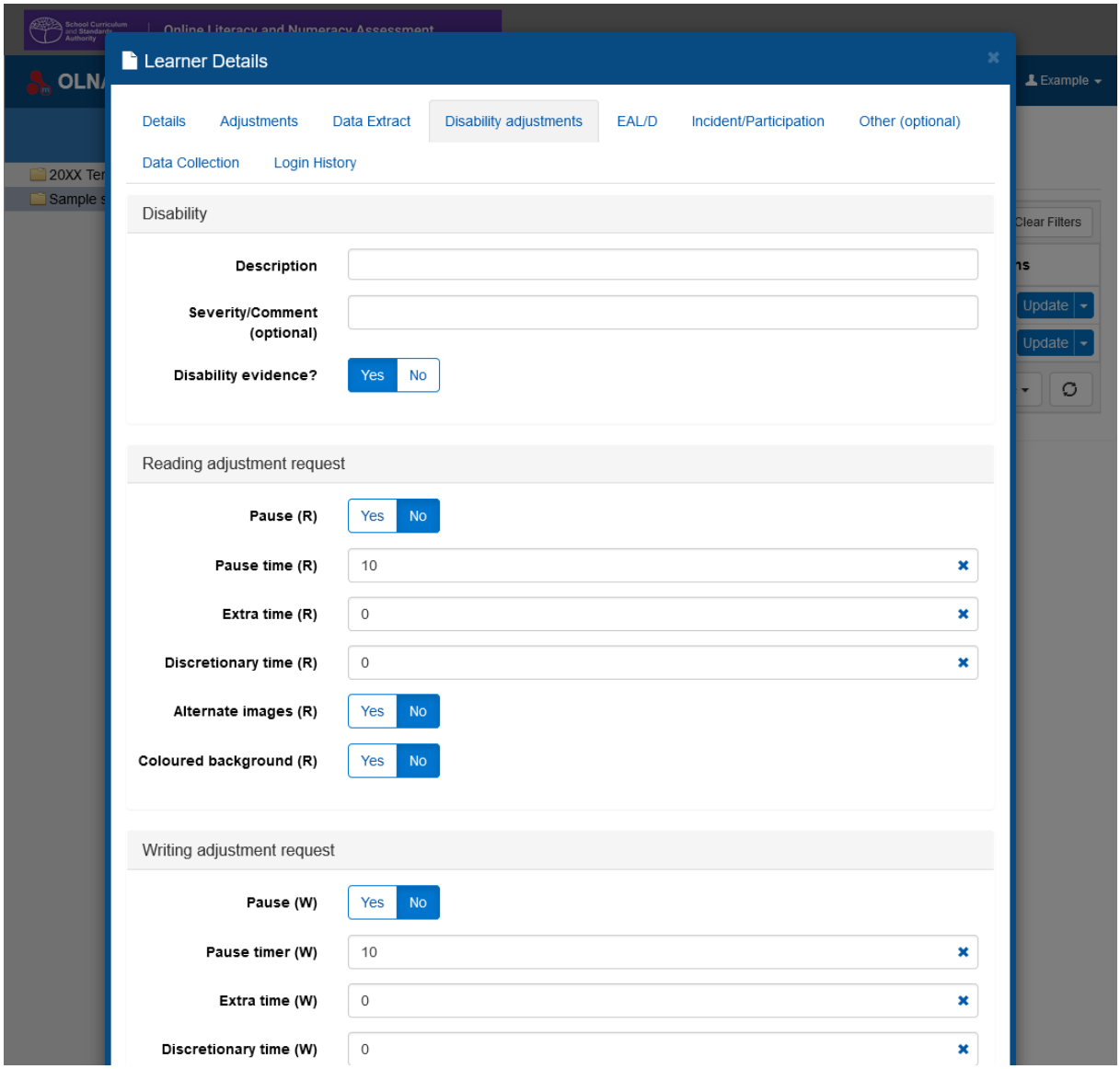
6. To request an adjustment for a student, click on the **Update** button next to the student's details (highlighted below).



7. The **Learner Details** pop-up window appears. To request a disability adjustment, click on the **Disability adjustments** tab (highlighted below).

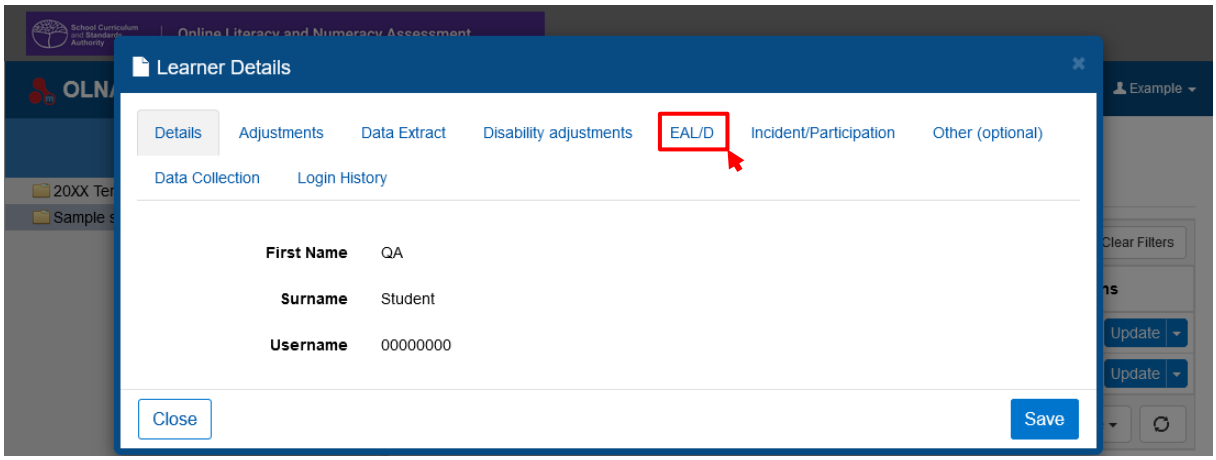


8. Complete the form, entering details of the disability adjustment being requested. (You may need to scroll.) Select the name or names of the student's disability in the **Description** field. The **Severity/Comment** field is optional; however, a comment on the severity of the condition and/or any unlisted disabilities is recommended. This will enable the Authority to make appropriate decisions when it conducts its audit of disability adjustment requests.

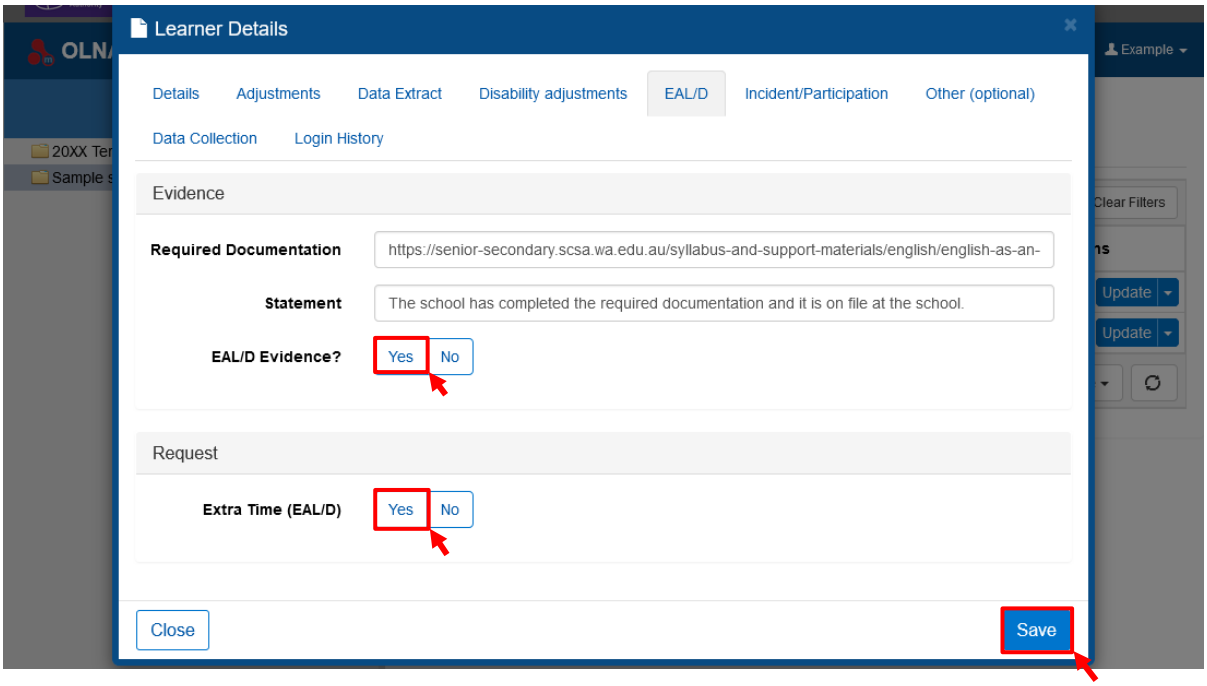


9. Once you have completed the form, click on the **Save** button (highlighted below).

10. To request an EAL/D adjustment, click on the **EAL/D** tab (highlighted below).



11. You must have completed and filed the required documentation as evidence that the student is an eligible EAL/D student. If this evidence has been filed, click on the **Yes** button (highlighted below). Then, to request extra time, click on the **Yes** button (highlighted below) and then click on the **Save** button (highlighted below).



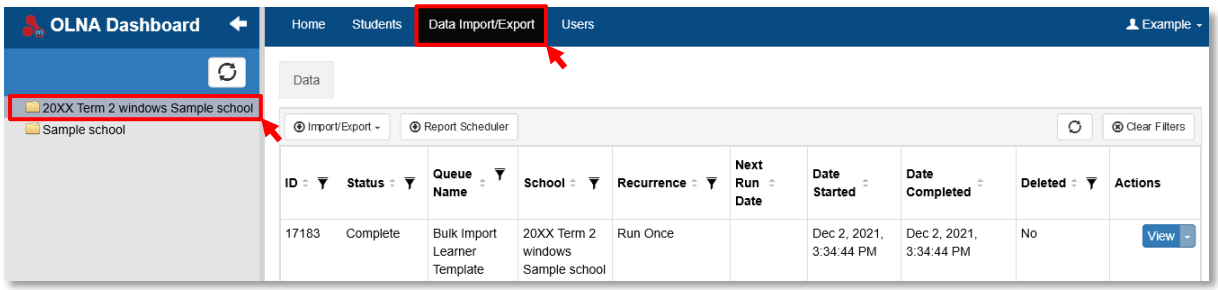
Bulk upload of student adjustment requests process

The bulk adjustments request process requires a .CSV (comma-separated values) file to be uploaded. The bulk request facility is provided for convenience; however, schools are responsible for ensuring that all .CSV files are correctly formatted, valid codes are used (as described in Appendix 1) and the adjustment requests have been uploaded accurately. While the OLNA Helpdesk will provide generic advice on the .CSV file, it will not produce .CSV files for schools.

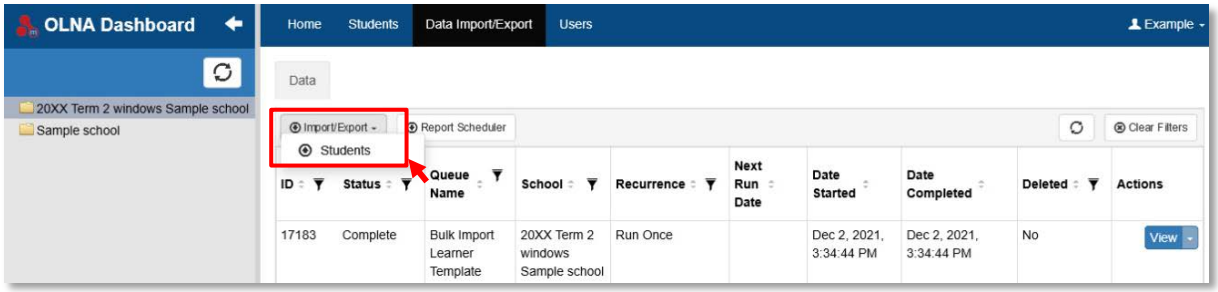
Downloading the previous window's adjustments

Using the previous testing window's .CSV file will provide a template that includes students' names, the adjustment provided and details of their disability or EAL/D status. The process below assumes you will be using the previous window's template.

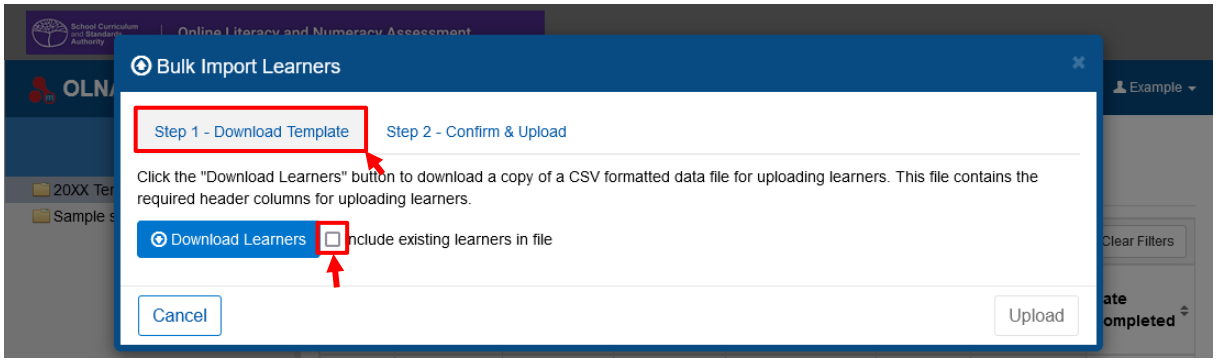
1. Click on the **Data Import/Export** screen (highlighted below) and, in the folders panel, click on the folder with the name that is made up of both the previous window's name and your school's name (highlighted below).



2. Click on the **Import/Export** drop-down menu (highlighted below) and then click on **Students** (highlighted below).

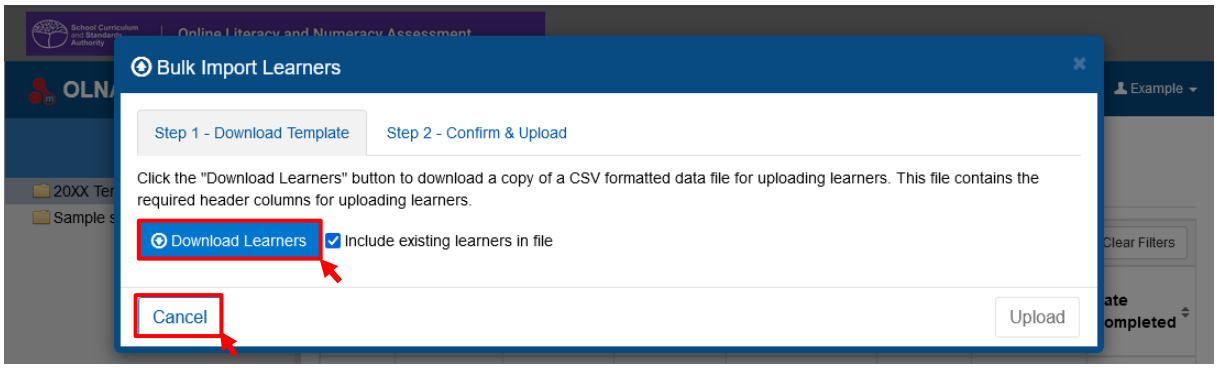


3. When the **Bulk Import Learners** pop-up window appears, on the **Step 1 – Download Template** tab (highlighted below), ensure that the check box next to **Include existing learners in file** is ticked (highlighted below).

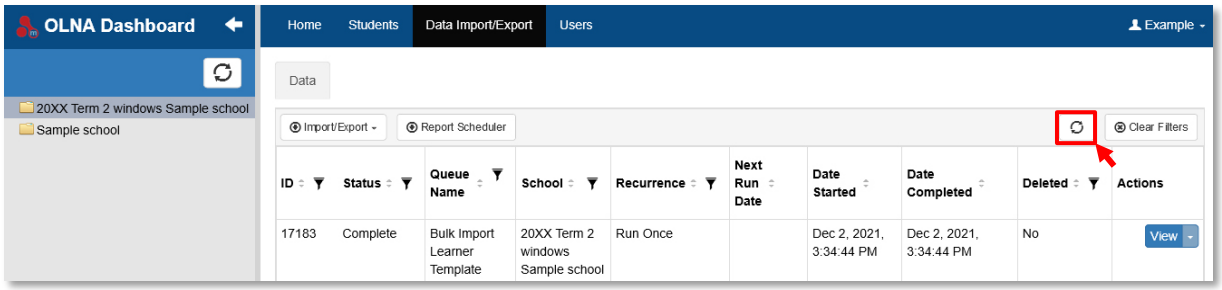


4. Click on the **Download Learners** button (highlighted below) to generate the .CSV file.

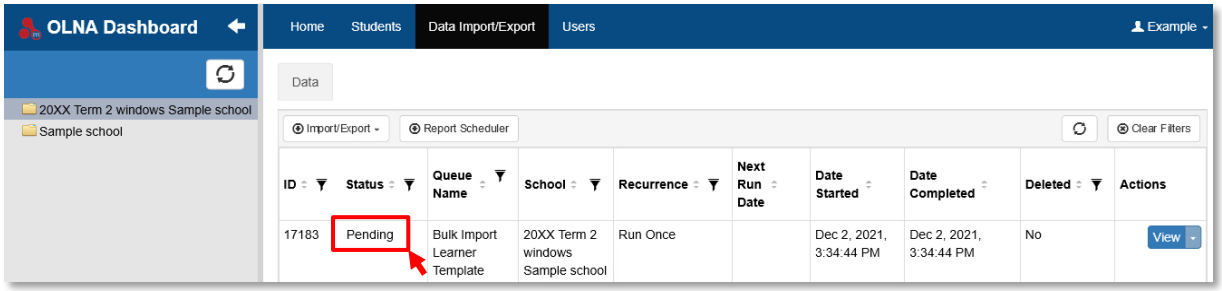
- If you have **not** ticked the **Include existing learners in file** check box, you will be prompted to download a file without student adjustments from the pop-up window below.
- If you have ticked the **Include existing learners in file** check box, you will need to click on the **Cancel** button (highlighted below) to see the list of files available for download.



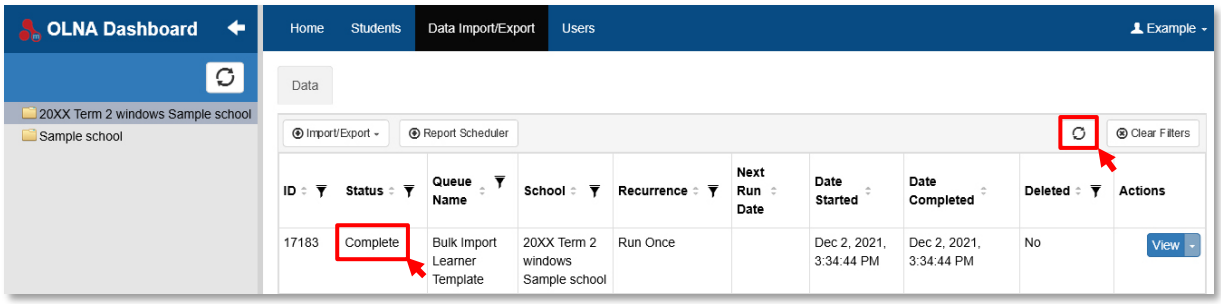
5. Click on the **Refresh** button (highlighted below) to view the list of files that are available for download.



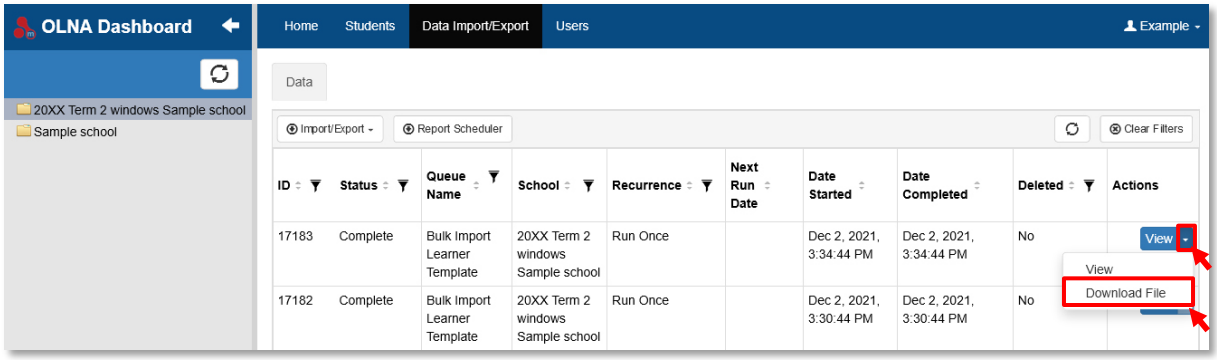
6. Initially, the **Data Import/Export** screen will update showing the status of the file as **pending** (highlighted below).



7. You may need to wait a few minutes before the system generates the file. Click on the **Refresh** button (highlighted below) to update the screen. When the file is ready, the status will change to **Complete** (highlighted below).



8. Click on the arrow next to the **View** button (highlighted below) to see a list of other actions and select **Download File** from the drop-down menu (highlighted below). Once the file has been downloaded, save the .CSV file to an appropriate place on your device.

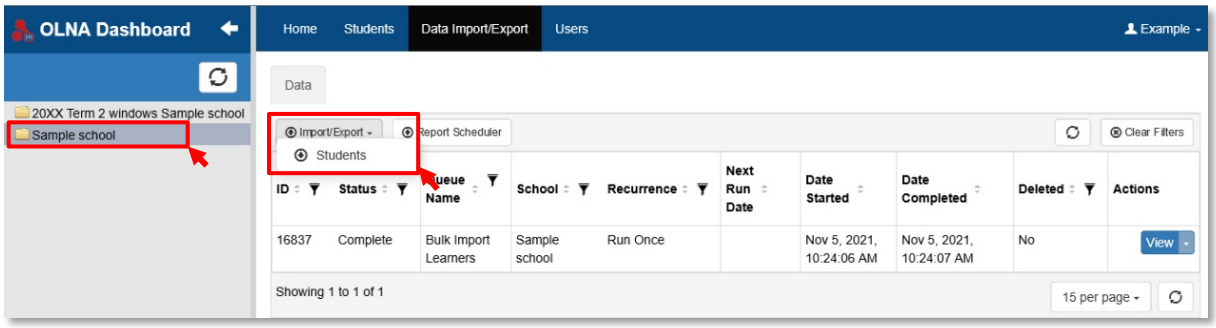


9. Open the .CSV file in a program like Microsoft Excel®. You can use the functions of this program to edit the file (see Appendix 1 for details on editing a .CSV file and the valid codes for each field) to:

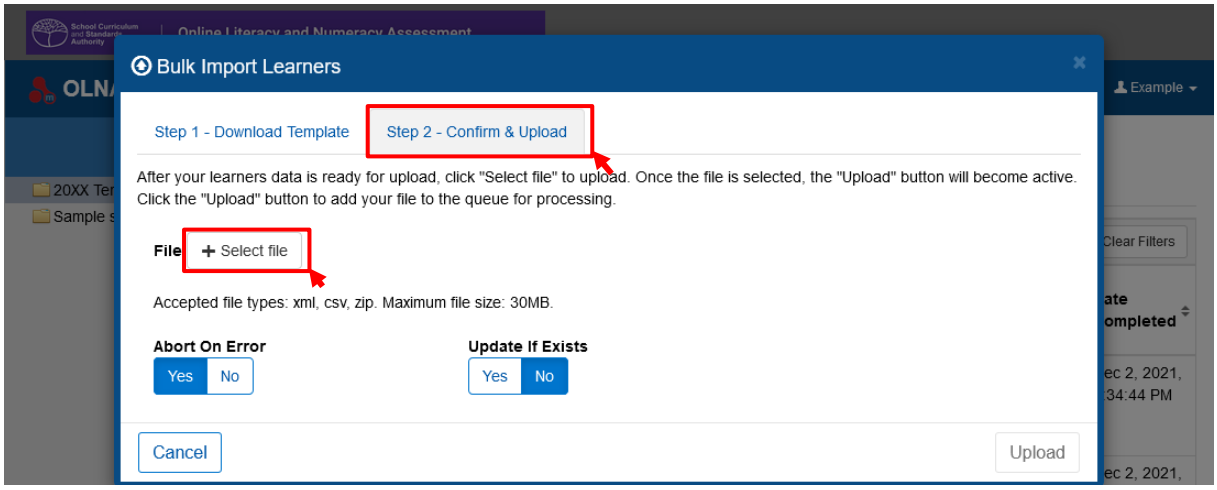
- remove students who do not require adjustment or are no longer at your school
- update adjustment requests for existing students
- add students who require adjustments.

Uploading the current window's adjustment requests

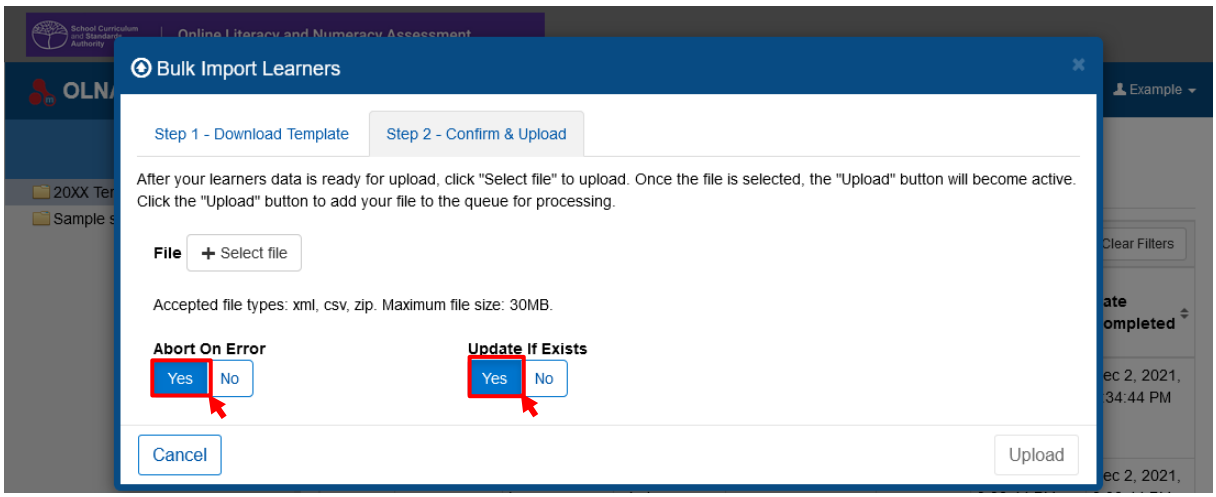
1. Click on the current window's folder in the folders panel (highlighted below), then click on the **Import/Export** drop-down menu (highlighted below) and then on **Students** (highlighted below).



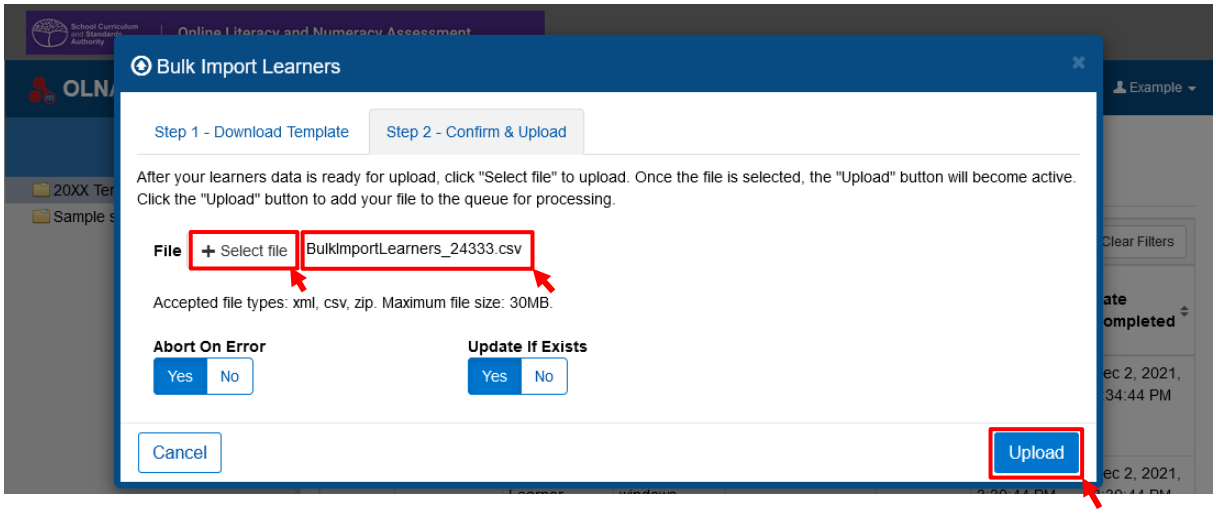
2. The **Bulk Import Learners** pop-up window appears. Click on the **Step 2 – Confirm & Upload** tab (highlighted below) and then click on the **Select file** button (highlighted below). A pop-up window will allow you to identify the file for upload. The file **must** be saved as a .CSV file.



3. To ensure the OLNA Dashboard only loads data if the whole file is correct, check the **Yes** button is selected for **Abort on Error** (highlighted below). To ensure records are updated, check the **Yes** button is selected for **Update If Exists** (highlighted below).



4. Click on the **Select file** button (highlighted below); find the file on your device to upload. If the OLNA Dashboard accepts the file, the file name will be displayed (highlighted below) and the **Upload** button will become blue (highlighted below). Click on the **Upload** button.



5. To check the outcome of the file upload, click on one of the **Refresh** buttons (highlighted below). The **Status** column (highlighted below) will update with the status of the upload.

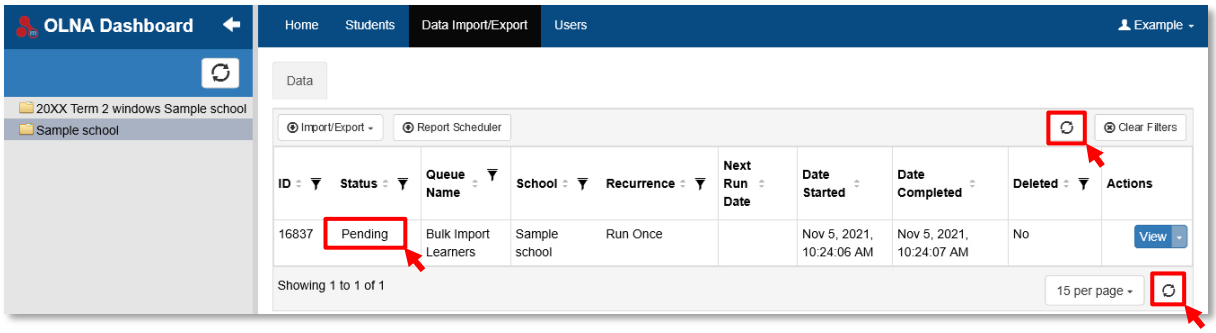


Table 1. File upload status explanations

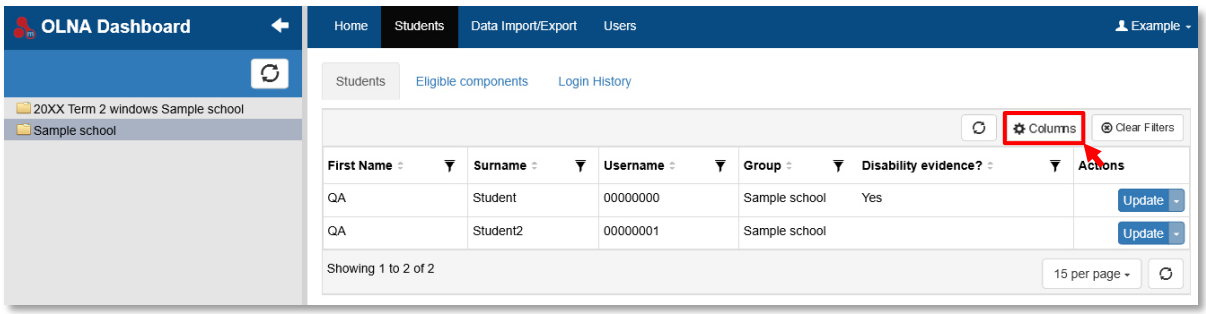
Status	Explanation
Pending	The file has been put in the queue for processing (it may take a few minutes before it is processed).
Complete	The file has been processed.
Failed	There was an error in the processing. You can click on the **View** button to see a list of errors. See Appendix 3 for explanations of possible processing errors.

All requests will be audited by the Authority and approved adjustments will be applied before testing.

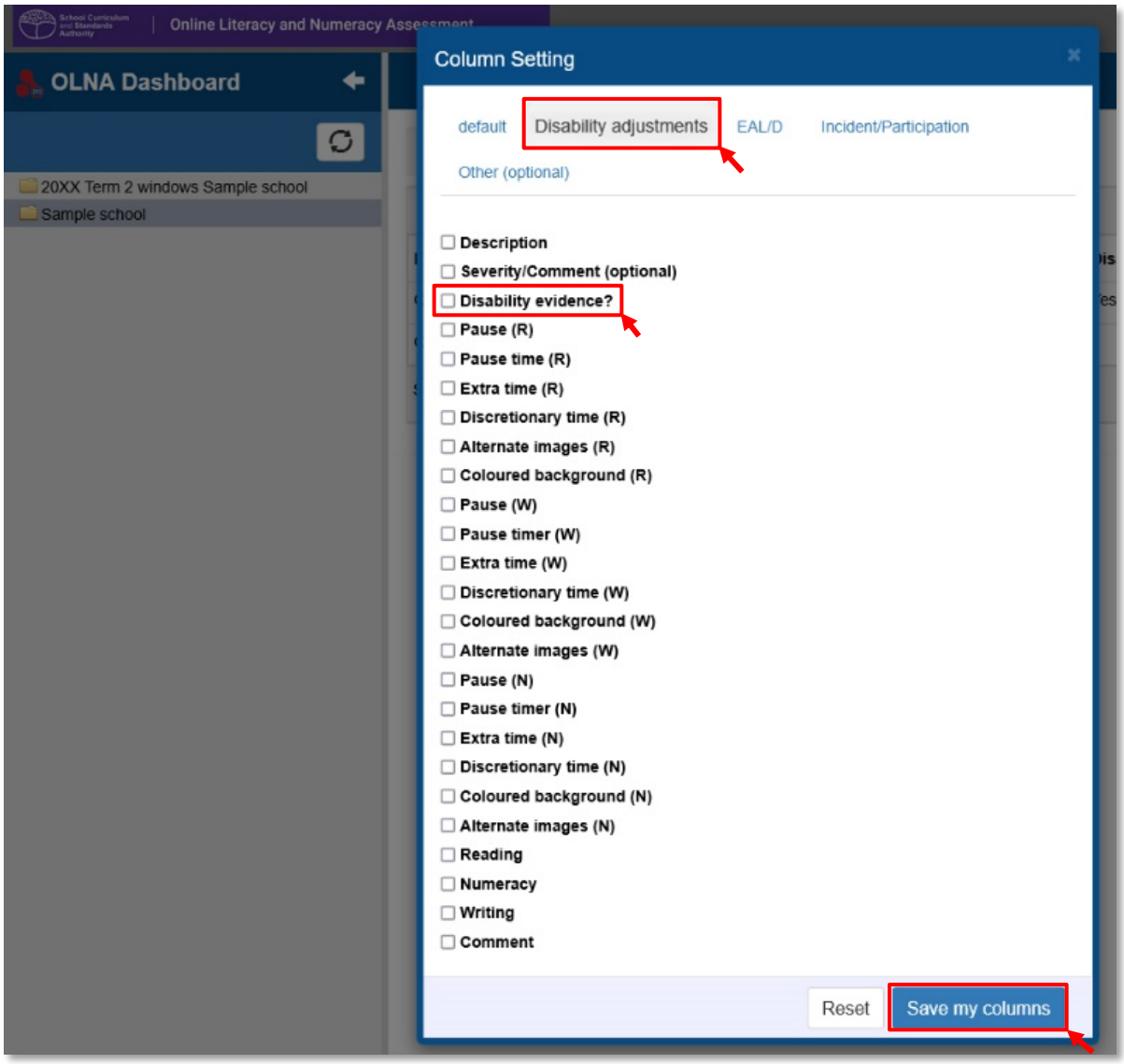
Reviewing adjustment requests

Schools may view requested adjustments by adding the evidence column for disability and EAL/D adjustments and applying a filter on this column.

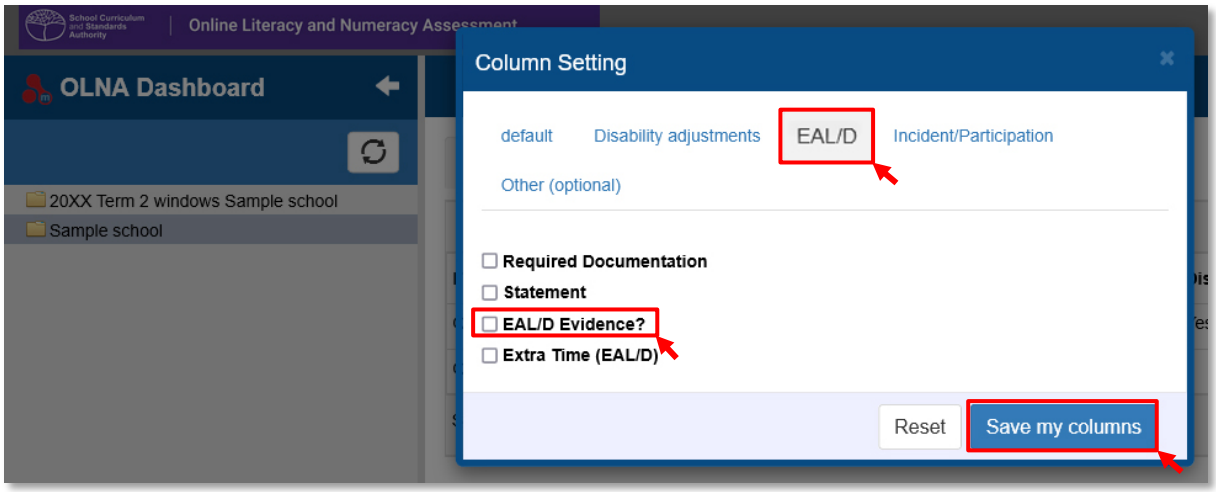
1. Click on the **Columns** button (highlighted below).



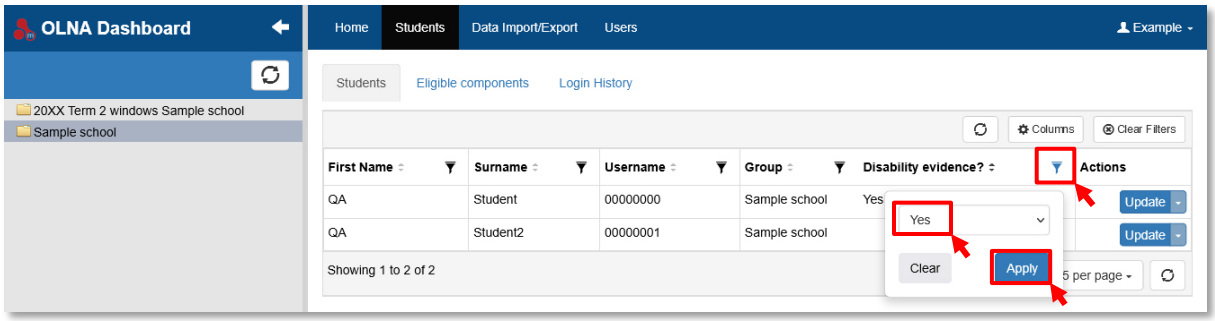
2. The **Column Setting** pop-up window appears. To view disability adjustment requests, click on the **Disability adjustments** tab (highlighted below), then click on the **Disability evidence?** check box (highlighted below) and then on the **Save my columns** button (highlighted below).



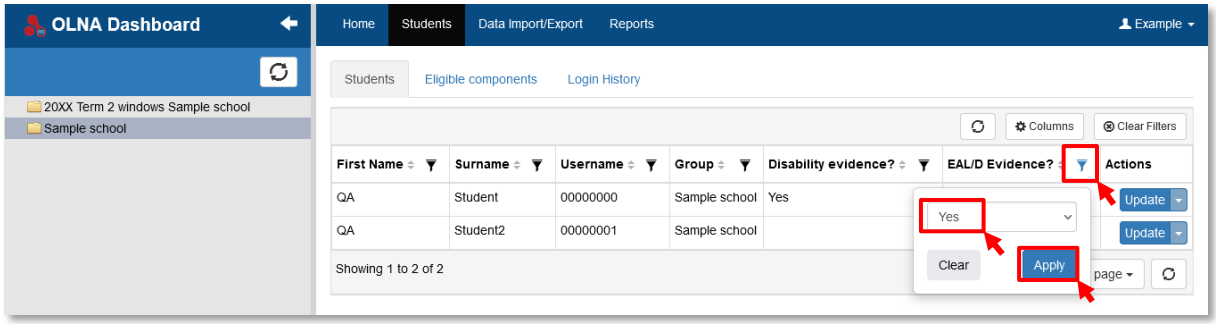
3. To view EAL/D adjustment requests, click on the **EAL/D** tab (highlighted below), then click on the **EAL/D Evidence?** check box (highlighted below) and then on the **Save my columns** button (highlighted below).



4. Click on the **Filter** icon (highlighted below) next to the **Disability evidence?** column heading and select **Yes** from the drop-down menu in the **Filter** field (highlighted below). Then click on the **Apply** button (highlighted below) to see students with requests for disability adjustments.

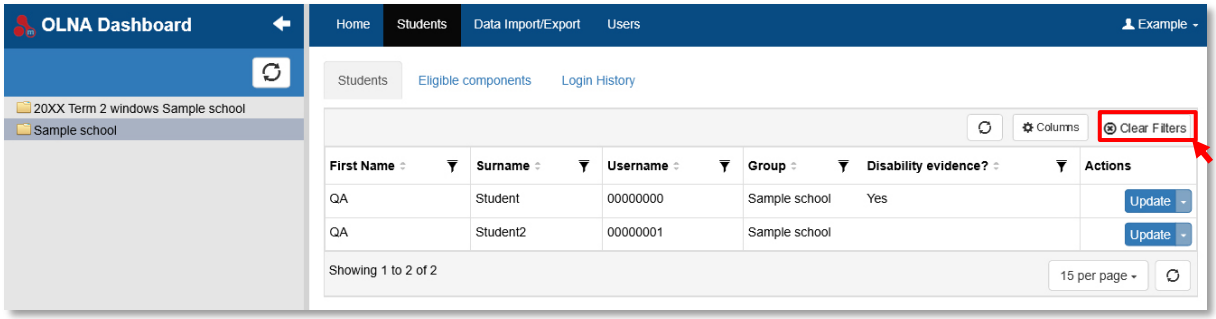


5. Click on the **Filter** icon next to the **EAL/D Evidence?** column heading and select **Yes** from the drop-down menu in the **Filter** field (highlighted below). Then click on the **Apply** button (highlighted below) to see students with requests for EAL/D adjustment.



6. Wait for the system to automatically reload the **Students** screen to only show students with evidence for disability or EAL/D adjustment.

Note: this process may be used to add or remove most columns and then filter/sort students. Click on the **Clear Filters** button (highlighted below) before applying a new filter.

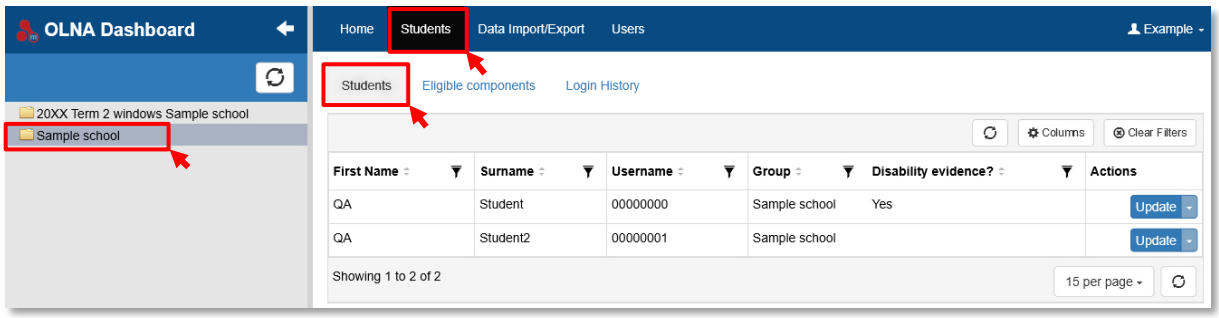


Placing students into classes (optional)

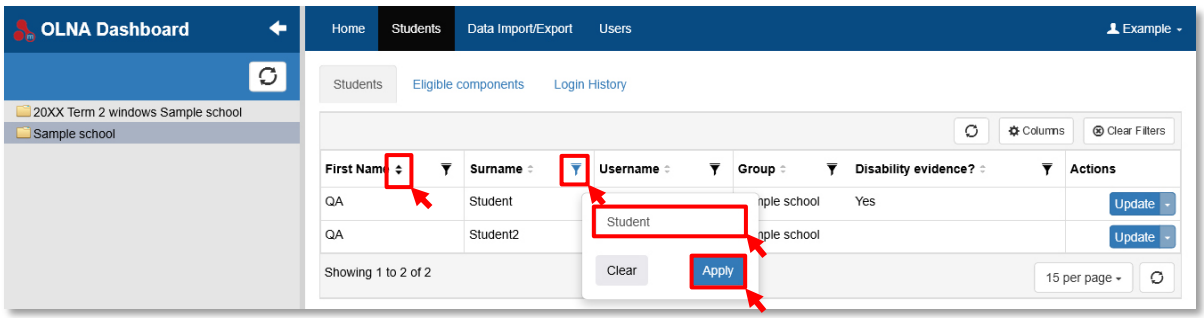
Schools may wish to organise students into classes in the OLNA Dashboard. This may be useful to monitor students who are currently sitting the OLNA to see who has **Completed** the OLNA or who is **In Progress**. Schools may allocate classes directly or by bulk upload.

Allocating classes directly into the OLNA Dashboard

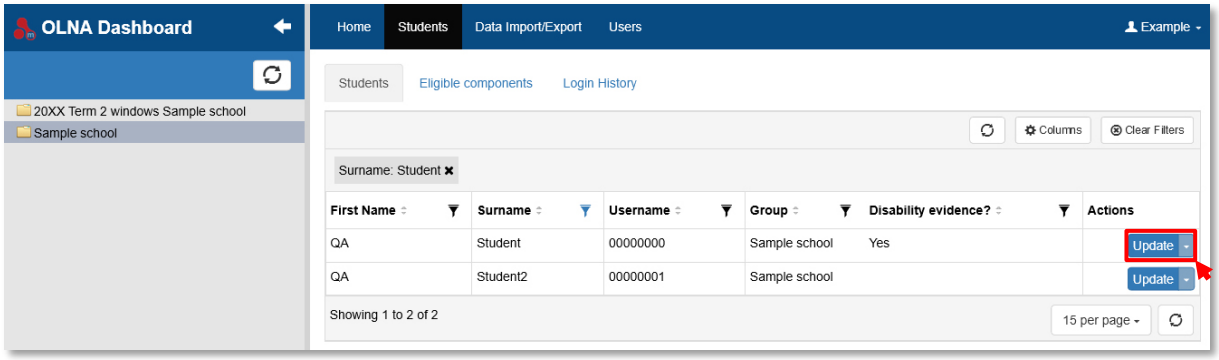
1. Click on the current window's folder from the folders panel (highlighted below), then click on the **Students** screen (highlighted below) and then on the **Students** tab (highlighted below).



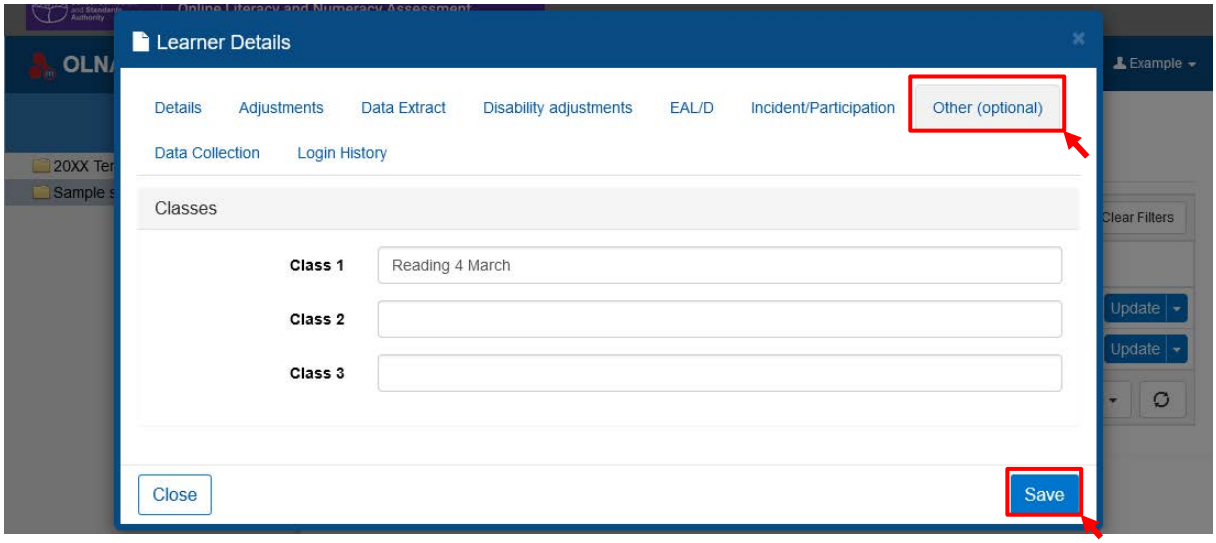
2. Identify the relevant student using either the **Filter** icon (highlighted below) or **Sort** options (highlighted below) next to any of the column headings. See pages 17 and 18 for further information on using these features.



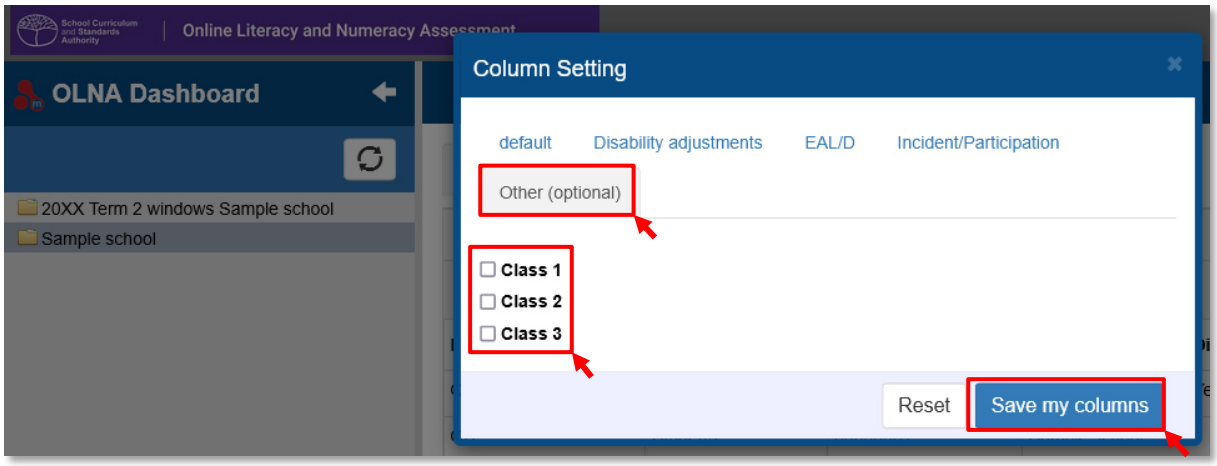
3. Click on the **Update** button (highlighted below).



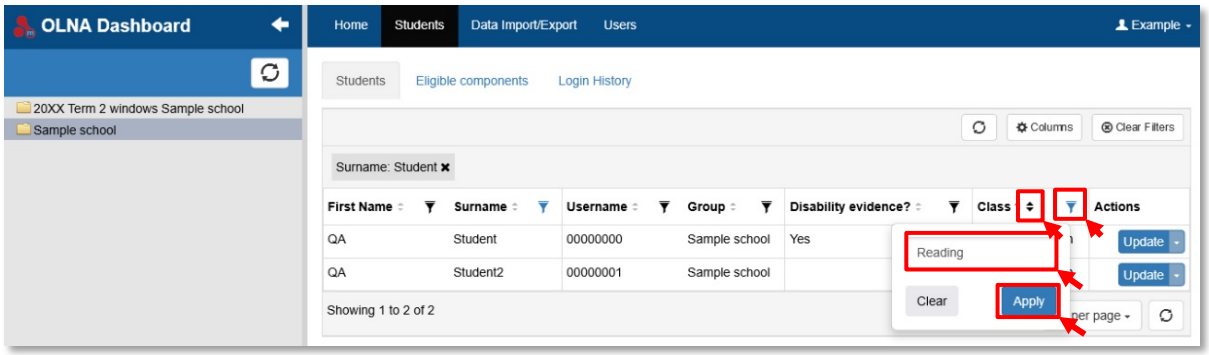
4. The **Learner Details** pop-up window appears. Click on the **Other (optional)** tab (highlighted below) and enter the class name for each class the student will be in. When you have entered all class names required, click on the **Save** button (highlighted below). The class name can be any identifier that is relevant to your needs – numerals, letters or words that specify your groupings of students, such as 10A, 10 red or 1.



5. To view students by class, click on the **Columns** button in the **Students** screen. The **Column Setting** pop-up window appears. Click on the **Other (optional)** tab (highlighted below), tick the check box/boxes of the class/classes you want to view (**Class 1**, **Class 2, Class 3** highlighted below) and then click on the **Save my columns** button (highlighted below).



6. Click on either the **Filter** icon (highlighted below) or **Sort** options (highlighted below) next to the **Class 1**, **Class 2** or **Class 3** column heading (only **Class 1** is shown in the example in the screenshot below) and type all or part of the class name into the **Filter** field. Then click on the **Apply** button.



7. Wait for the system to automatically reload the **Students** screen to show only students in that class. Note: this process may be used to add or remove most columns and then filter/sort students. Click on the **Clear Filters** button before applying a new filter.

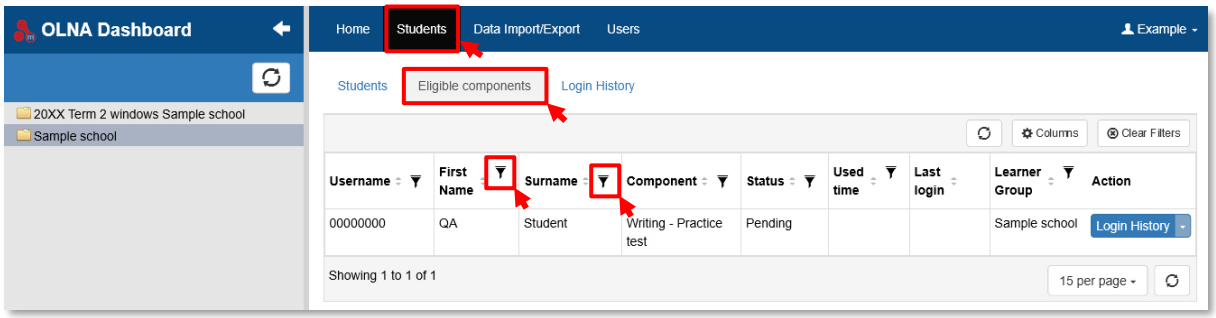
Passwords and components

Passwords are only available from the start of the week before the testing window. These are provided for reference only.

Login sheets must still be downloaded from SIRS.

Viewing students' passwords

1. To view students' passwords for each component they are required to sit, click on the **Students** screen (highlighted below) and then click on the **Eligible components** tab (highlighted below).
2. Click on the **Filter** icon (highlighted below) next to the **First Name** and **Surname** column headings and type the student's name into the **Filter** field/s to find individual student passwords.



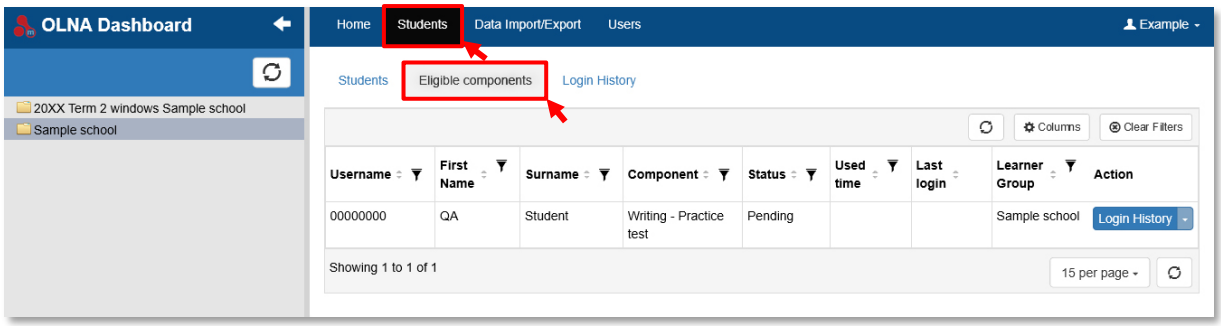
During and after the test window

During and after the test window for a component, schools can:

- check which students have sat or not sat a test
- note any test incidents and student participation status.

Checking which students have sat a test

1. To check which students have sat a test, click on the **Students** screen (highlighted below) and then click on the **Eligible components** tab (highlighted below). Ensure you have selected the current testing window's folder.



A list of all possible components and students for that window is displayed. Schools may use the information in the **Status** column (highlighted below) to determine who is still required to sit a component and who has already sat a component and when. Clicking on one of the **Refresh** buttons (highlighted below) will update each student's status in real time, if their status has changed.

If a student has logged in multiple times, these details can be accessed by clicking on the **Login History** button (highlighted below) in the **Action** column (highlighted below).

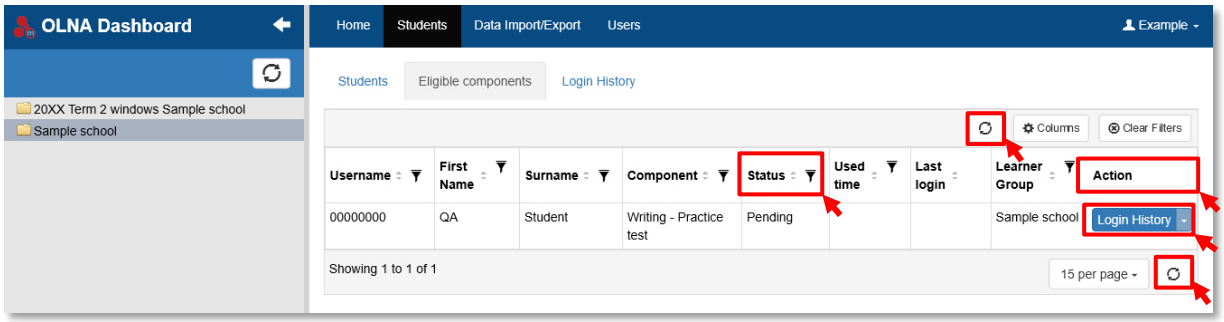


Table 2. Student test status explanations

Status	Explanation
Exited	Student has completed the test (i.e. clicked on the **Submit** button).
In Progress	Student is currently sitting the test **or** student has closed the browser without clicking on the **Submit** button.
Pending	Student has not started the test.

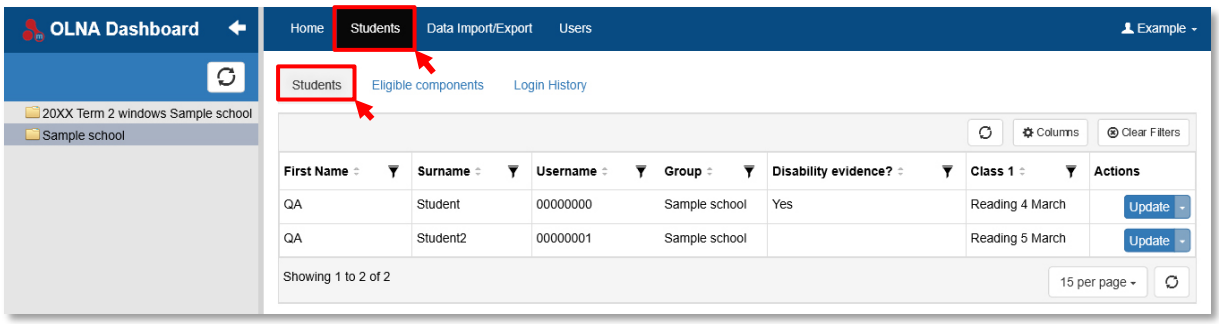
Noting test incidents and student participation status

Schools must enter test incidents and participation statuses directly into the OLNA Dashboard.

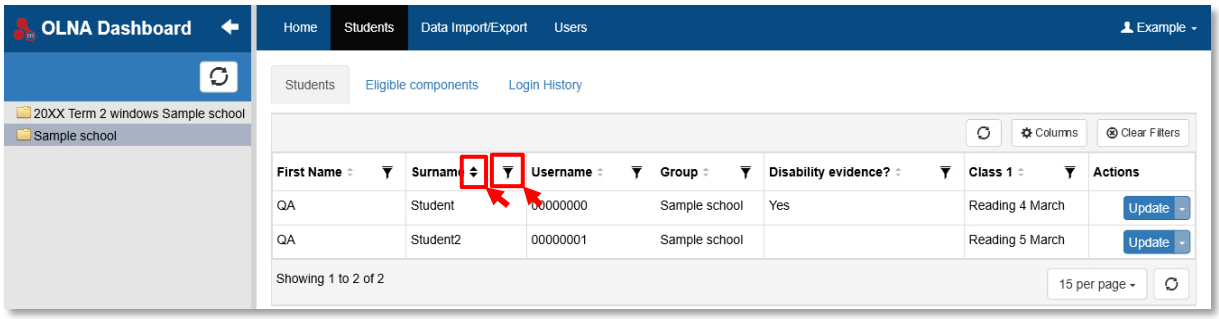
'Participation' status refers to events related to the student's participation in the test, e.g. refused to sit test.

Test 'incidents' refers to events related to technical matters that impacted on a student's ability to sit the test, e.g. power failure, frozen laptop.

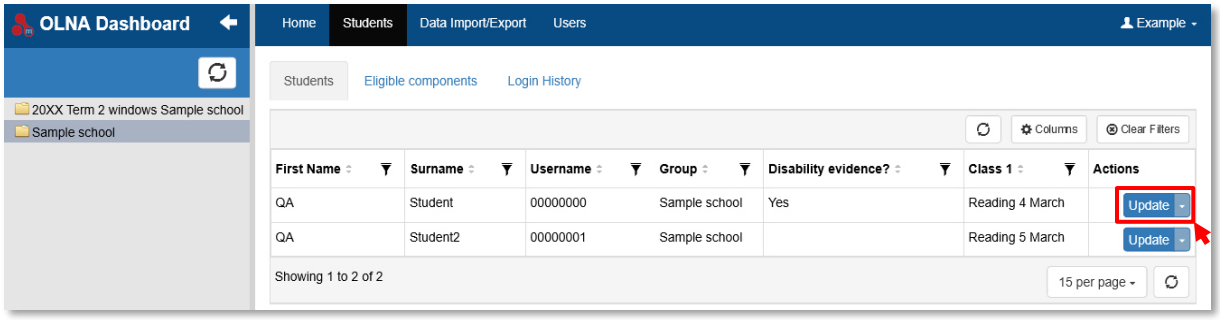
1. To note test incidents and participation, click on the **Students** screen (highlighted below) and then click on the **Students** tab (highlighted below). Ensure you have selected the current testing window's folder.



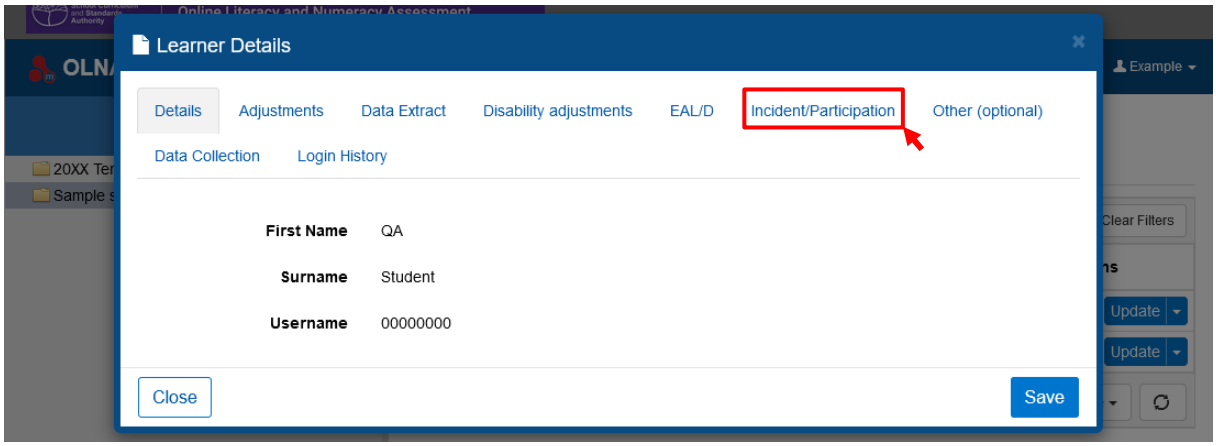
2. Identify the relevant student using either the **Sort** (highlighted below) or **Filter** options (highlighted below) next to any of the column headings. See pages 17 and 18 for further information on using these features.



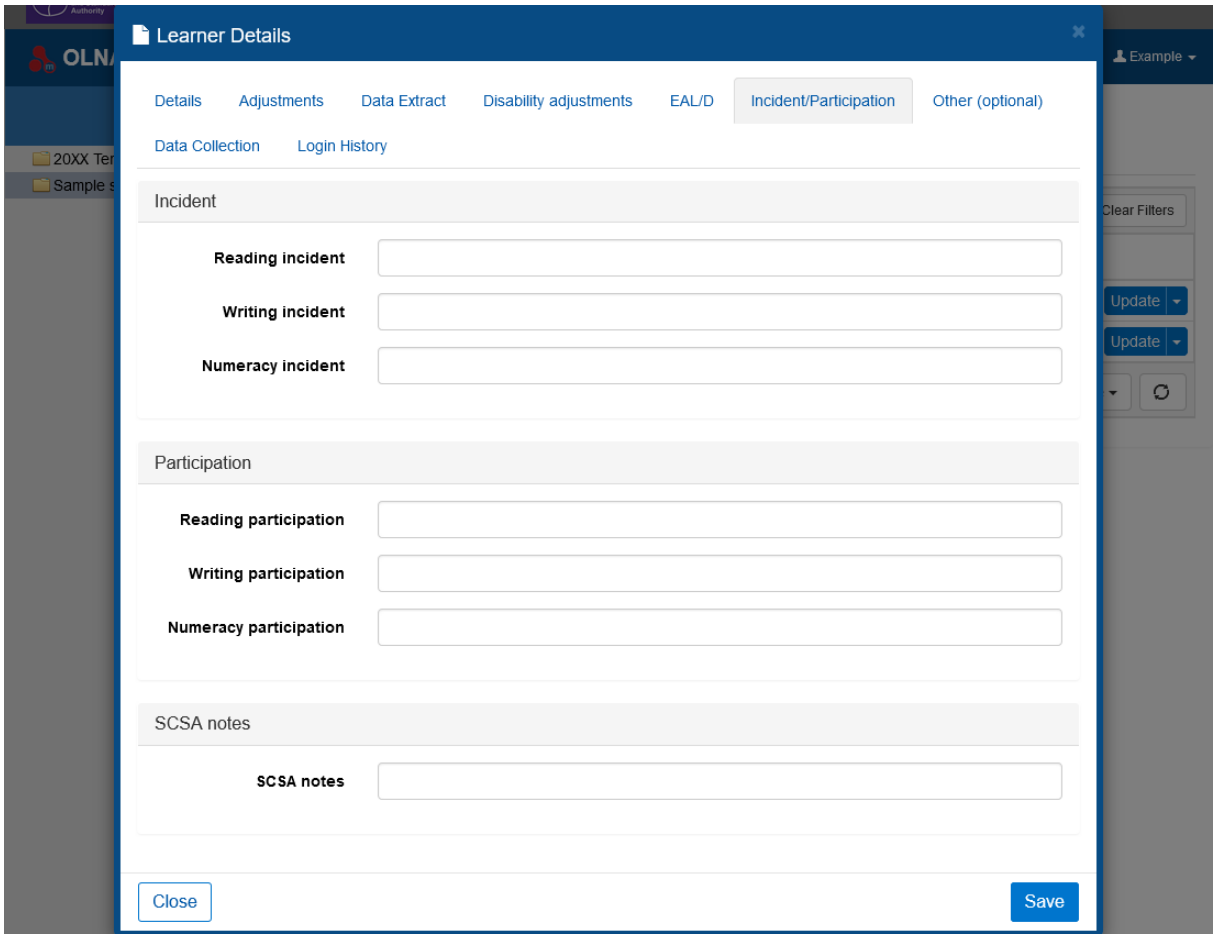
3. Click on the **Update** button (highlighted below).



4. The **Learner Details** pop-up window appears. Click on the **Incident/Participation** tab (highlighted below).



5. Enter details of any incident or participation issue related to the student. Participation information is not required if the student sat the test, i.e. was present.



If the matter requires immediate action, contact the OLNA Helpdesk on 9273 6726. If the matter requires action before the end of the testing window, email olna@scsa.wa.edu.au.

Appendix 1 – Bulk upload of adjustments

The information below follows on from the steps in the section 'Downloading the previous window's adjustments' on pages 20–23.

Steps for preparing the .CSV file

The following steps for preparing a .CSV file relate to Microsoft Excel but may be carried out in any spreadsheet software.

1. Open the downloaded file.
2. Change the name of the 'AM Path' for each student from the previous window to the current window (delete the window name prefixed to the school name, e.g. '24T1').
3. Remove students who do not need any adjustment. To do this:
   i. Select the entire spreadsheet by clicking on the triangle to the left of the **A** column and above row **1**.
   ii. Click on the **Data** menu and then **Filter**.
   iii. Click on the arrow button in the column with the heading **Disability Evidence?** and/or **EAL/D Evidence?**, deselect the **Blanks** check box and click on the **OK** button.
   iv. Select the entire spreadsheet again and press **Ctrl** + **C** to copy this list of students.
   v. Create a new sheet by clicking on the plus sign inside the circle at the bottom of the screen.
   vi. Click on the tab for the new sheet and press **Ctrl** + **V** to paste the selection.
   vii. Click on **File** and then click on **Save As**. Select the relevant folder. Ensure the **Save as type** is set to **CSV (comma-separated values)** and give the document an appropriate **File name**. Click on the **Save** button. If a pop-up window appears, click on the **OK** button and then click on the **Yes** button to save the sheet as a .CSV file.
4. Check existing adjustment requests are appropriate for the student and update if necessary. The adjustments downloaded are those requested in the last window, not the final provision approved for the student. Schools should refer to the Authority website for the *Equitable Access to Assessment Policy and Guidelines* found on the **Disability Adjustment Guidelines page (https://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines)** and the *EAL/D – Eligibility guide and allocation of extra time to complete the Online Numeracy and Literacy Assessment (OLNA)* found under the 'Eligibility' tab on the **English as an Additional Language or Dialect page (https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect)** for details about appropriate adjustments.
5. Add any additional students and requested adjustments. The Authority recommends that requested adjustments are directly entered into the OLNA Dashboard on the first occasion that the student needs the adjustment.
6. Save the file as a .CSV file. Note: the field names must be included as the first row.

List of valid codes for the .CSV file

The table below lists the valid codes for the .CSV file and what they mean for each field (column). All field names **must** remain in the .CSV file for an upload to succeed, even if they are blank.

Table 3. Valid codes/comments for .CSV files

Field name	Valid codes/comments
AM Path	Use current window's folder name
AM Username	Leave existing data
AM Password	Leave blank
AM Testlet Original ID	Leave blank
AM Run Type	Leave existing data
Disability description	See Appendix 2 for accepted conditions
Disability comment	String (free text)*
Disability evidence	1 = Yes, 0 = No
Reading pause	1 = Yes, 0 = No
Reading pause timer	10, 15, 20 (mins)
Reading extra time	0, 5, 10, 15, 20, 25 (mins)
Reading discretionary time	0, 5, 10, 15, 20, 25 (mins)
Reading themes	1 = Yes, 0 = No
Reading alt images	1 = Yes, 0 = No
Writing pause	1 = Yes, 0 = No
Writing pause time	10, 15, 20 (mins)
Writing extra time	0, 5, 10, 15, 20, 25, 30 (mins)
Writing discretionary time	0, 5, 10, 15, 20, 25 (mins)
Writing themes	1 = Yes, 0 = No
Writing alt image	1 = Yes, 0 = No
Numeracy pause	1 = Yes, 0 = No
Numeracy pause time	10, 15, 20 (mins)
Numeracy extra time	0, 5, 10, 15, 20, 25 (mins)
Numeracy discretionary time	0, 5, 10, 15, 20, 25 (mins)
Numeracy themes	1 = Yes, 0 = No
Numeracy alt images	1 = Yes, 0 = No
EALD evidence	1 = Yes, 0 = No
EALD extra time	1 = Yes, 0 = No

*Only comments about the severity of the disability or a disability not listed in the **Disability description** field should be entered.

Note: if a record causes an error during upload because the **Disability description** is not valid, then either enter the adjustment request directly into the OLNA Dashboard or leave the **Disability description** field blank and enter the disability into the **Disability comment** field.

Appendix 2 – List of valid disability codes

Table 4. Valid disability codes

Disability	Valid disability code
ADD/ADHD	ADDADHD
Anorexia nervosa	Anorexianervosa
Arthritis	Arthritis
Autism spectrum disorder	Autismspectrumdisorder
Back injury	Backinjury
Bowel problems	Bowelproblems
Broken arm (writing hand)	Brokenarmwritinghand
Cancer	Cancer
Carpal tunnel syndrome	Carpaltunnelsyndrome
Cerebral palsy	Cerebralpalsy
Chronic fatigue syndrome	Chronicfatiguesyndrome
Crohn’s disease	Crohnsdisease
Depression (severe)	Depressionsevere
Diabetes	Diabetes
Dyscalculia	Dyscalculia
Dysgraphia	Dysgraphia
Dyslexia	Dyslexia
Dyspraxia	Dyspraxia
Epilepsy	Epilepsy
Hand/arm injury	Handarminjury
Head injury – severe (sustained <2 years ago)	Headinjuryseveresustainedless2yearsago
Head injury – severe (sustained >2 years ago)	Headinjuryseveresustainedmore2yearsago
Intellectual disability – mild	IntellectualdisabilityMild
Intellectual disability – moderate	IntellectualdisabilityModerate
Intellectual disability – severe	IntellectualdisabilitySevere
Irlen syndrome (scotopic sensitivity)	IrlenSyndromescotopicsensitivity

Disability	Valid disability code
Motor disability	Motordisability
Muscular dystrophy	Musculardystrophy
Neurological disability	Neurologicaldisability
Obsessive-compulsive disorder/severe depression	Obsessivecompulsivedisorderseveredepression
Panic attacks	Panicattacks
Paraplegia	Paraplegia
Psychological/clinical anxiety	Psychologicalclinicalanxiety
Rheumatism	Rheumatism
Scoliosis	Scoliosis
Significant physical disability	Significantphysicaldisability
Tendinitis	Tendinitis
Tourette syndrome	Tourettesyndrome
Tremor	Tremor
Vision impairment	Visionimpairment
Other not listed above – note in comments	OthernotlistedaboveNoteincomments

Note: this list does not cover all disabilities, just those most frequently cited in adjustment requests for the OLNA. If a disability is not listed, enter the disability in the **Disability** comments field.

Appendix 3 – Data Import/Export queue

To view details of an upload, click on the **Data Import/Export** screen and then click on the **View** button next to the upload you are checking.

A **Queue Summary** pop-up window will then appear (see screenshot below). It shows details of who uploaded a file, when it was uploaded and details of the upload process.

Upload errors

Upload errors can be viewed in the **Queue Summary** pop-up window either in the grid (highlighted below) or by downloading the **Export** file (highlighted below).

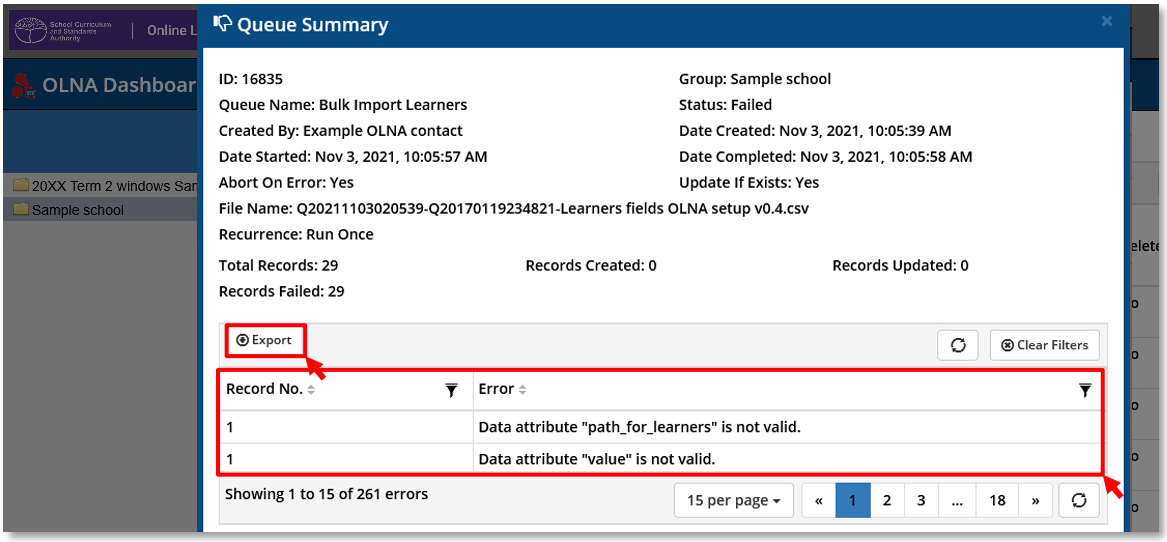


Table 5. Explanation of columns in the upload error grid in Queue Summary pop-up window

Column	Explanation
Record No.	Indicates which row in the .CSV file contains the error. As headings are in the first row, the second row onwards contain student data.
Error	Provides details of why the record was unable to be processed.

Common upload errors

Data attribute "path_for_learners" is not valid (see screenshot above)

The upload file had a field name (data attribute) that was not in the OLNA Dashboard (the field name may be misspelt). This also occurs when the field names have not been included as the first row of the file.

Group path "20XX Window X – QA School" not found

In the upload file, the AM Path has the wrong testing window's folder name. Ensure you are using the current window's folder name when completing uploads.

Contact the OLNA Helpdesk (see page 2) for assistance with errors.

Appendix 4 – List of common tasks

The following table outlines some of the common activities undertaken in the OLNA Dashboard. For each task listed below, there is a page reference to the relevant section within this document.

Task	Pages
Filtering students	18
Sorting students	18
Downloading student adjustment data	21–23
Uploading student data	24–25
Columns: adding columns to the grid	26–28

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