



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

Online Literacy and Numeracy Assessment (OLNA) Handbook 2025



OLNA Helpdesk: 9273 6726 or olna@scsa.wa.edu.au

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.

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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 minimum standard of literacy (reading and writing) and numeracy encompasses the skills that are considered essential for individuals to meet the demands of everyday life and work.

The required skills are identified in the *Australian Core Skills Framework* (ACSF) at Level 3.

The ACSF is available on the Department of Employment and Workplace Relations website on the [Australian Core Skills Framework page \(https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework\)](https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework).

The Authority will report on the demonstration of the standard for each component (reading, writing and numeracy) for each student on the Western Australian Statement of Student Achievement (WASSA) on completion of Year 12. More information about reporting can be found on page 12 in this handbook.

Students can demonstrate the standard for each component through performance in either the:

- National Assessment Program – Literacy and Numeracy (NAPLAN) Year 9, or the
- Online Literacy and Numeracy Assessment (OLNA).

The OLNA is a suite of tests that are accessed via a secure website.

Principals should embed the administration of the OLNA into whole-school planning.

This handbook provides schools with information on:

- demonstrating the standard for each component through the OLNA
- implementing the OLNA on a whole-school level
- managing the day-to-day administration of the OLNA
- administering the tests
- using feedback to assist students.

To assist in the administration of the OLNA, this handbook provides:

- a *Checklist for principals* (Appendix 5)
- a *Checklist for OLNA coordinators* (Appendix 6)
- a *Checklist for OLNA supervisors* (Appendix 7).

This handbook is complemented by the *OLNA Test-Delivery Website User Guide 2025*, the *OLNA Supervisor's Handbook 2025* and the *OLNA Dashboard User Guide 2025*.

Table 1: OLNAs documents and supporting information

Document	Document purpose	Audience	Website the document supports
<i>OLNA Test-Delivery Website User Guide 2025</i>	Accessing and using the test-delivery website	<ul style="list-style-type: none">• OLNAs coordinators• OLNAs supervisors• IT support person/s	https://assess.scsa.wa.edu.au
<i>OLNA Supervisor's Handbook 2025</i>	Administering each test session	<ul style="list-style-type: none">• OLNAs supervisors	https://assess.scsa.wa.edu.au
<i>OLNA Dashboard User Guide 2025</i>	Accessing and using the OLNAs Dashboard (a student records management system for the OLNAs tests)	<ul style="list-style-type: none">• OLNAs coordinators• OLNAs supervisors	https://assess.scsa.wa.edu.au/admin

Students, parents/guardians/carers and other individuals can access:

- practice and example tests (see page 10)
- general advice for preparing students for the OLNAs (see page 41)
- the *OLNAs Writing Guide*, found on the Authority website on the [Students, Parents and Carers page \(https://senior-secondary.scsa.wa.edu.au/assessment/olna/students-parents-carers\)](https://senior-secondary.scsa.wa.edu.au/assessment/olna/students-parents-carers), which provides student samples that show where writing skills have been demonstrated and where they have not.

OLNA publications for 2025

The following OLNA publications contain information and key dates for the testing windows in 2025:

- *OLNA Handbook 2025*
- *OLNA Test-Delivery Website User Guide 2025*
- *OLNA Supervisor's Handbook 2025*
- *OLNA Writing Guide*
- *OLNA Dashboard User Guide 2025*.

The following documents, which are specific to each window, will be made available on the Authority website and via *OLNA Updates*:

- *OLNA Declaration Form*
- *OLNA Information for Students*.

OLNA Helpdesk

The *OLNA Handbook 2025*, the *OLNA Test-Delivery Website User Guide 2025*, the *OLNA Supervisor's Handbook 2025*, the *OLNA Dashboard User Guide 2025* and the Authority website provide extensive information on the administration of the OLNA.

For more information and clarification, contact the OLNA Helpdesk.

Phone: +61 (08) 9273 6726, 8.00 am to 4.00 pm (AWST) weekdays.

Email: olna@scsa.wa.edu.au

Overview

The OLNA has three components:

- reading (45 multiple-choice questions to be completed in 50 minutes)
- writing (an extended response of up to 600 words to be completed in 60 minutes)
- numeracy (45 multiple-choice questions to be completed in 50 minutes).

The OLNA has different versions of each test. These versions are of equal difficulty. On each occasion that an OLNA component is assessed, one of the versions is randomly generated. This randomisation is intended to prevent sharing of information between students who sit the test at different times.

The OLNA can be administered by schools up to six times each year.

Table 2. OLNA windows

Semester	Test period	Indicative weeks	Cohort
1	Term 1 Window	Weeks 5–6	11, 12
	Term 2 Window A	Weeks 2–3	10, 11, 12
	Term 2 Window B	2nd-last and 3rd-last weeks	10, 11, 12
2	Term 3 Window A	Weeks 2–3	10, 11, 12
	Term 3 Window B	2nd-last and 3rd-last weeks	10, 11, 12
	Term 4 Window	Weeks 3–4	9, 10

Before the end of Year 12, students will have up to six opportunities (maximum of two per year) to demonstrate the standard for each component. Students may only sit each component once each term and only in windows where they are permitted to sit. Students who sit in the Term 4 Window as a Year 9 student will have this sit count as one of their two Year 10 sit opportunities.

Students who do not demonstrate the standard for any component by the time they exit senior secondary schooling can apply to the Authority to resit the OLNA for the component/s at any age by completing the online application found on the Authority website on the [WACE after Year 12 page \(https://senior-secondary.scsa.wa.edu.au/certification/wace-after-year-12\)](https://senior-secondary.scsa.wa.edu.au/certification/wace-after-year-12).¹

¹The WACE requirements may change over time. Individuals continuing to work towards the achievement of the WACE after they leave school will need to meet the WACE requirements current at that time.

OLNA testing windows

Table 3. 2025 OLNA testing windows

Semester	Window ID	Test period	Writing	Numeracy and Reading	Cohort
1	1	Term 1 Window	26–27 February	26 February –14 March*	Years 11 [†] , 12
	2	Term 2 Window A	5–6 May	5–16 May	Years 10, 11 [†] , 12
	3	Term 2 Window B	16–17 June	16–27 June	Years 10, 11 [†] , 12
2	4	Term 3 Window A	28-29 July	28 July –8 August	Years 10, 11, 12
	5	Term 3 Window B	8–9 September	8–19 September	Years 10, 11, 12
	6	Term 4 Window	27–28 October	27 October –7 November	Years 9 [‡] , 10

*Monday, 3 March is a public holiday in Western Australia. The OLNA will not be available on this date.

†Year 11 students are required to sit in one of the Semester 1 windows.

‡Optional sit: Year 9 students who sit in Term 4 will have this count as their first sit as a Year 10 student.

Table 4. 2026 OLNA testing windows (provisional)

Semester	Window ID	Test period	Writing	Numeracy and Reading	Cohort
1	1	Term 1 Window	25–26 February	25 February –13 March*	Years 11 [†] , 12
	2	Term 2 Window A	28–29 April	28 April–8 May	Years 10, 11 [†] , 12
	3	Term 2 Window B	15–16 June	5–26 June	Years 10, 11 [†] , 12
2	4	Term 3 Window A	27–28 July	27 July –7 August	Years 10, 11, 12
	5	Term 3 Window B	7–8 September	7–18 September	Years 10, 11, 12
	6	Term 4 Window	26–27 October	26 October –6 November	Years 9 [‡] , 10

*Monday, 2 March is a public holiday in Western Australia. The OLNA will not be available on this date.

[†]Year 11 students are required to sit in one of the Semester 1 windows.

[‡]Optional sit: Year 9 students who sit in Term 4 will have this count as their first sit as a Year 10 student.

Alternate test arrangements

Alternative test dates are not available for schools or individuals who make arrangements to undertake camps, travel, work experience or other activities that prevent completion of the OLNA during the testing window.

Medical conditions

Students who are in Year 12 and are unable to sit or complete an OLNA test in Term 3 Window B due to a medical condition may be rescheduled to sit the test at a later date within the test window for that component. Should a medical condition prevent the student from sitting the test during the test window for that component, an additional opportunity may be provided for the student on a date and time at the Authority's discretion. This opportunity will only be provided if:

- the school provided an opportunity for the student to sit the test on all days of the relevant test window
- a medical certificate is supplied to the Authority via the school, within three business days of the period it covers, that
 - is signed and dated by a relevant medical professional on or immediately before a day of the relevant test window
 - states the student was unfit to sit the OLNA on all remaining days during the test window.

Test locations

All students sitting an OLNA component must do so at the school where they are enrolled. The use of anonymiser technology that potentially obscures the location of the candidate, such as a virtual private network (VPN) or Tor, is not permitted.

Required sits

To meet the WACE literacy and numeracy standard students may:

- prequalify through the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the standard by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Years 9, 10, 11 or 12.

Students who have **not** demonstrated the WACE literacy and/or numeracy standard by prequalifying through NAPLAN are required to sit the corresponding component/s of the OLNA. Students are required to sit the OLNA twice before the end of Year 10, unless they demonstrate the required standard. If students do not demonstrate the standard by the end of Year 10, they must sit the component/s in Semester 1 of Year 11. Where students have not demonstrated the required standard by the end of Semester 1 of Year 11, students may choose when next to sit the required OLNA component/s.

For further information refer to the *Western Australian Certificate of Education Literacy and Numeracy Standard: OLNA and Prequalification through Year 9 NAPLAN* brochure on the [OLNA page on the Authority website \(https://senior-secondary.scsa.wa.edu.au/assessment/olna\)](https://senior-secondary.scsa.wa.edu.au/assessment/olna).

The two opportunities to sit in Year 10 and the opportunity to sit in Semester 1 of Year 11 are required to help determine eligibility for Foundation courses, if required. Information about Foundation courses is available on page 14. International and mature-age students registered at a school are required to sit the OLNA at the first available opportunity. Table 5 indicates which of the six opportunities to sit the OLNA in Years 10 to 12 are required and which are optional for eligible students.

Table 5. Opportunities to sit the OLNA

Cohort	Term 1	Term 2 (Window A)	Term 2 (Window B)	Term 3 (Window A)	Term 3 (Window B)	Term 4
9						Optional
10		Required to sit twice* [†]				
11	Required to sit in one of these windows*			Optional to sit*		
12	Optional to sit*					

*Students cannot sit twice in one term.

[†]If a student sits in Term 4 in Year 9, this will count as the first of the required sits for Year 10.

Student registration

Year 9, 10, 11 and 12 students must be registered in the Student Information Records System (SIRS) to be able to sit an OLNA test. Students eligible to sit an OLNA test are automatically enrolled in that test on the test-delivery website through SIRS. It is important to allow enough time to verify that all registration information is correct, and to make any changes before the commencement of the testing window. Late registrations may not be processed in time to enable students to be enrolled in the OLNA. This is especially relevant for the writing component, which must be completed within the prescribed dates of each OLNA testing window.

Contact the Data Services team on 9273 6352 or dataservices@scsa.wa.edu.au for assistance with accessing and logging in to the SIRS website. For all other enquiries about student eligibility and participation, contact the OLNA Helpdesk (see page 4).

The *OLNA Student List* can be generated through SIRS. Instructions for accessing the *OLNA Student List* are provided in Appendix 10. The list can also be viewed through the OLNA Dashboard.

Errors in the *OLNA Student List* can be resolved by emailing the OLNA Helpdesk (see page 4).

Record retention

The Authority is responsible for managing and disposing of OLNA assessment records in its possession in accordance with the *State Records Act 2000* and the Authority's *Records Management Policy and Procedures*. However, it does not establish policies for the retention and disposal of school records, e.g. Literacy and Numeracy Assessment (LAN) reports generated by a school and evidence to support requested OLNA adjustments.

For public schools, including Independent Public Schools, policy and advice on recordkeeping are available by contacting the Corporate Information Services (CIS) branch of the Department of Education at (08) 9264 4867 or via email at recmanhd@education.wa.edu.au.

For non-government schools, a copy of the Records Retention Schedule is available from the Australian Society of Archivists online at <https://www.archivists.org.au/products/asa-publications/records-retention-schedule-non-governm-school>.

Practice and example tests

For each OLNA component, schools must provide students who have not sat the test and who are eligible to do so with an opportunity to become familiar with the test-delivery website functionality and the types of questions they can expect. Schools should also ensure that students who have previously sat a component's test are confident in using the test-delivery website.

The Authority has provided practice and example tests for each component for this purpose. No results are recorded, but students can get immediate feedback on selected responses in the reading and numeracy tests.

Practice tests

The practice tests enable students to become familiar with the test environment and for schools to check their Information Technology (IT) set-up. They provide students with practice in using the test-delivery website functionality and experience in the types of questions they can expect in the reading, writing and numeracy tests.

The practice tests include:

- a set of 20 multiple-choice questions for reading
- a set of 20 multiple-choice questions for numeracy
- one writing prompt.

Students have 20 minutes to complete each practice test.

Schools can also use the practice tests to check that student devices meet the minimum system requirements for the OLNA, and the school's servers and infrastructure are set up correctly.

Example tests

Example tests provide students, teachers and parents/guardians/carers with an indicative sample of the range of difficulty of the questions in each component and the diversity of skills assessed. In addition, students have the opportunity to experience a complete timed test in the reading, writing and numeracy components.

The example tests include:

- two sets of 45 multiple-choice questions for reading
- two sets of 45 multiple-choice questions for numeracy
- one writing prompt.

Students have 50 minutes to complete the example reading and numeracy tests and 60 minutes to complete the example writing test.

Accessing the practice and example tests

The practice and example tests can be accessed via the [OLNA test-delivery website \(https://assess.scsa.wa.edu.au/\)](https://assess.scsa.wa.edu.au/)

Username: (four-digit SIRS school code only – do not include the letter 'p')

Password: prac14

Postponing the OLNA

Students with a language background other than English, or who have temporary disability, illness or short-term impediment to performance, may postpone sitting the OLNA tests. However, a student must demonstrate the minimum standard of literacy and numeracy to be eligible to achieve a WACE.

Students with a language background other than English

Students who have arrived from overseas, have a language background other than English and have been attending school in Australia for less than one year before the testing window must be given the opportunity to sit the OLNA tests and demonstrate the minimum standard of literacy and numeracy to be eligible to achieve a WACE. These students may choose to defer sitting the OLNA tests until they have either been in Australia for 12 months or entered mainstream schooling from an Intensive English Centre.

Students with temporary disability, illness or short-term impediment to performance

Students with temporary disability, illness or short-term impediments to performance may postpone sitting the OLNA tests until the next window.

Students who are absent or unwell can sit the OLNA tests on another day within the testing window. Students who are absent for an extended time during the testing window must sit the OLNA tests in the next available testing window for the student's cohort. See the table on page 9 for guidance on required OLNA sits. Note: eligible students who do not sit twice before the end of Year 10 and in one of the Semester 1 windows while in Year 11 may not be permitted to enrol in Foundation courses (see page 14).

Students with disability

Students with diagnosed disability, impairment, illness or impediment may require adjustment to the standard test conditions. Evidence of the diagnosis is required for approval of the adjustment (see the Adjustments section beginning on page 20).

Home-educated students

Home-educated students can access the OLNA tests during the Term 1 Window and Term 3 Window B at:

- the Authority's premises
- a site with a supervisor approved by the Authority, where supervision can be guaranteed if outside the metropolitan area
- a school.

All home-educated students should contact the OLNA Helpdesk (see page 4) to discuss their arrangements.

Where these students are subsequently registered at a school and have neither demonstrated the WACE literacy and numeracy standard by prequalifying through their Year 9 NAPLAN performance nor achieved Category 3 through the OLNA, they must sit the OLNA at the first opportunity after their registration at a school.

Reporting on the standard for reading, writing and numeracy

Western Australian Statement of Student Achievement

The Authority reports on the demonstration of the standard for each component through a student's WASSA on completion of Year 12. The WASSA states whether the standard was demonstrated for reading, writing and numeracy.

For more information, refer to *The WACE 2025 – Your Guide to the WASSA, WACE and ATAR Course Report* (<https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements>).

Reporting to schools

The Authority provides reports to assist schools in:

- implementing the OLNA
- reporting to parents/guardians/carers
- identifying the skills required for students to demonstrate the standard in reading, writing and numeracy.

These reports are available through SIRS. Reports on student performance use three categories of achievement for each component:

Category 1: students who have not demonstrated the standard, i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students have been identified as at risk of not demonstrating some of these skills before the end of Year 12 and therefore require specific learning interventions to enable the student to demonstrate the required standard. Individual student feedback identifies some of the skills students have not demonstrated in this component.

Category 2: students who have not yet demonstrated the standard, i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students have been identified as at risk of not demonstrating some of these skills and may require specific learning interventions to enable the student to demonstrate the required standard. Individual student feedback identifies some of the skills students have not demonstrated in this component.

Category 3: students who have demonstrated the standard, i.e. proficiency in using a range of ACSF Level 3 skills in a component, either through the OLNA or through their performance in Year 9 NAPLAN.

The ACSF is available on the Department of Employment and Workplace Relations website on the [Australian Core Skills Framework page \(https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework\)](https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework).

A number of reports have been specifically designed for students in Category 1 and Category 2. These reports detail the skills and understandings students found challenging. This assists schools in planning intervention strategies and student course enrolments in Years 11 and 12. Intervention strategies may include specific course selections, such as enrolling in Foundation courses (see below). Diagnostic reports are not provided for students who have demonstrated the required standard for a component.

Table 6. List of OLNA reports

Report name	Purpose	Content
<i>LAN003 – OLNA Performance Overview</i>	To provide schools with an overview of individual student performance in each component and assist with reporting to parents/guardians/carers.	Lists the current results in each component for individual students of the selected cohort.
<i>LAN005 – OLNA Individual Student Diagnostics – Category 1 and Category 2</i>	To support schools by providing feedback on individual students identified as requiring specific learning interventions.	Lists skills and understandings that challenged individual students. Should be used in conjunction with school-based assessments and observations when identifying areas requiring support and planning intervention strategies.
<i>LAN006 – OLNA Individual Student Current Status</i>	To support schools with reporting to parents/guardians/carers on OLNA performance.	Shows current performance in each component for individual students. It also lists any requirements for individual students to resit the assessment.
<i>LAN011 – OLNA Student Accumulative Result</i>	To support schools by identifying student progression through the categories of achievement in each component across Years 9–12.	Shows current and historical performance in each component for individual students.

Foundation courses

Foundation courses are designed to assist students to demonstrate the minimum standard of literacy and numeracy to be eligible to achieve a WACE.

Foundation courses are divided into List A courses and List B courses.

List A courses

There are four List A courses:

- English Foundation – information can be found on the Authority website on the [English page \(https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2\)](https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2)
- English as an Additional Language or Dialect (EAL/D) Foundation – information can be found on the Authority website on the [English as an Additional Language or Dialect page \(https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect\)](https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect)
- Career and Enterprise Foundation – information can be found on the Authority website on the [Career and Enterprise page \(https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/career-and-enterprise\)](https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/career-and-enterprise)
- Religion and Life Foundation – information can be found on the Authority website on the Religion and Life page (<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/religion-and-life>).

Enrolment in these courses is for students who have sat the reading and writing components and are in Category 1 or Category 2 in reading and/or writing. These students have not achieved Category 3 in both reading and writing.

List B courses

There are three List B courses:

- Mathematics Foundation – information can be found on the Authority website on the [Mathematics Foundation page \(https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-foundation\)](https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-foundation)
- Applied Information Technology Foundation – information can be found on the Authority website on the [Applied Information Technology page \(https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/applied-information-technology\)](https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/applied-information-technology)
- Health, Physical and Outdoor Education Foundation – information can be found on the Authority website on the [Health and Physical Education page \(https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education\)](https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education).

Enrolment in these courses is for students who are in Category 1 or Category 2 in reading, writing or numeracy. These students have not achieved Category 3 in reading, writing and/or numeracy.

Details of eligibility requirements, including exemptions, are available through schools and the *WACE Manual* found on the Authority website on the [WACE Manual page \(https://senior-secondary.scsa.wa.edu.au/further-resources/wace-manual\)](https://senior-secondary.scsa.wa.edu.au/further-resources/wace-manual). The Authority recommends that students and their parents/guardians/carers discuss all course selection and enrolment decisions with their school.

General and ATAR courses

Further information about General and/or ATAR courses can be found on the Authority website on the [Years 11 and 12 page \(https://senior-secondary.scsa.wa.edu.au/\)](https://senior-secondary.scsa.wa.edu.au/).

OLNA Educator Code of Conduct and OLNA Student Agreement

The integrity of the OLNA relies on a shared commitment to delivering fair and equitable, high-quality tests. School principals, OLNA coordinators, OLNA supervisors and teachers must ensure that the OLNA is administered in accordance with the principles and values of the *OLNA Educator Code of Conduct* (see Appendix 1). Students are required to accept the *OLNA Student Agreement* (see Appendix 2) before logging in to an OLNA test.

Breaches of the OLNA Educator Code of Conduct or the OLNA Student Agreement

It is essential that breaches of the *OLNA Educator Code of Conduct* or the *OLNA Student Agreement* are identified promptly by the appropriate officer at a school and addressed in accordance with the Authority's requirements.

Breaches may be categorised as educator breaches and/or student breaches. Examples for both categories are outlined below.

Educator breach

Educator actions constitute a breach when they do not to adhere the *OLNA Educator Code of Conduct* (see Appendix 1). Educator actions that constitute a breach of the code of conduct may include:

- acting with intent to obtain an unfair advantage (whether on behalf of a student, a cohort of students, or a school)
- affecting the security of the OLNA in a manner that has the potential to compromise the integrity of its results (this includes transcribing, recording, copying or transmitting any test materials or responses)
- not complying with the Authority's OLNA instructions (e.g. using ineffective or dishonest practices).

Student breach

Student actions constitute a breach when they do not follow the *OLNA Student Agreement* (see Appendix 2). Student actions that constitute a breach of the agreement may include:

- leaving the test-delivery website during a test session
- transcribing, recording, copying or transmitting any test materials or responses
- using unauthorised materials during a test session
- using anonymiser technology, such as a VPN or Tor
- talking to and/or disrupting other students during a test session
- acting in a way intended to cause them to gain an unfair advantage
- acting in a way intended to unfairly affect the results of another student
- not following instructions during a test session.

Management of breaches

A breach may be categorised as either an educator breach or a student breach. An educator breach at a school may occur at the same time as a student breach or vice versa.

There are three stages for managing breaches: preliminary assessment, investigation and decision-making. The Authority's management of the investigation and decision-making processes is underpinned by the principles of procedural fairness. Procedural fairness in evaluating a breach generally follows three rules:

- bias rule: that is, the decision-makers are impartial
- hearing rule: that is, the person who is alleged to have committed the breach is provided the opportunity to respond to the allegation
- evidence rule: that is, the findings are based on relevant evidence provided.

When an alleged breach is reported by a school, the Authority will conduct a preliminary assessment, typically with the assistance of the school. The purpose of the preliminary assessment is to determine whether an allegation has sufficient grounds for further investigation and to ascertain the category of breach (i.e. educator or student).

Note: an allegation has grounds when the incident described appears to breach the *OLNA Educator Code of Conduct* or the *OLNA Student Agreement*.

Reporting of alleged breaches

Allegations of breaches of the *OLNA Educator Code of Conduct* and/or the *OLNA Student Agreement* must be lodged by a school by emailing the OLNA Helpdesk (see page 4).

When reporting alleged breaches to the Authority, all relevant information must be communicated, including:

- the category of breach (educator or student)
- the identifying information for the educator/s or student/s involved
- a description of the immediate circumstances giving rise to the breach
- any actions taken by the school in response to the allegation.

Deadlines for lodging breaches and appeals with the Authority

Deadlines for lodging breaches vary according to the type of breach. As the OLNA is implemented six times each calendar year, lodgement and resolution of breaches must be prompt to avoid affecting students' future opportunities to sit the OLNA.

- Lodgement of an alleged **educator breach** must be as soon as possible after occurrence as the alleged breach may impact student results or opportunities for students to sit the OLNA.
- Lodgement of an alleged **student breach** must be no later than three days after the testing window has closed.
- Lodgement of an **appeal** of committee decision of **student breaches** must be within eight calendar days from notification of the decision.

Breaches investigations

The Authority's investigation into an alleged educator or student breach will typically include:

- confirmation of the circumstances surrounding the alleged breach with the school
- requests for statements from educators and students directly concerned
- evaluation of the potential impact on student/s
- preparation of a report of the alleged incident for the breaches committee.

The Authority may communicate directly with students, parents/carers or educators as part of its investigation.

Where an educator breach is reported, the Authority may arrange with the school another sit for students in the current round of the OLNA prior to completion of the investigation.

Breaches Committee

The Authority's Online Literacy and Numeracy Assessment Breaches Committee (the Committee) will review each investigation completed by the Authority into an alleged educator and student breach and make a decision as to whether a breach has occurred based on the investigation findings. The Committee will also make recommendations to the Authority on how a substantiated breach should be addressed.

Membership of the Committee includes:

- a chairperson nominated by the Executive Director – SCS
- up to two non-government school secondary representatives appointed by the Executive Director – SCS (preferably from different school systems/sector)
- a public school secondary representative appointed by the Executive Director – SCS
- Manager, K-10 Testing (Executive Officer) – non-voting.

The Chair may invite attendees to Committee meetings to support the deliberations of the Committee.

Notification of breach outcome

Following the Committee's review of an investigation into an alleged student breach, a letter will be sent to the student involved and their school principal. The letter will outline the decision of the Committee and where applicable, information regarding the student appeals process. A student will be given eight calendar days to appeal the decision.

Following the Committee's review of an investigation into an alleged educator breach, a letter will be sent to the school principal. The letter will outline the decision of the Committee and where applicable, if the alleged breach is to be referred to another controlling body.

Appeals of student breaches

The Authority will consider an appeal against a decision on a student breach made by the Committee in the circumstances where the appellant has reasonable grounds to believe that one or more of the following has occurred:

- the Authority's investigation into the breach did not conform to the process outlined above
- the standard of conduct and integrity by a person/s appointed by the Authority to investigate or make a decision about the alleged breach was not in accordance with Section 9(a) of the *Public Sector Management Act 1994*
- new information has come to light which may have materially impacted the decision of the Committee if known prior to it making its decision.

The Authority will appoint an appeals investigator to investigate the appeal. The appeals investigator will submit a report to the Authority's OLNA Breaches Appeals Committee (Appeals Committee) for review and a decision on whether the appeal should be upheld or dismissed. Membership of the Appeals Committee includes:

- a person external to the Authority (who acts as Chairperson) nominated by the Executive Director – SCS
- up to two non-government school secondary representatives appointed by the Executive Director – SCS (preferably from different school systems/sector)
- a Department of Education representative endorsed by the Executive Director – SCS
- Director, Logistics, Testing and Planning (Executive Officer) – non-voting.

The Chair may invite attendees to Appeals Committee meetings to support the deliberations of the Appeals Committee.

The Executive Director – SCS will review and endorse the outcome of the Appeals Committee's decision and communicate in writing to the appellant and their school.

Referral of educator breaches to a controlling body

The Authority may refer educator breaches substantiated by the Committee to an appropriate controlling body which may include:

- the school
- the Department of Education
- Catholic Education Western Australia (CEWA)
- the governing body of an independent school
- the Teacher Registration Board of Western Australia (TRBWA).

Controlling bodies external to the Authority will follow processes specific to that body to address an educator breach. All appeals against a process administered by a controlling body must be addressed through the controlling body.

Adjustments

Subject to satisfying the requirements outlined below, the Authority allows adjustments for students with disability and EAL/D students.

Evidence used in determining an adjustment for the OLNA must be retained as per the relevant legislation and/or policies for each school system/sector.

Equitable adjustments for students with disability

The Authority recognises that access to the OLNA tests for students diagnosed with severe disability, impairment or a medical condition could be significantly affected and may require adjustment to the standard conditions. Current evidence of the diagnosis and the severity of disability is required for approval of the adjustment as outlined in the Authority's Equitable Access to Assessment (EAA) policy.

Adjustments are made to enable access to the OLNA tests on an equivalent basis to students without disability, impairment or a medical condition. Adjustments to enable access to OLNA tests will be made by principals or the Authority in accordance with the Authority's EAA policy.

The purpose of this section is to provide guidance for principals to determine and implement adjustments appropriately and equitably. There are many students with some form of disability or medical condition who will not need any adjustment to access an OLNA test.

Disability Discrimination Act 1992 and Disability Standards for Education 2005

The *Disability Standards for Education 2005* (the Standards) 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 outline the obligations of education providers under the *Disability Discrimination Act 1992*.

The Standards outline the legal obligations and responsibilities of educational authorities and education providers. Making reasonable adjustments where necessary for students with disability is key to meeting obligations and ensuring maximum participation in the timed assessment.

The term 'reasonable adjustment' is described in Section 3.4 of the Standards 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 the student with disability, the education provider, staff and other students.

The following information is intended to assist in determining reasonable adjustments for students with disability. It should be considered in conjunction with the *Disability Discrimination Act 1992*, the Standards and the Authority's *Equitable Access to Assessment Policy: Guidelines for Equitable Access for Assessments*.

Consider the purpose of the OLNA

The OLNA is designed to enable students to demonstrate, in an online environment, the minimum standard in each component as required to become eligible for achievement of a WACE. This minimum standard represents the skills needed to meet the demands of everyday life and work. Reasonable adjustments to enable students to accurately demonstrate their skills may be approved. Adjustments for handwritten assessments may not be appropriate for online assessments. Adjustments are not appropriate if they compromise a student's ability to demonstrate the standard being assessed.

Consider the views of the student

Before making an adjustment, the principal must discuss with the student (or parents/guardians/carers):

- whether the adjustment is reasonable
- the extent to which the adjustment would enable participation in the OLNA test on the same basis as a student without disability
- whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

Consider the disability

Adjustments may be considered only for students who have a current diagnosis from a relevant specialised medical professional that effectively states that the student's disability diminishes test accessibility and that the provision of a specific adjustment would restore test accessibility for that student, so long as that adjustment is permissible for the OLNA component in question.

Schools should consider the evidence available to determine the appropriateness of the adjustment required. A detailed assessment, which might include an independent assessment completed by an appropriately qualified expert, may be required to determine what adjustments are necessary for a student. Adjustments may not be required for a student with disability in some circumstances.

Examples of evidence, in addition to a diagnosis, could include:

- health reports
- reading and/or writing standardised test scores
- adjustments regularly used for school-based assessments.

The adjustment considered must be in the context of each test. The following points are important to remember when considering the implementation of adjustments in Authority-managed timed tests:

- Adjustments should enable students with disability to access the tests. Adjustments may be different for different tests for a given student. Adjustments should be at the lowest level needed to allow access to a test. A student may have access to more than one adjustment in any one test only when multiple disabilities with different impacts are being accommodated, or when the substitution of a higher form of support (such as working time) instead of a lower level of support (such as rest breaks) does not allow sufficient access.

- When providing adjustments, the purpose and integrity of the test and its protocols for administration should be maintained. For example, reading the stimulus material and/or questions to a student during the reading test is not appropriate or permitted, even if this is what usually happens for the student.
- Adjustments should generally reflect the kind of support and assistance provided in the classroom for assessment activities in order for students to demonstrate what they know and can do.
- The requirement for extra time to work will need to be considered separately for each of the tests, taking into account the nature of the work required in each of the timed tests.

Temporary disability

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

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

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.

Learning disorder diagnosis

The Authority requires a diagnosis of a learning disorder that uses the DSM-5² criteria. These criteria specify that specific learning disorders with impairment in reading (dyslexia) and/or impairment in writing (dysgraphia), or specific learning disorders with impairment in mathematics (dyscalculia), are diagnosed through a clinical review of an individual's developmental, mental, educational and family history, reports of test scores and teacher observations, and response to academic intervention³. A psychologist is best placed to undertake this assessment.

A diagnosis of dyslexia or any other specific learning disability cannot be made by someone who assesses vision, hearing, movement or any other skill in isolation.

Consider the online format

As the OLNA is conducted online, consideration of the test-delivery website functionality and capabilities must be considered before approving an adjustment.

The online format:

- allows adjustment of font size, colour and contrast
- provides access to a keyboard or touchscreen (adjustments, such as a scribe or extra time to write for students with a fine motor disability, are unlikely to be necessary).

²American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425596>

³Dyslexia – SPELD Foundation. (2021). *Understanding Learning Difficulties: A practical guide* (2nd ed. p. 16)

Types of adjustments for disability

To assist schools and parents/guardians/carers, the Authority has developed the *Equitable Access to Assessment Policy: Guidelines for Equitable Access for Assessments*, found on the Authority website on the [Equitable Access to Assessment Policy and Guidelines page \(https://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines\)](https://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines).

Certain types of adjustments require approval by the Authority. Schools must enter any of the adjustments requiring Authority approval into the OLNDA Dashboard by the date specified in the *Checklist for principals* (see Appendix 5).

Table 7. Adjustments for the OLNDA

Adjustment				Required approvals	
	Type	Sub-type	Notes	Principal	Authority
1	Rest breaks		<ul style="list-style-type: none"> through the provision of a pause button the test will only pause for a set amount of time (schools need to request the appropriate time) 	Yes	Yes
2	Extra time to work			Yes	Yes
3	Extra time at student's discretion			Yes	Yes
4a	Special formats	alternate images	high quality/vector images	Yes	Yes
4b		braille	paper-based	Yes	Yes
4c		coloured backgrounds	three colours: light blue, light yellow and green	Yes	Yes
5a	Support person	general		Yes	No
5b		scribe		Yes	Yes
6	Oral/sign support			Yes	No
7	Modification to environment		e.g. separate supervision, special furniture, lighting	Yes	No
8	Access to medication		e.g. diabetic support	Yes	No

1. Rest breaks through the provision of a pause function

Rest breaks are appropriate when a student is physically or psychologically incapable of completing a test in the continuous period specified for that component. Breaks are usually up to five minutes per 30 minutes of test time.

The effectiveness of rest breaks will generally be evident from the student's use of that adjustment in classwork and internal assessment tasks of a similar length to the OLNDA test. It should be clear to teachers that the student is more focused, alert or productive after taking a rest break.

The platform will monitor the amount of time used for rest breaks and will automatically restart the test once the allocated rest time has passed. In addition to requesting a pause break, schools will need to select the length of the requested rest time in the field in the OLN Dashboard. Students may use the allocated rest time as one break or as multiple small breaks. Students approved for this adjustment may take a rest break at times of their choosing. The test will be adjusted for these students to include a pause function. The pause function will enable students to pause and resume the test to allow for rest breaks at required intervals. As this adjustment does not affect the overall working time for the test, students are not permitted to work on test questions during rest breaks. Once a student uses all of the time allocated for rest breaks, the test will resume and cannot be paused again.

2. Extra time to work

Extra time to work is appropriate for a student:

- who has a current diagnosis from a specialised medical professional which effectively states that the student's disability diminishes test accessibility, and that the provision of this specific adjustment would restore test accessibility for that student
- with physical disability that significantly inhibits their use of a keyboard or touchscreen
- with vision impairment for whom standard screen adjustments will not provide reasonable access
- who is working with a scribe or support person.

The Authority will adjust the maximum amount of time allowed for approved students to complete the test to include the extra time. Generally, it is recommended that no more than five minutes of extra time per 30 minutes of test time be provided. However, in some cases, up to an additional 15 minutes per 30 minutes of test time may be provided.

3. Extra time at student's discretion

Extra time to use at a student's discretion is appropriate for a student with a complex medical condition that requires constant management, or multiple conditions that inhibit their ability to complete a task at the expected rate. This is used instead of extra time to work, as well as rest breaks.

4. Special formats

4a. Alternate images (high quality/vector images/high contrast) – online

Students with vision impairment who are unable to adjust to the online environment with suitable modifications may be supported by the use of alternate images. These images are typically vector images, which retain their quality when increased in size. These images are also typically high contrast.

4b. Braille assessment – paper

Students with vision impairment who are unable to adjust the online format sufficiently to access the test can be provided with a test in braille format. Principals must advise the Authority of this need **at least** four months before the scheduled OLN window.

4c. Coloured backgrounds – online

Students with vision impairment who are unable to adjust to the online environment with suitable modifications may be supported by the use of different coloured backgrounds. The student may select from the range of colour themes as required during the tests.

5. Support person

5a. General

A support person can be used for the OLN reading and numeracy tests. A support person is not allowed for the writing test because a scribe is the appropriate equivalent adjustment.

A support person may be a teacher or person officially engaged by the school to assist students with disability to access the OLN by navigating the online environment and/or selecting responses to multiple-choice questions in the reading and/or numeracy tests as indicated by the student.

A support person may only read aloud those elements of the test that can be read to all students.

Parents/guardians/carers or family members are not permitted to be used as a support person, unless regularly employed by the school in the capacity of a support person.

5b. Scribe

The assistance of a scribe enables the student to access the writing test and should not enhance the student's performance. 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 by using alternative adjustments, such as extra time and/or rest breaks. In order to ensure 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 Authority.

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

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

The person appointed as a scribe must:

- have experience as a scribe
- be an adult
- not be related to the student
- comply with the *OLNA Educator Code of Conduct* (see Appendix 1) and the procedure for providing scribe assistance.

Ideally, the scribe should be familiar with the student and be regularly engaged by the school to provide scribing assistance to the student.

Scribes must read and comply with the requirements and procedures described in the *Information for scribing* (see Appendix 9).

6. Oral/sign support

The principal may approve oral/sign support. Supervisor instructions may need to be given in writing.

7. Modification to the physical environment

Separate supervision and/or special furniture, lighting or other conditions in the physical environment may be provided.

8. Access to medication

Access to medication or diabetic support can be provided.

English as an Additional Language or Dialect (EAL/D) students

Extra time to complete the OLNA for Year 12 ATAR EAL/D students

Students who are registered as eligible to be enrolled in Year 12 ATAR EAL/D will automatically be granted an extra 10 minutes to complete the OLNA reading, writing and numeracy tests.

To be approved in time for the relevant OLNA testing window, students must complete and submit an online eligibility declaration for Year 12 ATAR EAL/D and be endorsed by their principal by the deadlines published in the *Activities Schedule*.

Instructions about how to check the eligibility status of a student once an application has been submitted can be found on the Authority website on the [English as an Additional Language or Dialect course page \(https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect\)](https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect).

Extra time to complete the OLNA for other EAL/D students

A student who has eligibility approval from the teacher and school principal to enrol in Year 12 General or Foundation EAL/D can be allocated an extra 10 minutes to complete the OLNA reading, writing and numeracy tests. While eligibility approval is given for enrolment in a Year 12 course, students can be granted eligibility from Year 9 to allow them to receive the extra 10 minutes for the OLNA. Schools may wish to consider which students, including Aboriginal and Torres Strait Islander students, may be eligible for this adjustment by reviewing the *EAL/D – Eligibility guide and allocation of extra time for the OLNA* found on the Authority website on the [English as an Additional Language or Dialect course page \(https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect\)](https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect).

For a student to be granted eligibility approval, the school must complete and retain the required documentation (*Form for eligibility for enrolment in Year 12 General and Foundation English as an Additional Language or Dialect (EAL/D) and for extra time to complete the OLNA*) and include supporting evidence. The form is available on the Authority website on the EAL/D course page.

Once the required documentation is completed, the principal (or their representative) needs to notify the Authority, through the OLNA Dashboard, of the allocation of an extra 10 minutes to complete each component of the OLNA.

The time adjustment will be applied to all OLNA tests completed by the student in that calendar year. Therefore, this process needs to be **repeated every calendar year** that the student is sitting the OLNA. Schools must advise the Authority of any student needing time adjustments by the deadline published in the *Activities Schedule*.

Further information about EAL/D eligibility can be found on the Authority website on the [English as an Additional Language or Dialect course page \(https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect\)](https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect).

Requests for adjustments

Schools must ensure that requests for adjustments requiring approval by the Authority (i.e. rest breaks, extra time, extra time at the student's discretion and special formats), other than those for Year 12 ATAR EAL/D students, have been entered into the OLN Dashboard by the date specified in the *Activities Schedule*.

Schools will be provided with a list of students whose requested adjustments have not been approved. Approved adjustments will be available in the SIRS reports LAN001 and LAN002 (see Appendix 10).

Approved adjustments do not need to be entered into the OLN Dashboard for future windows within the same school year. Adjustments approved for a Year 9 Term 4 sit will not need to be entered at the start of Year 10. The system will do this automatically. New students or requests to change adjustments will need to be entered by schools into the OLN Dashboard.

Late applications cannot be accepted due to the programming required to accommodate the needs of students with approved adjustments. Students needing adjustments who have not been registered by the due date will need to sit the test in the next window. Alternatively, students may choose to sit the test under standard conditions in the current window and apply for adjustments for the next window if the required proficiency of skills for the component has not been demonstrated.

Documentation of decisions and adjustments actioned

Principals must document all adjustment arrangements and keep a record for audit purposes. Where it is deemed by the Authority that a student has been provided with adjustments without sufficient evidence of need and that the student has been advantaged by this action, any assessment results may be invalidated, and the student may be required to resit the test without the adjustment.

Role of the principal

Principals are responsible for the proper administration of the OLNA tests. The *Checklist for principals* (Appendix 5) specifies the relevant activities and dates.

Principals are required to email the *OLNA Declaration Form* (Appendix 3) to the OLNA Helpdesk before the start of the school's first test window, or on arrival at a new school. In small schools, principals may also be required to take on the roles of OLNA coordinator and/or OLNA supervisor. Refer to the relevant sections of this handbook and/or the *OLNA Supervisor's Handbook 2025*.

Role of the OLN A coordinator

The OLN A coordinator's role can be undertaken by a principal, a staff member or a school administrator. OLN A coordinators carry out the day-to-day management of the OLN A within a school setting to ensure the proper administration of the OLN A tests.

The *Checklist for OLN A coordinators* (Appendix 6) specifies the activities and dates relevant to this role.

OLN A Dashboard

Schools can use the OLN A Dashboard to:

- request and record adjustments
- record participation status, such as abandonment and non-attempts
- record test incidents and contact the OLN A Helpdesk (see page 4) immediately if an incident prevents a student from sitting or completing an OLN A test.

Schools can access the OLN A Dashboard at <https://assess.scsa.wa.edu.au/admin>.

- Username: emailed to principals and OLN A contacts at the start of the term in which the test window occurs.
- Password: emailed to principals and OLN A contacts at the start of the term in which the test window occurs.

Access to the OLN A Dashboard will be made available to the Principal and the OLN A contacts as listed in SIRS. OLN A coordinators should ensure that they are listed as an OLN A contact in the SIRS database. Please refer to section 2.4.1 of the *Data Procedures Manual* (<https://www.scsa.wa.edu.au/publications/data-procedures-manual>).

Instructions for using the OLN A Dashboard are available in the *OLN A Dashboard User Guide 2025*, which can be found on the Authority website on the [OLN A Schools page \(https://senior-secondary.scsa.wa.edu.au/assessment/olna/schools\)](https://senior-secondary.scsa.wa.edu.au/assessment/olna/schools).

Using the Student Information Record System

OLN A coordinators and other staff with delegated access can use SIRS to support the administration of the OLN A. The following reports provide information about student eligibility and performance.

Table 8. OLN A reports in SIRS

Report name	Description
<i>LAN001 – OLN A Student List</i>	Lists students eligible to sit each OLN A component either in the next window or a future window.
<i>LAN002 – OLN A Students Log-in Details</i>	Provides login details for students eligible to sit during the next OLN A window (available one week before each window).
<i>LAN003 – OLN A Performance Overview</i>	Lists the current results in each OLN A component for all students of the selected cohort.

Report name	Description
<i>LAN005 – OLN Individual Student Diagnostics</i>	Includes individual diagnostics for students achieving a Category 1 or 2 result in the selected test window and component.
<i>LAN006 – OLN Individual Student Current Status</i>	Includes current performance in each OLN component for individual students. Also lists the requirements for individual students who have not demonstrated the standard in at least one component to resit the test in the next available window.
<i>LAN011 – OLN Student Accumulative Result</i>	Provides the performance progression of registered students from their first attempt to the most recent.

Note: a login and password are required to access these reports in [SIRS \(https://sirs.scsa.wa.edu.au\)](https://sirs.scsa.wa.edu.au).

Preparing for the assessment

Scheduling

All tests are only available from 8.00 am to 4.00 pm (AWST).

The writing test is typically available during the first two days of the testing window. This is to expedite the marking process and to maintain test security.

Schools can schedule the reading and numeracy tests separately on any weekday during the testing window.

OLNA coordinators must:

- ensure that all test sessions start and finish between 8.00 am and 4.00 pm (AWST). Students who are still sitting any OLN test after 4.00 pm (AWST) and experience technical difficulties are likely to lose some or all of their responses. It is highly recommended that schools allow extra time in addition to the test time and administration time when planning test sessions
- arrange for the booking of a room/s with sufficient networked devices for the number of students scheduled to sit the test
- decide whether students are permitted to use a personal iPad® or Android® tablet to complete the test
- provide OLN supervisors with a copy of the *OLNA Supervisor’s Handbook 2025*, which details the responsibilities of the OLN supervisor, and access to a copy of the *OLNA Handbook 2025*
- communicate all test scheduling information to OLN supervisors
- meet with OLN supervisors to
 - arrange where and when the test sessions will be held
 - determine the duration and organisation of breaks between test sessions
 - discuss organisational procedures required during the test
 - establish procedures for handling emergencies and problem situations
 - establish procedures to be followed when a relief teacher administers the test
 - discuss arrangements for students who have been granted adjustments
 - organise modes of communication to manage difficulties if they arise. For example, a mobile phone (on silent) in the test room is essential, along with important contact numbers, including the OLN Helpdesk (see page 4). A runner may also be useful – a student who is not sitting the OLN, but who can be available to run messages to and from the test room

- ensure the OLNA supervisors have a device that monitors time, such as a watch, timer or room clock with a minute and second hand, so progress can be monitored and managed to ensure that students who need to take a break (as per disability adjustments) or students who experience technical delays during the test receive their full allotment of time (those students who qualify for extra time will have an adjusted total on the timer for their test)
- ensure students' login details sheets are provided to the OLNA supervisors to issue to students upon entering the test room
- ensure the *OLNA Student List* is provided to OLNA supervisors to record attendance and observations during the test
- develop a plan for dealing with students who arrive late to the test room, so they do not disturb others
- identify a supervised break room or alternative location where students who are experiencing difficulties (e.g. asthma) or who are misbehaving can be taken
- ensure the school IT support person's phone number and location are on hand in case software, hardware or network problems arise. It is recommended that this person be in the test room when the first test occurs and then available during future test times
- arrange for a buddy teacher, education assistant or other adult support person to be on standby to escort students to and from the test room
- ensure all students have internet access permissions
- ensure students have been provided with an opportunity to become familiar with the test delivery website functionality and the types of questions they can expect by sitting relevant components of either the practice or example tests
- ensure all eligible students sit the relevant tests
- ensure all students are advised of their test information (see below).

Student test information

The *OLNA Information for Students sheet* (Appendix 4) informs students of the date, time and location of their test/s and must be completed, printed and handed to students (or similar electronic notification that the student can be guaranteed to receive) at least one week before the testing window. The *OLNA Information for Students sheet* must **not** contain students' login details.

Students must keep this information sheet to keep track of their test schedule. However, it is essential that OLNA coordinators keep their own schedules and student lists to help students who have misplaced their information sheets. The OLNA Dashboard enables a school to view who has sat a test and who has not.

Managing usernames, passwords and student lists

All *OLNA Students Log-in Details* sheets and a complete *OLNA Student List* for each component will be available in SIRS. These lists must be kept secure at all times.

Student supervision

Schools are responsible for the effective supervision of all students. An OLNA supervisor must be registered with the TRBWA. Further information on the supervisor's role is provided in the Role of the supervisor section on page 36 of this handbook.

Checking device requirements

The OLNA test-delivery website can be accessed using most common devices and their browsers. Desktop computers, laptops and iPads (or Android tablets) are all supported. The OLNA is designed for Windows®, Apple® and Linux® devices. The following browsers are recommended: Chrome® 130+, Firefox® 130+, Safari® 15+, Microsoft Edge® 130+ and Opera Next 114+.

All devices need to have:

- an active internet connection (the tests will not run offline)
- JavaScript® enabled
- screen resolution set to a minimum 1024x768 pixels (lower resolutions, such as those found on notebooks with smaller screens, will result in the introduction of scroll bars)
- all keyboard settings, such as predictive text, grammar and spell-checking functionality, turned off (see the *OLNA Test-Delivery Website User Guide 2025* Section 1: System and device set-up for the complete list)
- all applications not required to run the browser used for the OLNA or for the security of the device used to access the OLNA closed. This includes applications such as those providing predictive text, grammar and spell-checking functionality.

The OLNA coordinator, working with the OLNA IT support person, must familiarise themselves with the *OLNA Test-Delivery Website User Guide 2025* before the testing window. The guide provides critical information about accessing and using the test-delivery website. It also includes solutions to potential issues.

Schools must ensure that the requirements as outlined on the *OLNA – Requirements* page (<https://assess.scsa.wa.edu.au/requirements>) are **checked** and the *Technical readiness test* is **run** on a sample of all devices intended for use by students (using student access permissions). This check, outlined in the *OLNA Test-Delivery Website User Guide 2025*, ensures that all devices meet the minimum requirements to run the test-delivery website.

Important technical note about bandwidth and wireless connections

One of the critical factors in implementing the OLNA is ensuring there is sufficient bandwidth available during scheduled tests.

All schools need to ensure that internet usage by other classes during the testing window is minimised, particularly websites that use high amounts of bandwidth, such as online streaming services; for example, Netflix® and YouTube®. This may require rebalancing bandwidth allocation to prioritise the OLNA, or a complete quarantine of bandwidth.

The Authority recommends schools notify students not involved in the OLNA to avoid connecting their personal devices to the school wireless network during the test sessions.

The Department recommends public schools limit the maximum number of devices connected to a single wireless access point (WAP) for mission-critical periods (such as the OLNA) to 20 devices per session. Schools with high-density WAP may be able to connect more devices.

Non-government schools planning to use wireless internet during the OLNA must determine the maximum number of devices that can be logged into a WAP simultaneously before signal degradation occurs. This can be done using the practice or example tests.

If a school's wireless network is known to have connectivity issues, the Authority strongly recommends avoiding the use of wireless internet and scheduling the tests to be completed in wired computer labs where it is known that sufficient bandwidth is available.

An outcome of the failure to manage bandwidth during the OLNA is **probable loss of student responses** during test submission and a **requirement for the student to resit the test**. The Authority may not be able to recover incomplete student responses where a school has not managed its bandwidth appropriately.

Important information for public (Department of Education) schools

Public school IT support staff must ensure the following domains are whitelisted in the School Internet Gateway (SIG) on the appropriate internet access groups.

- assess.scsa.wa.edu.au
- am.sonet.com.au
- cdn.sonet.com.au
- s3-ap-southeast-2.amazonaws.com
- s3.amazonaws.com

Details on managing your SIG can be found on [ikon \(https://ikon.education.wa.edu.au/-/use-and-customise-the-school-internet-gateway/1.0\)](https://ikon.education.wa.edu.au/-/use-and-customise-the-school-internet-gateway/1.0).

Coordinating on test days

OLNA coordinators must provide OLNA supervisors with the *OLNA Students Log-in Details* sheets and the *OLNA Student List* before the start of each test session.

OLNA coordinators must provide each supervisor with a copy of the *OLNA Supervisor's Handbook 2025*, which details the requirements of the supervisor. During each test session, OLNA supervisors must record student attendance and write detailed notes of any issues that arise, such as technical difficulties and/or alleged breaches of the *OLNA Student Agreement*. These must be recorded on the *OLNA Student List* or in the OLNA Dashboard.

OLNA coordinators must contact the OLNA Helpdesk (see page 4) immediately to report breaches of the *OLNA Educator Code of Conduct* or the *OLNA Student Agreement*, or any actions that undermine assessment security or integrity.

Technical support

OLNA coordinators must inform OLNA supervisors that they need to attempt to resolve technical issues with their school IT support person. Bandwidth use by other classes during the test sessions must be minimised and any network or hardware maintenance must be scheduled outside of the testing window.

The *OLNA Test-Delivery Website User Guide 2025* and the *OLNA Supervisor's Handbook 2025* contain a list of frequently asked questions and solutions to potential issues. If there are any urgent issues that cannot be resolved by the school IT support person, call the OLNA Helpdesk (see page 4) or email with the subject title '<SchoolCode>_techsupport'.

To ensure that the IT issue is resolved promptly, the following information must be prepared by the school before contacting the OLN A Helpdesk:

- a detailed description of the problem (including screenshots where relevant)
- the extent of the problem
- school and student details (school code, names, student numbers)
- the date and time of the problem
- a screenshot of the device results from the [OLNA Requirements page \(https://assess.scsa.wa.edu.au/requirements\)](https://assess.scsa.wa.edu.au/requirements)
- screenshots of the device's details, as generated using [What's My Browser \(https://www.whatsmybrowser.org/\)](https://www.whatsmybrowser.org/). Note: avoid clicking on any links or ads. A screenshot is the safest method of collecting the necessary information
- the best contact phone number and email address.

Student misadventures, illness and technical difficulties

If a student is absent or experiences misadventure, illness or technical difficulty before logging into the test-delivery website, schools should reschedule the student's test to a later time in the testing window without contacting the OLN A Helpdesk for a new password.

If a student experiences misadventure, illness, an unsolvable technical difficulty or any other problem that prevents them from completing the test during the test session, OLN A coordinators must contact the OLN A Helpdesk (see page 4) with the subject title '<SchoolCode>' to request further advice. OLN A supervisors must record all misadventures and technical issues experienced by students during test sessions on the *OLNA Student List* (or in the OLN A Dashboard). Where applicable, it is critical that precise question numbers are included.

Reporting to the Authority

OLNA coordinators should collate all completed *OLNA Student Lists* after test sessions, and record student participation status or test incidents in the OLN A Dashboard.

The OLN A Helpdesk (see page 4) should be advised immediately about any incident that prevents a student from completing a test. If a school has any doubt, particularly for Year 12 students, they should contact the OLN A Helpdesk as soon as possible.

The Authority will review and record details provided in the OLN A Dashboard and information provided to the OLN A Helpdesk. The information may be used to determine:

- whether, in the event of technical issues, there is sufficient evidence in student performance to warrant a student being moved from Category 1 to Category 2 or from Category 2 to Category 3
- eligibility for Foundation courses.

Links to additional support documents and websites

- [ACSF \(https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework\)](https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework)
- The Authority website:
 - [WACE Requirements page \(http://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements\)](http://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements)
 - [OLNA page \(http://senior-secondary.scsa.wa.edu.au/assessment/olna\)](http://senior-secondary.scsa.wa.edu.au/assessment/olna)
 - [OLNA publications \(https://senior-secondary.scsa.wa.edu.au/assessment/olna/schools\)](https://senior-secondary.scsa.wa.edu.au/assessment/olna/schools)
 - [Activities Schedule page \(http://www.scsa.wa.edu.au/publications/activities-schedule\)](http://www.scsa.wa.edu.au/publications/activities-schedule)
- [OLNA Requirements page – system check \(https://assess.scsa.wa.edu.au/requirements\)](https://assess.scsa.wa.edu.au/requirements)
- [Practice and example tests \(https://assess.scsa.wa.edu.au/\)](https://assess.scsa.wa.edu.au/)
 - Username: (four-digit SIRS school code only – do not include the letter ‘p’)
 - Password: prac14
- [OLNA Dashboard \(https://assess.scsa.wa.edu.au/admin\)](https://assess.scsa.wa.edu.au/admin).
- [Equitable Access to Assessment Policy and Guidelines \(https://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines\)](https://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines)

Role of the OLNAsupervisor

OLNA supervisors are responsible for the proper invigilation of the OLNAs. OLNAsupervisors include anyone who is present in the test session and is not sitting the test.

The responsibilities of the OLNAsupervisor are outlined in the following sections. The *OLNAsupervisor’s Handbook 2025*, found on the Authority website on the [OLNAschools page \(https://senior-secondary.scsa.wa.edu.au/assessment/olna/schools\)](https://senior-secondary.scsa.wa.edu.au/assessment/olna/schools), is specifically designed for OLNAsupervisors. It contains administration scripts for the OLNAs components as well as the information, activities and dates relevant to this role.

A *Checklist for OLNAsupervisors* is provided in Appendix 7 and the administration scripts are provided in Appendix 8.

OLNAsupervisors must familiarise themselves with the *OLNAs Test-Delivery Website User Guide 2025* before the testing window. The guide provides critical information about accessing and using the test-delivery website. It also includes possible solutions to potential issues.

Preparing for the test window

In the weeks before the testing window, the OLNAsupervisor should consult with the OLNAs coordinator to confirm:

- where and when the test sessions will be held
- the duration and organisation of breaks between test sessions
- organisational procedures required during the testing window
- procedures for handling emergencies and problem situations
- procedures to be followed when a relief teacher administers the test
- arrangements for students granted adjustments
- the conditions for iPad or Android tablet use (if approved by the OLNAs coordinator)
- *OLNAs Information for Students* sheets have been provided to eligible students
- receipt of the *OLNAs Handbook 2025* and/or the *OLNAs Supervisor’s Handbook 2025*, the *OLNAs Test-Delivery Website User Guide 2025* and the *OLNAs Dashboard User Guide 2025*
- they have understood the contents of the *OLNAs Supervisor’s Handbook 2025*.

Checking devices, materials and applications

During each test session, OLNAsupervisors must check that students only have:

- a pen and/or pencil
- an eraser
- a device necessary for accessing the test
- their login sheet
- working paper provided by the school.

OLNAsupervisors must ensure students do not have the following unauthorised devices and/or materials in the test session: mobile phones; pen-readers; Bluetooth®/wireless/web-enabled devices; photographic, scanning or audio devices; headphones; calculators; dictionaries; thesauruses; or notes. The device a student uses to access the test is considered to be an authorised device. A student may only access the test with one device at a time.

Subject to the approval of the OLN coordinator, students may be permitted to use a personal device, such as a laptop, iPad or Android tablet, to complete the test. However, OLN supervisors must ensure keyboard settings, such as predictive text, grammar and spellchecking functionality, are turned off (see the *OLNA Test-Delivery Website User Guide 2025* Section 1: System and device set-up for the complete list).

OLN supervisors must check students do not have any applications open that are not necessary to access the test or keep their device safe. Students may only have one browser and one browser tab open at any one time. Any toolbars or side bars should be turned off or, if that is not possible, minimised. All background applications must be closed, including those that provide predictive text, grammar and spellchecking functionality.

The OLN supervisor must provide students with a blank piece of working/planning paper. The *OLNA Students Log-in Details* sheet will suffice for this purpose.

Recording attendance and documenting issues experienced

For each test session, the OLN coordinator will provide OLN supervisors with the *LAN002 – OLN Students Log-in Details* report. These are to be distributed to students as they enter the test room. OLN supervisors must ensure that students receive only the relevant login details sheet for the component they are scheduled to sit during that test session.

The OLN coordinator will provide OLN supervisors with the *LAN001 – OLN Student List* in the test session so that student attendance can be recorded, and any issues experienced during the test can be documented.

Preparing the test room

OLN supervisors and OLN coordinators must ensure that the best possible test conditions are created for students by undertaking the following preparations:

- arrange for devices to be positioned in a way that minimises opportunities for students to see other students' screens
- remove or cover any charts, teaching materials and spelling lists that may help students to answer questions
- ensure that unauthorised materials are not available to students during the test sessions.

Understanding rules for assisting students

OLN supervisors must demonstrate professional and ethical behaviour at all times. Any assistance given to students that results in students gaining an advantage in their test is in breach of the *OLNA Educator Code of Conduct* (see Appendix 1). Table 9 lists the rules for how OLN supervisors may assist students in fair and ethical ways.

Table 9. Rules for assisting students

Component	OLNA supervisors may	OLNA supervisors must not
All	<ul style="list-style-type: none"> ✓ read instructions ✓ advise students to leave a question if they are unsure of the answer ✓ advise students to return to unanswered questions if they have time at the end ✓ encourage students who finish early to review their work ✓ assist students with test-delivery website navigation 	<ul style="list-style-type: none"> × give examples or hints × explain, paraphrase or interpret questions or texts × explain the meaning of symbols in questions or texts × indicate to students whether their answers are correct or incorrect × remind students about work completed in class
Reading		<ul style="list-style-type: none"> × read stimulus materials or test questions to a student
Numeracy	<ul style="list-style-type: none"> ✓ read the instructions and the numeracy questions, but only those numerals or symbols embedded in text 	<ul style="list-style-type: none"> × translate, interpret or explain the meaning of any symbols, numbers or mathematical terms
Writing	<ul style="list-style-type: none"> ✓ read the writing prompt 	<ul style="list-style-type: none"> × allow any discussion of the writing task × provide any structure or content, orally or in writing × prompt students × write anything on the board (except the test-delivery website address) × plan for the students × type for a student (except where adjustments for disability have been approved by the principal and the Authority, and the supervisor is the appointed scribe)

Supervising test days

Before the test session

OLNA supervisors must have:

- a personalised *OLNA Student Log-in Details* sheet for each student
- the *OLNA Student List* to record attendance (students may be asked to sign against their name) and to document any issues experienced by students during the test
- blank working/planning paper for all students (the sheet with their login details will suffice)
- a copy of the *OLNA Supervisor's Handbook 2025* or the *OLNA Handbook 2025*.

At the start of the test session (as students enter the test room)

OLNA supervisors must hand each student:

- their *OLNA Student Log-in Details* sheet and direct them to their device
- a blank piece of working/planning paper (the sheet with their login details will suffice).

During the test session

OLNA supervisors **must** read from the appropriate test administration script to ensure consistent instructions are provided to all students.

This script includes instructions for:

- students to read their *OLNA Student Log-in Details* carefully, hand in unauthorised materials, and close any unnecessary applications or browser tabs
- OLNA supervisors to write the test-delivery website address (<https://assess.scsa.wa.edu.au>) on the whiteboard and instruct students to enter it into a browser
- students to read and agree to the *OLNA Student Agreement* when the home page has loaded
- students to enter their username and password provided on the sheet with their login details.

Students should read the instructions page on the screen. When directed, students can click on the **Start** button to begin the test.

Students are given a maximum of 50 minutes working time to complete the tests for the reading and numeracy components and 60 minutes working time to complete the task for the writing component (unless extra working time has been approved). Students who are approved for pause time may require additional time in the test session to account for rest breaks. Students who finish a test early will need to click on the **Submit** button to conclude the test. If students do not complete a test within the allotted working time, the test will close and submit automatically. OLNA supervisors will advise students that they have run out of working time and cannot continue.

Students who disrupt other students during the test session must be removed from the room immediately and placed under alternative supervision arrangements. The OLNA coordinator and OLNA supervisor must discuss alternative supervision arrangements in advance. Where a student has been removed from the room during the OLNA assessment, the OLNA coordinator should contact the Authority as soon as possible to seek further advice. On the *OLNA Student List*, OLNA supervisors must record student attendance and details of any issues experienced by individual students during the test.

During the test session, OLNA supervisors must **monitor student activity carefully** and ensure that students do not leave the test-delivery website, access other websites or unauthorised materials, or use any other browser/operating system application or setting that may provide assistance. A supervisor who observes an action or behaviour that contravenes the *OLNA Student Agreement* must document observations and advise the OLNA coordinator. The OLNA coordinator will then inform the Authority of the observed student activity that contravenes the *OLNA Student Agreement*.

At the end of the test session

When all students have submitted their responses for the test, OLNA supervisors must ask students to close their browser. OLNA supervisors must then collect working/planning paper for secure disposal. Once all papers are collected, the test session is considered to be concluded and students may be dismissed or managed as appropriate. However, students granted adjustments or those who have experienced technical issues may continue their test session.

OLNA supervisors should then return the *OLNA Student List* (complete with attendance check and record of any issues experienced by individual students) to the OLNA coordinator.

OLNA supervisors must **not**:

- × allow any students or unauthorised persons to remove any paper that students have been working on from the test room
- × transcribe braille test books
- × copy, transcribe, transmit or record images of test questions or student responses, or ask students to record their answers on a piece of paper or on another device. An exception may be made when an OLNA supervisor or OLNA coordinator is under the direction of the OLNA Helpdesk and there is a problem with submission of student responses.

Finding solutions to potential issues

The *OLNA Test-Delivery Website User Guide 2025* and the *OLNA Supervisor's Handbook 2025* contain a list of frequently asked questions and solutions to potential issues.

OLNA supervisors must be familiar with the *OLNA Test-Delivery Website User Guide 2025* and the relevant sections of this handbook (or the *OLNA Supervisor's Handbook 2025*) before the test sessions and attempt to resolve any technical issues with the school IT support person. If a student does not have internet access, check:

- with the school IT support person that the student has not had access blocked
- the student has sufficient 'printer credit' or similar to access the internet.

If there are any issues that cannot be resolved by the school IT support person, the supervisor and/or the school IT support person must contact the OLNA Helpdesk by email or telephone. Email olna@scsa.wa.edu.au with the subject title '<SchoolCode>_techsupport'. Issues requiring urgent or immediate resolution must be logged with the OLNA Helpdesk by telephone (9273 6726).

Prepare the following information before contacting the OLNA Helpdesk:

- exact wording of any error message (including a screenshot)
- the extent of the problem
- school and student details (school code, names, student numbers)
- the date and time of the problem
- a screenshot of the device results from the [OLNA Requirements page \(https://assess.scsa.wa.edu.au/requirements\)](https://assess.scsa.wa.edu.au/requirements)
- screenshots of the device's details, as generated using [What's My Browser \(https://www.whatsmybrowser.org/\)](https://www.whatsmybrowser.org/). Note: avoid clicking on any links or ads. A screenshot is the safest method of collecting the necessary information
- the best contact phone number and email address.

Advice for educators preparing students for the OLNA

Administrative preparation

- Ask the principal or the OLNA coordinator for the list of students who need to sit tests for one or more of the OLNA components (available in SIRS).
- Ensure all students are aware of their test dates, times and rooms, and are given the *OLNA Information for Students* sheet before the test.
- Confirm adjustments and discuss these with individual students and parents/guardians/carers, as well as OLNA supervisors and with education assistants where applicable. The OLNA test-delivery website can be customised to support particular student needs. Questions and instructions can be modified where needed; for example, to larger fonts.

General test preparation

The provision of broad and comprehensive teaching and learning programs is the best preparation for students (see Appendix 11 *Support materials for teachers* for component specific resources). Excessive coaching and assessment preparation is inappropriate. However, there are some actions that will help to prepare students for the tests.

- Ensure students have opportunities to complete the practice and example tests and encourage students to take note of specific functions available within the online test environment. Refer to the *OLNA Test-Delivery Website User Guide 2025*.
- Debrief with students and answer their questions. Offer ideas for ways to deal with any issues that may arise.
- Explain that students must attend their scheduled test/s and that it is in their interest to demonstrate the minimum standard at the earliest opportunity. Being absent on the day of their test/s would be counterproductive as students will be required to sit the OLNA until they have demonstrated the minimum standard. Not doing so will prevent them from achieving a WACE and could affect future work and/or study opportunities, including TAFE.
- Ensure students know to close all applications before they enter the OLNA test room and disable settings such as predictive text, spelling, grammar and punctuation checking.
- Talk to students about what is not permitted during the test, including accessing other browser tabs or sidebars/toolbars, and other applications; for example, other websites, calculators or Grammarly®.
- Discuss the need for silence during the test session. Agree on how to gain the attention of the supervisor if something needs to be communicated. Remind students that they cannot communicate with one another from the time the test session starts until it concludes.
- Emphasise the importance of students reviewing and checking their work if they finish early.
- Some students may experience test anxiety. Discuss the significance of the OLNA, but do not overemphasise its importance. Students who tend to worry excessively may need additional support. Consider providing parents/guardians/carers with an information sheet or email, in addition to the *OLNA Information for parents/guardians/carers* brochure, suggesting ways in which they can provide support and encouragement. A list of useful wellbeing resources can be found online (see Appendix 11).

Appendix 1 – OLNA Educator Code of Conduct

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 working 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 2025*, the *OLNA Test-Delivery Website User Guide 2025*, the *OLNA Supervisor’s Handbook 2025*, the *OLNA Dashboard User Guide 2025* 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 or 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.

Appendix 2 – OLNA Student Agreement

Students accept the following agreement before logging in to an OLNA test.

1. I agree not to leave the test-delivery website during the test session.
2. I acknowledge that attempts to access other sites, use other browser tabs, use other applications, or access calculators will be recorded.
3. I do not have any applications or programs open on my device except for the browser used to access the OLNA tests.
4. I do not have any browser tabs open except for the one used to access the OLNA tests.
5. I do not have any browser features open other than what is necessary to access the OLNA tests.
6. I do not have autocorrect or other text-related functions turned on.
7. I will not transcribe, record, copy or transmit any test materials or responses.
8. I do not have any unauthorised materials in my possession, including mobile phones; pen-readers; Bluetooth®/wireless/web-enabled devices; photographic, scanning or audio devices; headphones; calculators; dictionaries; thesauruses or notes.
9. I will not use anonymiser technology, such as a virtual private network (VPN) or Tor, to access the OLNA tests.
10. I will not disrupt other students during the test session. If I finish the test early, I will not visit other websites or use other applications and programs.
11. I understand that this is an assessment of my skills and any actions that I take to gain an unfair advantage will be considered a breach of this *OLNA Student Agreement*.
12. I have not undertaken any action that will allow me to gain an unfair advantage.
13. I understand that my actions must not affect the performance of other students.
14. I understand that I must follow any instructions provided to me by the supervisors or other school staff.
15. I understand that penalties apply to a breach of this *OLNA Student Agreement*, such as the cancellation of results for this test.

Appendix 3 – OLNA Declaration Form

Declaration by principal

I have read and understood the administration requirements for the OLNA as detailed in the *OLNA Handbook 2025*.

I have read the *OLNA Educator Code of Conduct* and I understand the principles upon which the OLNA is based.

I have made, and will continue to make throughout 2025, all relevant staff and students aware of the expectations of behaviour outlined in the *OLNA Educator Code of Conduct* and the *OLNA Student Agreement*.

I have ensured, and will continue to ensure throughout 2025, that all documentation related to the administration of the OLNA has been provided to relevant staff in time for them to become familiar with the requirements and enable them to perform their duties as required. Only educators registered with the Teacher Registration Board of Western Australia will administer the OLNA test sessions.

I will ensure that efforts are made to allow and encourage all eligible students seeking a WACE to participate in the OLNA to the best of their ability. All students eligible to sit the OLNA will be given an opportunity to complete the practice tests and/or the example tests and sit the OLNA. Appropriate measures will be implemented to ensure that the OLNA is managed in a way that is fair and equitable for all eligible students. Students will not be tutored in ways that are likely to elicit rehearsed responses to questions rather than responses that accurately reflect their skills.

Adjustments for students with disability will be implemented fairly and in accordance with the principles outlined in the *OLNA Handbook 2025* and the *Equitable Access to Assessment Policy: Guidelines for Equitable Access for Assessments*. Documentation of decisions and adjustments actioned will be retained on file for audit purposes.

Contact, registration and disability adjustment data will be provided to the Authority in accordance with specified formats and within specified timelines.

The system requirements check will be conducted on a representative sample of student devices using student network permissions.

The online test environment will be monitored and controlled to maintain its integrity. Access to the OLNA will be kept secure to avoid any premature or unauthorised disclosure of content at any time during the testing window. All access to the OLNA tests will be logged. I accept responsibility for the confidentiality, integrity and security requirements of the OLNA.

Name of principal: _____

Signature: _____

Date: _____

School: _____

School code:

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Scan and email the completed form to olna@scsa.wa.edu.au.

Appendix 4 – OLNA Information for Students

	Reading	Writing	Numeracy
Class/group			
Date/time			
Location			

Test-delivery URL	https://assess.scsa.wa.edu.au/
Practice test	URL: same as above Username: four-digit school code Password: prac14
Authorised and unauthorised materials/applications	<p>You may have only a pen, pencil and eraser with you during the test session. You will be given a sheet of working/planning paper for each test. With the approval of the OLNA coordinator, you may take the test using a personal iPad® or Android® tablet.</p> <p>The following are not permitted to be with you during the test session: mobile phones; pen-readers; Bluetooth®/wireless/web-enabled devices (keyboards are permitted); photographic, scanning or audio devices; headphones; calculators; dictionaries; thesauruses or notes.</p> <p>You may only have applications open on your device that are necessary for you to access the test site and keep your device safe. Only one browser and one browser tab may be open at any one time. All browser features, e.g. sidebar, must be closed.</p> <p>All autocorrect and text-related keyboard functions must be switched off.</p>
Test details	Before the test, your school must provide you with an opportunity to become familiar with the test-delivery website functionality and the types of questions you can expect by sitting either practice and/or example tests.
During the test session	<p>The OLNA supervisor will provide you with your username and password to log in to the test. When the OLNA supervisor asks you to, enter the test-delivery website URL. Log in when the OLNA supervisor tells you to start. Let the OLNA supervisor know immediately if you have any problems logging in. They will help you once all other students have started the test. Your time to complete the test will not be affected. You will be asked to accept the <i>OLNA Student Agreement</i> before starting the test. Read it carefully.</p> <p>You must not access other websites or software. If you attempt to access any unauthorised information or engage in any other form of cheating, such as using notes, calculators or a smartphone, your actions will be reported to the School Curriculum and Standards Authority for investigation. This may result in the cancellation of your result in that component. Your use of the internet or other applications will be monitored.</p> <p>Complete the test, making sure you read all instructions carefully. Do not press Submit until you have completed the test. If you press Submit before you finish the test, you will not be able to return to the test. If you do this by mistake, tell the OLNA supervisor immediately.</p> <p>Do your best. Raise your hand to ask questions. If you finish the test early, you must not disrupt other students or visit other websites.</p> <p>If you have any problems with how the test-delivery website works or when trying to submit the test, raise your hand and wait for the OLNA supervisor.</p>
Results	Your school will tell you when the results will be available.

Note: this is a sample only. Forms relating to the OLNA can be found on the Authority website on the [OLNA Schools page \(https://senior-secondary.scsa.wa.edu.au/assessment/olna/schools\)](https://senior-secondary.scsa.wa.edu.au/assessment/olna/schools).

Appendix 5 – Checklist for principals

Principals need to email the *OLNA* Declaration Form with the subject '<SchoolCode> Declaration' to olna@scsa.wa.edu.au at the start of the school year or on arrival at a new school.

Table 10. OLNA checklist for principals for each window

Indicative week for action	Activity to be completed	Check
Before the test window		
Four school weeks	<ul style="list-style-type: none"> Nominate an OLNA coordinator to be responsible for managing the preparation and administration of the OLNA. 	
	<ul style="list-style-type: none"> Ensure that SIRS has the correct contact details for the principal and the OLNA contacts on the Provider Members tab in SIRS. 	
	<ul style="list-style-type: none"> Become familiar with the requirements of the OLNA. 	
	<ul style="list-style-type: none"> Ensure this handbook and the <i>OLNA Dashboard User Guide 2025</i> have been made available to the OLNA coordinator. 	
Three school weeks	<ul style="list-style-type: none"> Determine which students require adjustments for disability and EAL/D and ensure the necessary evidence has been collected. 	
	<ul style="list-style-type: none"> Enter requests for student adjustments into the OLNA Dashboard. 	
	<ul style="list-style-type: none"> Ensure the <i>OLNA Supervisor's Handbook 2025</i> and the <i>OLNA Test-Delivery Website User Guide 2025</i> have been made available to OLNA supervisors, teachers and IT support person/s. 	
During the test window		
Week 1	<ul style="list-style-type: none"> Ensure the OLNA is administered. (Writing is only available for the first two days.) 	
Week 2	<ul style="list-style-type: none"> Ensure the OLNA is administered. 	
	<ul style="list-style-type: none"> Ensure student participation status and test incidents have been entered into the OLNA Dashboard. 	
After the test window		
Four school weeks*	<ul style="list-style-type: none"> Ensure the OLNA results are downloaded from SIRS and distributed to relevant staff. 	

*Term 4 Window results will be available when schools upload registrations in the new year.

Appendix 6 – Checklist for OLNAs coordinators

Table 11. Checklist for OLNAs coordinators

Indicative week for action	Activity to be completed	Check
Before the test window		
Four school weeks	<ul style="list-style-type: none"> Nominate OLNAs supervisors responsible for administering the test sessions. 	
	<ul style="list-style-type: none"> Become familiar with the OLNAs requirements. 	
	<ul style="list-style-type: none"> Provide the IT support person/s with access to this handbook and the <i>OLNA Test-Delivery Website User Guide 2025</i>. 	
	<ul style="list-style-type: none"> Provide OLNAs supervisors with a copy of the <i>OLNA Supervisor’s Handbook 2025</i>, access to this handbook and the <i>OLNA Test-Delivery Website User Guide 2025</i>. 	
	<ul style="list-style-type: none"> Finalise registration of all Years 9, 10, 11 and 12 students in SIRS. 	
	<ul style="list-style-type: none"> Download <i>LAN001 – OLNAs Student List</i> from SIRS and check the information is accurate. 	
Three school weeks	<ul style="list-style-type: none"> Assist with identification of students requiring adjustments and enter details into the OLNAs Dashboard. 	
	<ul style="list-style-type: none"> Schedule practice test sessions for all eligible students. 	
	<ul style="list-style-type: none"> Contact the OLNAs Helpdesk (see page 4) to resolve issues regarding students on <i>LAN001 – OLNAs Student List</i> who may have prequalified through NAPLAN Year 9. 	
	<ul style="list-style-type: none"> Schedule test sessions for all eligible students, ensuring that all sessions will finish before 4.00 pm AWST. 	
	<ul style="list-style-type: none"> Arrange for rooms with sufficient networked devices for the number of students. 	
	<ul style="list-style-type: none"> Ensure there is no device or network maintenance scheduled during the testing window. 	
	<ul style="list-style-type: none"> Ensure bandwidth use by other classes is minimised during the test sessions. 	
	<ul style="list-style-type: none"> With the assistance of the IT support person/s, implement the system requirements check on a sample of the devices intended for use by students. 	
<ul style="list-style-type: none"> Communicate the school’s OLNAs testing schedule to all relevant staff and students. 		

Indicative week for action	Activity to be completed	Check
Two school weeks	<ul style="list-style-type: none"> Provide students with an opportunity to become familiar with the test-delivery website functionality and the types of questions they can expect, using either the practice test and/or the example test for each component. 	
	<ul style="list-style-type: none"> Provide the <i>OLNA Information for Students</i> sheet to students, advising the date, time and location details of each test session they will attend. 	
One school week	<ul style="list-style-type: none"> Download <i>LAN002 – OLNA Student Log-in Details</i> sheets and <i>LAN001 – OLNA Student List</i> from SIRS and organise the student logins and student lists into sets for each test session. 	
	<ul style="list-style-type: none"> Ensure all students have internet access permissions. 	
	<ul style="list-style-type: none"> Ensure the rooms being used for the test have been appropriately set up and that all devices have been checked and are working with the practice test. 	
	<ul style="list-style-type: none"> Ensure support persons have received relevant information. 	
	<ul style="list-style-type: none"> Provide scribes with the <i>Information for scribing</i> (see Appendix 9). 	
During the test window		
Week 1	<ul style="list-style-type: none"> The day before each scheduled test session, provide OLNA supervisors with <i>LAN002 – OLNA Student Log-in Details</i> sheets and the <i>LAN 001 – OLNA Student List</i>. 	
	<ul style="list-style-type: none"> Collate all completed <i>LAN 001 – OLNA Student Lists</i> after the completion of the last test session. 	
Week 2	<ul style="list-style-type: none"> Ensure student participation status and test incidents are recorded in the OLNA Dashboard. 	
After the test window		
Four weeks*	<ul style="list-style-type: none"> Extract student results from SIRS, if delegated by the principal. 	

*Term 4 Window results will be available when schools upload registrations in the new year.

Appendix 7 – Checklist for OLNAs supervisors

Table 12. Checklist for OLNAs supervisors

Indicative week for action	Activity to be completed	Check
Before the test window		
Four school weeks	<ul style="list-style-type: none"> Receive the <i>OLNA Supervisor’s Handbook 2025</i>, the <i>OLNA Handbook 2025</i>, the <i>OLNA Test-Delivery Website User Guide 2025</i> and the <i>OLNA Dashboard User Guide 2025</i>. 	
	<ul style="list-style-type: none"> Become familiar with supervisor responsibilities and the requirements of the OLNAs by reading the <i>OLNA Supervisor’s Handbook 2025</i> and the relevant parts of the <i>OLNA Handbook 2025</i>, the <i>OLNA Test-Delivery Website User Guide 2025</i> and the <i>OLNA Dashboard User Guide 2025</i>. 	
Three school weeks	<ul style="list-style-type: none"> Receive the school’s OLNAs schedule for the test sessions requiring supervision from the principal or OLNAs coordinator. 	
One school week	<ul style="list-style-type: none"> Check with the OLNAs coordinator to determine whether any students require access to adjustments. 	
	<ul style="list-style-type: none"> Ensure the rooms being used for the test have been appropriately set up and the required materials are ready. 	
During the test window		
Weeks 1 and 2	<ul style="list-style-type: none"> Receive the <i>OLNA Student Log-in Details</i> sheets and <i>OLNA Student List</i> from the OLNAs coordinator for students sitting the test. 	
	<ul style="list-style-type: none"> Administer the test. 	
	<ul style="list-style-type: none"> After each test session, forward the completed <i>OLNA Student List</i> to the principal or OLNAs coordinator, as directed. This should include: <ul style="list-style-type: none"> the attendance check an incident log of any issues experienced by each student during the test session potential breaches of the <i>OLNA Student Agreement</i>. 	

Appendix 8 – Administration scripts

Writing

OLNA supervisors must ensure they are familiar with the following information before administering the test for this component. The test is to be conducted in one session.

The writing test is an assessment of a student’s independent writing skills. The supervisor must not provide input or assistance.

Time allocated for the writing component

- Introduction time: approximately five minutes, during which the supervisor reads aloud the preliminary instructions in the administration script.
- Duration of test: 60 minutes.

Preparation for the writing component

OLNA supervisors distribute:

- current student login details to each student for the writing test only
- a sheet of blank planning paper to each student (the sheet with their student login details will suffice).

Table 13. Materials required for the writing component

Students	OLNA supervisors
<p>Must only bring with them:</p> <ul style="list-style-type: none">• a pen and/or pencil• an eraser. <p>Must only be provided with:</p> <ul style="list-style-type: none">• student login details• blank paper for planning. <p>May be provided with a device, or supply their own, to access the test.</p>	<p>Must have:</p> <ul style="list-style-type: none">• this handbook or the <i>OLNA Supervisor’s Handbook 2025</i>• student login details• a copy of the <i>OLNA Student List</i>• blank paper• spare pens or pencils. <p>May have:</p> <ul style="list-style-type: none">• the <i>OLNA Test-Delivery Website User Guide 2025</i>.

Writing test administration script

OLNA supervisors read aloud

Today you will attempt the writing test for the Online Literacy and Numeracy Assessment.

You should have a pencil or pen, your student login details and a piece of blank paper.

Mobile phones; pen-readers; Bluetooth/wireless/web-enabled devices; photographic, scanning or audio devices; headphones; calculators; dictionaries; thesauruses or notes are not permitted. If you have brought any of these materials into the test room, please bring them to me now.

Do not log in until I tell you to.

OLNA supervisors must now allow time for students to:

- check they have only authorised materials

- hand in any materials that are not permitted.

OLNA supervisors read aloud

You are only allowed to have applications open that are necessary to access the test and keep your device secure. Only one browser and one browser tab may be open at any one time. All browser features, such as the sidebar, plugins and extensions except those permitted as an adjustment for specific students, must be closed and all system auto-correct and text-related keyboard functions must be switched off. If you have any of these open or other applications or browsers, please close them now.

Do not log in until I tell you to.

OLNA supervisors must now allow time for students to:

- check whether they have any unnecessary applications or browsers, browser tabs or browser features open
- close any unnecessary applications, browsers, browser tabs or browser features.

OLNA supervisors read aloud

Are there any questions?

OLNA supervisors must now allow time to answer students' questions.

OLNA supervisors read aloud

Ensure that the tab you will use for the test is maximised.

You are now ready to log in.

Copy the URL <https://assess.scsa.wa.edu.au> into the address bar of your browser. Press **Enter** on the keyboard.

Once the site has loaded, carefully copy the username and password from the sheet with your student login details into the login box, take the time to read and then agree to the *OLNA Student Agreement* before you log in.

A pop-up window appears, asking you to confirm that this is you. If the details are correct, press **Yes this is me**. If the details are not correct, press **This is not me** and raise your hand and I will come to speak with you.

Read the on-screen instructions carefully. Do not click on the **Start** button yet.

OLNA supervisors must now ensure that all students have successfully logged in and that only necessary browser applications are open on each student's device.

OLNA supervisors read aloud

From the time you click on the **Start** button, you will have 60 minutes to plan, write and edit your response to a prompt.

The system is designed to accept a maximum of 600 words; however, you are not required to write 600 words. The word counter will let you know how many words you have written.

Use your blank sheet of paper for planning. The planning page will not be assessed, but it will be collected. This is an assessment of how well you write in Standard Australian English. I can read the prompt to you in English, as well as the instructions; however, I cannot explain the prompt to you.

If you have a question, raise your hand and I will come to speak with you.

You must do your own work. You are not allowed to talk to other students or look at other students' screens. You must not access other websites during this test session. Your activities will be monitored. All written work is checked by software to ensure your work has not been copied from somewhere else. If you leave the test browser tab, this will be logged by the test system.

Your writing score will be cancelled if you:

- write on anything other than the prompt topic presented to you
- access any website or software other than the test-delivery website during the test session
- are found to have copied or reproduced any part of another person's work.

Do not write your name or anything that could identify you or your school anywhere in your response.

When you have finished writing, edit your work and then click on the **Finish** button. You will be prompted to either **Submit** your written response or return to your writing to continue working. Once you have submitted your response, please wait quietly until this test session has finished. You are not able to return to your response.

If you see the message **There is no further time available for this test**, your response will be saved and submitted automatically.

If you experience any problems when clicking on either the **Next** button or the **Submit** button, or if you encounter any other error, you should raise your hand immediately and I will come to speak with you.

Do your best work.

You may now click on the **Start** button to commence the writing test.

OLNA supervisors must:

- ensure that students are working independently
- assist students who have issues using the test-delivery website
- not assist students by typing their response
- actively supervise students
- record issues experienced by students when using the test-delivery website
- record potential breaches of the *OLNA Student Agreement*, including instances where students have left the test-delivery website
- use the *OLNA Supervisor's Handbook 2025* or the *OLNA Test-Delivery Website User Guide 2025* to solve technical issues or contact the OLN Helpdesk (see page 4).

OLNA supervisors may speak quietly to those students who are not working and, without assisting them, encourage them to refer to the prompt page.

If students finish early, OLN supervisors should quietly suggest to them that they edit their writing before submitting their response. If a whole class finishes the test before the allocated time, OLN supervisors may conclude the test session at their discretion.

Students granted adjustments or those who have experienced technical issues may continue their test session, as necessary, after all other students have been dismissed.

After 60 minutes, OLN supervisors read aloud

After you have submitted your response, or when you see the message **There is no further time available for this test**, you should close the browser.

Once your browser is closed, I will collect your planning papers and student login details. When I have done this for all students, or I have dismissed you, your test session is concluded.

After the writing test

OLNA supervisors must collect students' planning papers and student login details and provide these to the OLN coordinator. If not entered into the OLN Dashboard, OLN supervisors should provide the OLN coordinator with the *OLN Student List* with completed attendance check and notes of any issues experienced by students.

Reading

OLNA supervisors must ensure they are familiar with the following information before administering the test for this component. The test is to be conducted in one session.

The reading test is an assessment of a student's skills in reading Standard Australian English, comprehension and responding to a variety of text types. The supervisor must not provide input or assistance.

Time allocated for the reading component

- Introduction time: about five minutes, during which the supervisor reads aloud the preliminary instructions in the administration script.
- Duration of test: 50 minutes.

Preparation for the reading component

OLNA supervisors distribute:

- current student login details to each student for the reading component only
- a sheet of blank planning paper to each student (the sheet with their student login details will suffice).

Table 14. Materials required for the reading component

Students	OLNA supervisors
<p>Must only bring with them:</p> <ul style="list-style-type: none">• a pen and/or pencil• an eraser. <p>Must only be provided with:</p> <ul style="list-style-type: none">• student login details• blank paper for working. <p>May be provided with a device, or supply their own, to access the test.</p>	<p>Must have:</p> <ul style="list-style-type: none">• this handbook or the <i>OLNA Supervisor's Handbook 2025</i>• student login details• a copy of the <i>OLNA Student List</i>• blank paper• spare pens or pencils. <p>May have:</p> <ul style="list-style-type: none">• the <i>OLNA Test-Delivery Website User Guide 2025</i>.

Reading test administration script

OLNA supervisors read aloud

Today you will attempt the reading test for the Online Literacy and Numeracy Assessment.

You should have a pencil or pen, your student login details and a piece of blank paper.

Mobile phones; pen-readers; Bluetooth/wireless/web-enabled devices; photographic, scanning or audio devices; headphones; calculators; dictionaries; thesauruses or notes are not permitted. If you have any of these unauthorised materials in the test room, please bring them to me now.

Do not log in until I tell you to.

OLNA supervisors must now allow time for students to:

- check they have only authorised materials
- hand in any materials that are not permitted.

OLNA supervisors read aloud

You are only allowed to have applications open that are necessary to access the test and keep your device secure. Only one browser and one browser tab may be open at any one time. All browser features, such as the sidebar, plugins and extensions except those used as an adjustment for specific students, must be closed and all system auto-correct and text-related keyboard functions must be switched off. If you have any of these open, or other applications or browsers, please close them now.

Do not log in until I tell you to.

OLNA supervisors must now allow time for students to:

- check whether they have any unnecessary applications, browsers, browser tabs or browser features open.
- close any unnecessary applications, browser, browser tabs or open browser features.

OLNA supervisors read aloud

In this reading test, you will read short texts and then answer one or more multiple-choice questions about them.

Are there any questions?

OLNA supervisors must now allow time to answer students' questions.

OLNA supervisors read aloud

Ensure that the tab you will use for the test is maximised.

You are now ready to log in.

Copy the URL <https://assess.scsa.wa.edu.au> into the address bar of your browser. Press **Enter** on the keyboard.

Once the site has loaded, carefully copy the username and password from the sheet with your student login details into the login box, take the time to read and agree to the *OLNA Student Agreement* before you log in.

A pop-up window appears, asking you to confirm that this is you. If the details are correct, press **Yes this is me**. If the details are not correct, press **This is not me** and raise your hand and I will come and speak with you.

Read the on-screen instructions carefully. Do not click on the **Start** button yet.

OLNA supervisors must now ensure that all students have successfully logged in and that only necessary browser applications are open on each student's device

OLNA supervisors read aloud

There are 45 questions in this test and you have 50 minutes to complete all the questions.

You may use your blank sheet of paper and pen to assist you to answer questions.

Select your preferred answer by clicking on a bubble.

If you wish to change your answer, click on another bubble. You may go back and change answers if you wish.

If you have a question, raise your hand and I will come to speak with you.

You must do your own work. You are not allowed to talk to other students or look at other students' screens. You must not access other websites during this test session. Your activities will be monitored. If you leave the test browser tab, this will be logged by the test system.

If you do not follow these instructions, your reading score will be cancelled.

If you finish early, check that you have answered all the questions and then click on the **Finish** button. You will then be prompted to either **Submit** your responses or return to the questions to continue working. Once you have submitted your responses, please wait quietly until the test time is finished.

If you see the message **There is no further time available for this test**, your responses will be saved and submitted automatically.

If you experience any problems when clicking on either the **Next** button or the **Submit** button, or if you encounter any other error, you should raise your hand immediately and I will come to speak with you.

Do your best work.

You may now click on the **Start** button to commence the reading test.

OLNA supervisors must:

- ensure that students are working independently
- assist students who have issues using the test-delivery website
- not assist students by entering their responses
- actively supervise students
- record issues experienced by students when using the test-delivery website
- record potential breaches of the *OLNA Student Agreement*, including instances where students have left the test-delivery website
- use the *OLNA Supervisor's Handbook 2025* or the *OLNA Test-Delivery Website User Guide 2025* to solve technical issues or contact the OLNA Helpdesk (see page 4).

OLNA supervisors may only read the general instructions, **not** the stimulus material or the questions. OLNA supervisors should encourage students who finish early to check their answers before submitting their responses. If a whole class finishes the test before the allocated time, OLNA supervisors may conclude the test session at their discretion.

Students granted adjustments or those who have experienced technical issues may continue their test, as necessary, after all other students have been dismissed.

After 50 minutes, OLNA supervisors read aloud

After you have submitted your responses, or when you see the message **There is no further time available for this test**, you should close the browser.

Once your browser is closed, I will collect your working papers and student login details. When I have done this for all students, or I have dismissed you, your test session is concluded.

After the reading test

OLNA supervisors must collect students' working papers and student login details and provide these to the OLNA coordinator. If not entered into the OLNA Dashboard, OLNA supervisors should now provide the OLNA coordinator with the *OLNA Student List* with completed attendance check and notes of any issues experienced by students.

Numeracy

OLNA supervisors must ensure they are familiar with the following information before administering the test for this component. The test is to be conducted in one session.

The numeracy test is an assessment of a student's ability to use and apply a range of mathematical skills. The supervisor must not provide input or assistance.

Time allocated for the numeracy component

- Introduction time: about five minutes, during which the supervisor reads aloud the preliminary instructions in the administration script.
- Duration of test: 50 minutes.

Preparation for the numeracy component

OLNA supervisors distribute:

- current student login details to each student for the numeracy component only
- a sheet of blank planning paper to each student (the sheet with their student login details will suffice)

OLNA supervisors must check to ensure that no calculators are available to students during this test.

Table 15. Materials required for the numeracy component

Students	OLNA supervisors
<p>Must only bring with them:</p> <ul style="list-style-type: none">• a pen and/or pencil• an eraser. <p>Must only be provided with:</p> <ul style="list-style-type: none">• student login details• blank paper for working. <p>May be provided with a device, or supply their own, to access the test.</p>	<p>Must have:</p> <ul style="list-style-type: none">• this handbook or the <i>OLNA Supervisor's Handbook 2025</i>• student login details• a copy of the <i>OLNA Student List</i>• blank paper• spare pens or pencils. <p>May have:</p> <ul style="list-style-type: none">• the <i>OLNA Test-Delivery Website User Guide 2025</i>.

Numeracy test administration script

OLNA supervisors read aloud

Today you will attempt the numeracy test for the Online Literacy and Numeracy Assessment.

You should have a pencil or pen, your student login details and a piece of blank paper.

Mobile phones; pen-readers; Bluetooth/wireless/web-enabled devices; photographic, scanning or audio devices; headphones; calculators; dictionaries; thesauruses or notes are not permitted. If you have brought any of these unauthorised materials into the test room, please bring them to me now.

Do not log in until I tell you to.

OLNA supervisors must now allow time for students to:

- check they have only authorised materials
- hand in any materials that are not permitted.

OLNA supervisors read aloud

You are only allowed to have applications open that are necessary to access the test and keep your device secure. Only one browser and one browser tab may be open at any one time. All browser features, such as the sidebar, plugins and extensions except those used as an adjustment for specific students, must be closed and all system auto-correct and text-related keyboard functions must be switched off. If you have any of these open, please close them now.

Do not log in until I tell you to.

OLNA supervisors must now allow time for students to:

- check whether they have any unnecessary applications, browsers, browser tabs or browser features open
- close any unnecessary applications, browsers, browser tabs or browser features.

OLNA supervisors read aloud

Are there any questions?

OLNA supervisors must now allow time to answer students' questions.

Make sure students do not have access to a calculator during this test. This includes calculators embedded in the student's device or in a webpage.

OLNA supervisors read aloud

Ensure that the tab you will use for the test is maximised.

You are now ready to log in.

Copy the URL <https://assess.scsa.wa.edu.au> into the address bar of your browser. Press **Enter** on the keyboard.

Once the site has loaded, carefully copy the username and password from the sheet with your student login details into the login box, take the time to read and agree to the *OLNA Student Agreement* before you log in.

A pop-up window appears, asking you to confirm if this is you. If the details are correct, press **Yes this is me**. If the details are not correct, press **This is not me** and raise your hand and I will come to speak with you.

Read the on-screen instructions carefully. Do not click on the **Start** button yet.

OLNA supervisors must now ensure that all students have successfully logged in and that only necessary browser applications are open on each student's device.

OLNA supervisors read aloud

There are 45 questions in this test and you have 50 minutes to complete all the questions.

You may use your blank sheet of paper and pen to assist you to work out answers.

Select your preferred answer by clicking on a bubble.

If you wish to change your answer, click on another bubble. You may go back and change answers if you wish.

In this test, I can read the questions to you in English. I cannot read any numbers or symbols that are in a table or in an image.

If you have a question, raise your hand and I will come to speak with you.

You must do your own work. You are not allowed to talk to other students or look at other students' screens. You must not access other websites during this test session. Your activities will be monitored. If you leave the test browser tab, this will be logged by the test system.

If you do not follow these instructions, your numeracy score will be cancelled.

If you finish early, check that you have answered all the questions and then click on the **Finish** button. You will then be prompted to either **Submit** your responses or return to the questions to continue working. Once you have submitted your responses, please wait quietly until the test time is finished.

If you see the message **There is no further time available for this test**, your responses will be saved and submitted automatically.

If you experience any problems when clicking on either the **Next** button or the **Submit** button, or if you encounter any other error, you should raise your hand immediately and I will come to speak with you.

Do your best work.

You may now click on the **Start** button to commence the numeracy test.

OLNA supervisors must:

- ensure that students are working independently and not using calculators
- assist students who have issues using the test-delivery website
- not assist students by entering their responses
- actively supervise students
- record issues experienced by students when using the test-delivery website
- record potential breaches of the *OLNA Student Agreement*, including instances where students have left the test-delivery website
- use the *OLNA Supervisor's Handbook 2025* or the *OLNA Test-Delivery Website User Guide 2025* to solve technical issues or contact the OLN Helpdesk (see page 4).

OLNA supervisors should encourage students who finish early to check their answers before submitting their responses. If a whole class finishes the test before the allocated time, OLN supervisors may conclude the test session at their discretion.

Students granted adjustments or those who have experienced technical issues may continue their test, as necessary, after all other students have been dismissed.

After 50 minutes, OLN supervisors read aloud

After you have submitted your responses, or when you see the message **There is no further time available for this test**, you should close the browser.

Once your browser is closed, I will collect your working papers and student login details. When I have done this for all students, or I have dismissed you, your test session is concluded.

After the numeracy test

OLNA supervisors must collect students' working papers and student login details and provide these to the OLNA coordinator. If not entered into the OLNA Dashboard, OLNA supervisors should now provide the OLNA coordinator with the *OLNA Student List* with completed attendance check and notes of any issues experienced by students.

Appendix 9 – Information for scribing

The following information outlines the requirements and procedure applicable to scribing a student's writing test response, where a student has received approval from the Authority for this adjustment for disability.

Appointment of a scribe

The person appointed as a scribe:

- must be an adult
- must have experience as a scribe
- must not be related to the student
- should ideally be familiar with the student and be regularly engaged by the school to provide scribing assistance.

Scribing requirements

Scribes must:

- comply with the *OLNA Educator Code of Conduct* (Appendix 1)
- follow the procedure for providing scribe assistance.

Scribes must not:

- allow any discussion of the writing task
- provide any structure or content, orally or in writing
- prompt the student
- plan for the student.

Professional and ethical behaviour must be demonstrated at all times. Any assistance given to students that results in them gaining an advantage in their test is in breach of the *OLNA Educator Code of Conduct*.

Scribing procedure

Before the test session begins, the scribe **must** advise the student that:

- time management is the responsibility of the student, and the scribe may not interfere
- they may use time to plan at the start, and to edit and proofread at the end
- the scribe can only type content as dictated by the student
- all words will be typed exactly as dictated
- no punctuation or line breaks will be included unless the student specifies, e.g. dictates 'New line, capital letter, Suddenly the dog took off down the street, full stop.'
- a spelling test will be conducted (explain that 10 words will be selected from the scribed text for the student to spell).

During the test session, the scribe should follow the instructions given by the supervisor.

Log in to the writing test using the student's login details provided by the supervisor.

Type the following words at the top of the writing pane: **This student has approval from the Authority for a scribe and all scribing rules are acknowledged.**

Inform the student that you are ready to take dictation whenever they are ready to begin. The student may take time to reflect and consider the question. Do not interfere in time management. When the student is ready, they should begin dictating their response.

Type:

- word for word, as dictated by the student, exactly reproducing the student's language
- all words in lower case without any punctuation unless specified by the student
- all sentences in a block without inserting paragraph or line breaks, except as dictated by the student.

Throughout the test, allow the student to read or, if requested, read the text aloud for the purpose of maintaining continuity; however, the scribe may not lead the student to re-read the text.

Conduct a spelling test. See procedure and word categories below.

After completing the spelling test, allow the student to view the screen and specify edits to the scribed text.

During editing time, the student can instruct the scribe to make any changes to the text. Edits may include changes to spelling, punctuation, grammar, paragraph structure or additions to the text. **No changes can be made to the spelling test.**

Spelling test

- Ensure that the screen is away from sight of the student during the spelling test.
- Underneath the scribed writing response, type the title **Spelling Test**.
- Select **five words with common letter patterns** and **five words with difficult letter patterns** that the **student has used in their dictated script**.
- Ask the student to spell each word. The student may write on paper or orally spell each word.
- Type the student's spelling of each word on a new line.
- When completed, the scribe must cover the scribed text and show the student only the spelling words. The scribe must ask the student to check these words and indicate any change that the scribe should make.
- Type the correct spelling of the selected words in brackets next to each word spelt by the student.

Spelling test example:

like (like)

worta (water)

joos (juice)

friend (friend)

youv (you've)

mounten (mountain)

finally (finally)

concentrashun (concentration)

principal (principle)

restront (restaurant)

Spelling classifications

Do not choose very simple words, such as *cat, the, be, in, jump, play, saw* etc.

Common words are one- or two-syllable words with regular or common spelling features. **Difficult words** are longer, multi-syllabic words with complex spelling features.

Use the table below to help you determine common and difficult words.

Table 16a. Spelling classifications: letter patterns

Common words	Difficult words
sail, make, they, break, eight key, read, field light, tie, bike, sky, sign, buy, dye poke, boat, slow, toe, sew, boil, boy new, blue, juice, flute, music burn, first, term, earth, worse broad, haul, water, war, because aunt, calf, bath sure, roar, four, thought, floor through chair, fare, bear, their, where should friend, said, head, says, any pretty, give son, couple, flood, does	mountain, system, comfort, famous, dinosaur, disease, habitat chocolate, battery, favourite, opera, comfortable, several, vegetable, laboratory, aspirin bureaucracy, jeopardy, fulfil, euphoric, exhilarate, discipline, separate, dependent, guerrilla, narcissist, mediaeval lieutenant, nonchalant, restaurateur, meringue, suite, guillotine resuscitate, spectacular, unconscious

Table 16b. Spelling classifications: prefixes and suffixes; endings

Common words	Difficult words
chairs, jumped, thinking safely, teacher dislike, rewrite unlikely, mislead giving, stopping heavier, heaviest	frequently, hopefully, accidentally concentration, supervision approachable, invisible confidence, acceptance knowledge, language humorous

Table 16c. Spelling classifications: contractions

Common words	Difficult words
don't, wouldn't, you've, o'clock, she'll, let's	mightn't, oughtn't, should've, who've

Table 16d. Spelling classifications: homophones and near-homophones

Common words	Difficult words
hear/here pair/pear two/to/too write/right brake/break buy/bye/by	practice/practise principle/principal descent/dissent stationary/stationery border/boarder weather/whether

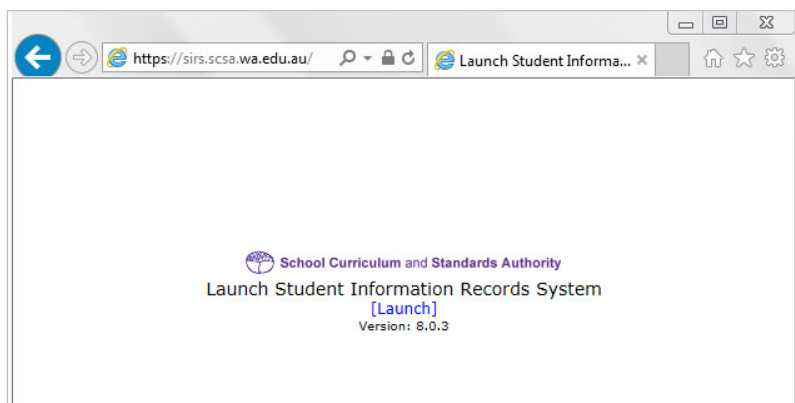
Table 16e. Spelling classifications: silent letters

Common words	Difficult words
know, wrong, thumb, sign, island, palm, often, sword	mortgage, rhythm, mechanic, handkerchief, heir, colonel

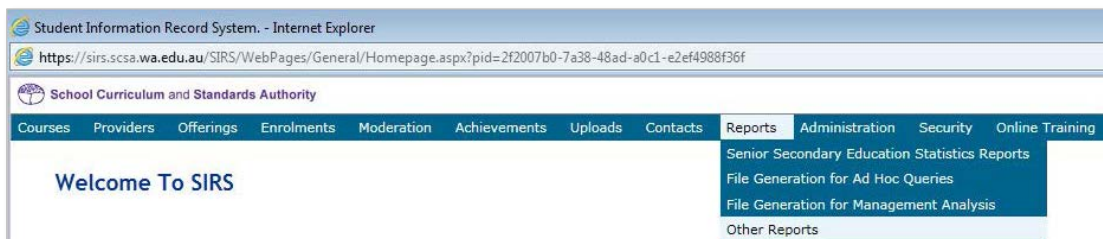
Appendix 10 – OLNA Student List and password management using SIRS

Extracting student lists

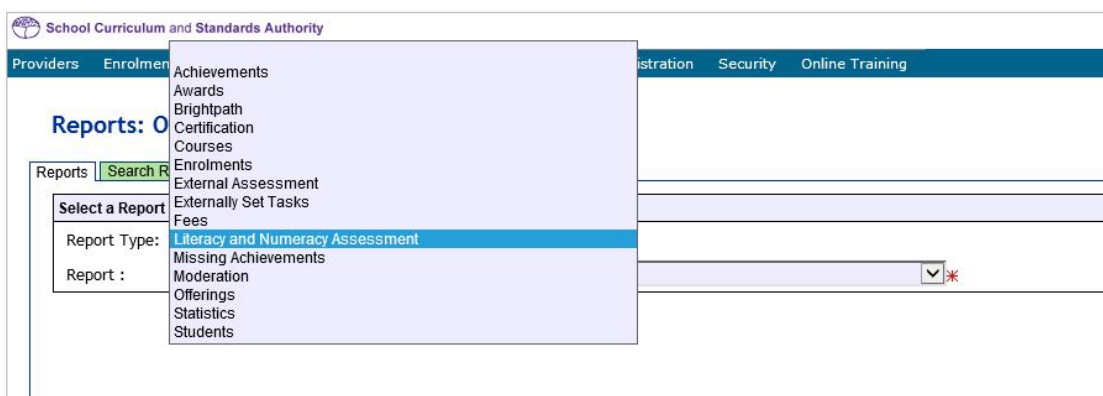
1. Go to **SIRS** (<https://sirs.scsa.wa.edu.au>), click on **Launch** (see screenshot below) then enter a username and password. Access to SIRS is managed at the school level. OLNA coordinators can ask the principal, deputy principal or registrar for access, or extract the information on their behalf.



2. In the blue horizontal navigation bar, go to **Reports** and select **Other Reports** from the drop-down menu (see screenshot below).



3. Go to **Report Type** and select **Literacy and Numeracy Assessment** from the drop-down menu (see screenshot below).



4. Go to **Report** and select **LAN001 – OLN Student List** from the drop-down menu (see screenshot below).

Reports: Other Reports

Reports | **Search Reports**

Select a Report

Report Type: Literacy and Numeracy Assessm

Report : LAN001 - OLN Student List
LAN002 - OLN Students Log-in Details
LAN003 - OLN Performance Overview

This report, available for each component, lists students eligible to sit during the next testing window.

5. From the **Report Criteria** fields, select the **OLNA Test Component (Literacy Reading, Literacy Writing or Numeracy)** and the relevant **Academic Year** (see screenshot below).
6. Select **PDF** from the format options and click on the **Generate Report** button to extract the student list as a PDF (see screenshot below).

The student list can also be extracted in .CSV format for schools that wish to produce customised student class lists. This format may also make it easier for schools to return assessment information to the Authority.

Reports: Other Reports

Reports | **Search Reports**

Select a Report

Report Type: Literacy and Numeracy Assessm

Report : LAN001 - OLN Student List

Format : PDF CSV

Report Criteria

Provider : # ... x

OLNA Test Component : *

Academic Year :

Run Report As Batch :

Report Comment

List of registered students eligible to sit the next OLN round.

Clear Close Generate Report

Using the OLN Student List

The student list is provided to notify principals and OLN coordinators which students are eligible to sit each of the OLN tests. This list does not include students who have prequalified or achieved

Category 3 in previous tests. Students are automatically enrolled based on SIRS registration information. Students are listed alphabetically by family name. If there are no SIRS registrations, the *OLNA Student List* appears blank.



WACE OLNA Current Student List - Numeracy
2025

1234 Authority Senior High School

Student Name	Student Number	Academic Year	Adjustment	Password Generated	Achievement Category	Test Sits Left This Year
Allen, Peter	22919842	Y12	with pause	Y	2	0
Button, Oscar	24855832	Y10		Y	NSA	2
Hetherington, Emily	22273897	Y12		Y	NSA	2
Smith, Susan	24018757	Y11	extra 10 mins	Y	1	1
Atri, Sarah	31466312	Y10		Y	NSA	2

Table 17. OLNA Student List information

Report field	Content
Student Name	Family name, Given name
Student Number	Western Australian student number (WASN)
Academic Year	Indicates the student's academic year group, e.g. Y10 (Year 10)
Adjustment	Indicates if the student is registered to receive extra time or a pause function. This becomes available in the week before the testing window opens.
Password Generated	Y (yes) or N (no). This becomes available in the week before the testing window opens.
Achievement Category	Indicates student's current status in the OLNA. Only Category 1, Category 2 or NSA (Never sat assessment) students appear in this list.

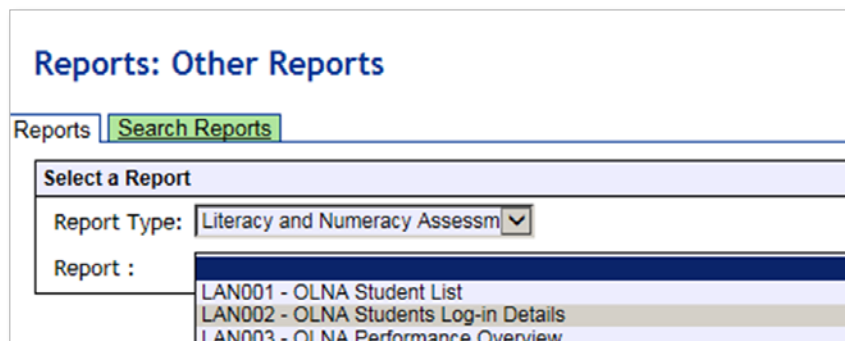
OLNA supervisors can use the *OLNA Student List* to record attendance, register student completion of the test and document any technical or other issues that prevented the student from completing a test. At the end of the testing window, the principal or OLNA coordinator should enter information into the OLNA Dashboard relating to:

- non-participation by eligible students
- technical issues or other misadventures.

It is important that schools keep each *OLNA Student List* on file.

Extracting student passwords

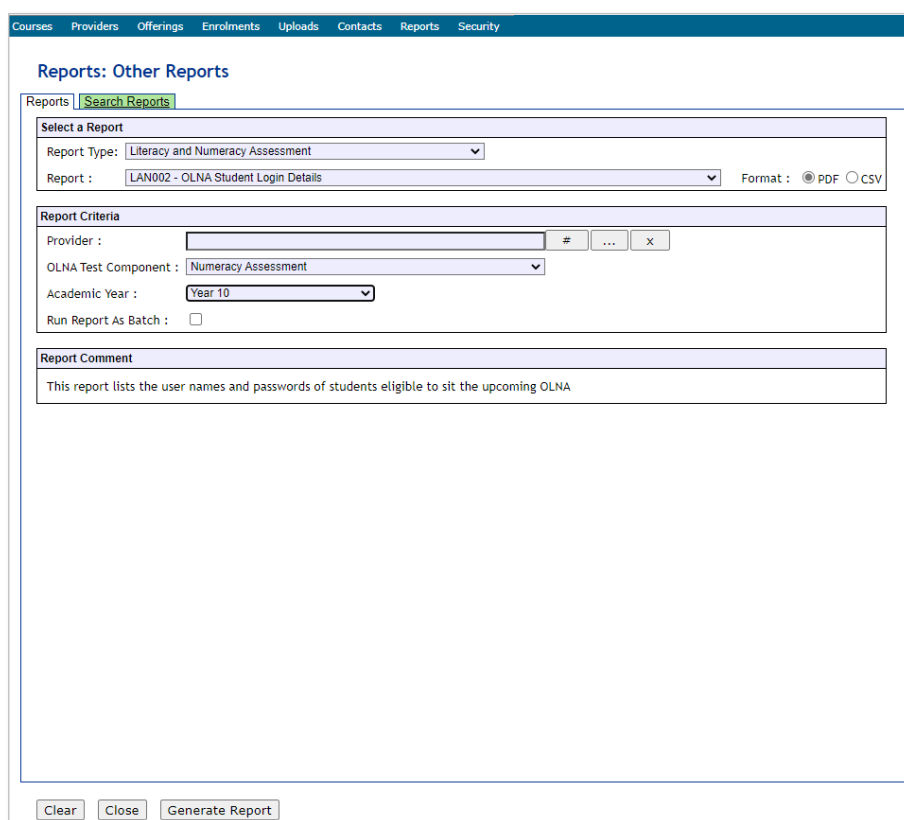
1. Follow steps 1–3 on page 63 to access the OLN reports.
2. Select **LAN002 – OLN Students Log-in Details** from the drop-down menu (see screenshot below).



The screenshot shows the 'Reports: Other Reports' section of a web application. It features a 'Search Reports' button and a 'Select a Report' dropdown menu. The dropdown menu is open, showing three options: 'LAN001 - OLN Student List', 'LAN002 - OLN Students Log-in Details' (which is highlighted), and 'LAN003 - OLN Performance Overview'. The 'Report Type' is set to 'Literacy and Numeracy Assessment'.

3. From the **Report Criteria** fields, select the **OLNA Test Component (Literacy Reading, Literacy Writing or Numeracy)** and the relevant **Academic Year** (see screenshot below).
4. Select **PDF** from the format options and click on the **Generate Report** button to extract the student list as a PDF (see screenshot below).

The *OLNA Students Log-in Details* sheet can also be extracted in .CSV format for schools that wish to produce customised student login details sheets.



The screenshot shows the 'Reports: Other Reports' section of a web application. It features a 'Search Reports' button and a 'Select a Report' dropdown menu. The dropdown menu is open, showing three options: 'LAN001 - OLN Student List', 'LAN002 - OLN Student Login Details' (which is selected), and 'LAN003 - OLN Performance Overview'. The 'Report Type' is set to 'Literacy and Numeracy Assessment'. The 'Format' is set to 'PDF'. The 'Report Criteria' section includes fields for 'Provider', 'OLNA Test Component' (set to 'Numeracy Assessment'), 'Academic Year' (set to 'Year 10'), and 'Run Report As Batch' (unchecked). The 'Report Comment' section contains the text: 'This report lists the user names and passwords of students eligible to sit the upcoming OLN'. At the bottom, there are 'Clear', 'Close', and 'Generate Report' buttons.

OLNA Students Log-in Details sheet

This sheet is provided to assist schools with password management and must be kept secure **at all times**. Each student's login details are generated on a single A4 PDF (in portrait) which can be printed and handed to the student at the start of the test session.

Table 18. *OLNA Students Log-in Details* sheet information

Report field	Content
Test Component	Numeracy/reading/writing
Student Number	WASN
Student Name	e.g. John Smith
Academic Year	e.g. Year 10
Username	Student's WASN
Password	Unique numeric password for each test. Expires after completion of the test.
Adjustment	Extra time/pause/scribe/support person/coloured background/alternate images/braille format

The *OLNA Students Log-in Details* sheet can be used by the student as working/planning paper. All *OLNA Students Log-in Details* sheets and working papers must be handed to the OLNA supervisor at the end of each test session.

Appendix 11 – Support materials for teachers

General resources

LAN005 – OLNA Individual Student Diagnostics

<https://sirs.scsa.wa.edu.au>

(Reports>Other Reports>Literacy and Numeracy Assessment)

Department of Employment and Workplace Relations – Australian Core Skills Framework

<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>

Department of Education – NAPLAN Planner (for Department staff)

<https://ikon.education.wa.edu.au/-/access-the-naplan-planner/>

Improving literacy and numeracy – support for secondary schools (for Department staff)

http://ecm.det.wa.edu.au/connect/resolver/view/LNSSTL001/latest/index.html#Numeracy_Worksh_ops_Workshop_1/2

ACARA – National Assessment Program – Literacy and Numeracy (NAPLAN)

<http://www.nap.edu.au/>

(Comprehensive information about the Australia-wide assessment program, graphs of previous total cohort results, information for teachers.)

<https://www.acara.edu.au/assessment/naplan/naplan-2008-2011-test-papers>

<https://www.acara.edu.au/assessment/naplan/naplan-2012-2016-test-papers>

(Previous NAPLAN test papers from 2008 to 2011 and from 2012 to 2016.)

Literacy resources

School Curriculum and Standards Authority – Western Australian Curriculum English K–10

<https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8>

(Provides a rationale of the way the Western Australian Curriculum for English is organised from Kindergarten to Year 10.)

School Curriculum and Standards Authority – General Capabilities – Literacy outlined in the Western Australian Curriculum

<http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/general-capabilities-over/literacy2/introduction>

(Provides a model and set of continua for describing literacy attainment.)

Derewianka, B. (2022). *A New Grammar Companion for Teachers*.

e:lit Primary English Teaching Association Australia.

https://petaa.edu.au/w/Store/Item_Detail.aspx?iProductCode=PET130&Category=BOOK

(Print and digital book with topics linked to the Australian Curriculum.)

Derewianka, B. (2020). *Exploring How Texts Work* (2nd edition).

e:lit Primary English Teaching Association Australia.

https://petaa.edu.au/w/Store/Item_Detail.aspx?iProductCode=PET123&Category=BOOK

(Topics are linked to the Australian Curriculum; provides a chapter on each genre/type.)

Department of Education – EAL/D Progress Map

<https://myresources.education.wa.edu.au/programs/eal-d-progress-map>

(An integrated teaching, monitoring and assessment support resource for teaching EAL/D students from K–12. Content applies to all learning areas and curriculum contexts. Addresses Early Childhood, Middle Childhood and Secondary phases. A document is available to support use of the maps, along with other support materials.)

Northern Territory Department of Education – Indigenous languages and culture: curriculum resources

<https://education.nt.gov.au/education/support-for-teachers/indigenous-languages-and-culture-curriculum-resources>

(Guidelines for effective literacy programs, research and reports; recommended literacy teaching approaches; recommended resources for Indigenous languages and culture.)

Department of Education – English as an additional language or dialect (EALD)

[https://myresources.education.wa.edu.au/topics/english-as-an-additional-language-or-dialect-\(eal-d\)](https://myresources.education.wa.edu.au/topics/english-as-an-additional-language-or-dialect-(eal-d))

(Section contains a range of teacher resources, including Tracks to two-way learning – a resource for teachers of Aboriginal students aimed at improving teaching and learning across education, training and the workplace.)

Scootle

<http://www.scootle.edu.au/ec/p/home>

(English resources connected to the Australian Curriculum. Search for ‘literacy’. Refine search by selecting Year 7 and below and the English learning area.)

Numeracy resources

School Curriculum and Standards Authority – Western Australian Curriculum Mathematics K–10

<https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/mathematics-v8>

(Provides a rationale for the way the Mathematics curriculum is organised from Kindergarten to Year 10.)

School Curriculum and Standards Authority – General Capabilities – Numeracy outlined within the Western Australian Curriculum

<http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/general-capabilities-over/numeracy/introduction>

(Provides a scope of the Numeracy capability.)

Australian Mathematical Sciences Institute (AMSI) – The Improving Mathematics Education in Schools (TIMES) Modules

<http://www.amsi.org.au/index.php/school-education-mainmenu/times-modules>

(A set of modules organised around key concepts and processes in mathematics, listed by year group ranges.)

Australian Mathematical Sciences Institute (AMSI) – Supporting Australian Mathematics Project – Middle Years SAM-MY

http://www.amsi.org.au/ESA_middle_years/Middle_Years.html

(Resource packages for teachers of Years 5–9 and for students in Years 5–9. Designed to help teachers and students implement the Australian Mathematics Curriculum. The Australian Curriculum content descriptors are used as starting points.)

Department of Education – First Steps Mathematics

<https://myresources.education.wa.edu.au/programs/first-steps-mathematics>

(The First Steps Mathematics resource provides detailed descriptions of basic understandings that students require to make progress in mathematics, as well as teaching strategies which can be used to promote learning of these ideas.)

Tomazos, D. (2002). *Knowing what they know: understanding students' mathematical ideas in years 6 to 9*. Department of Education of Western Australia.

(This resource supports teachers to identify students' specific mathematical misunderstandings. It provides helpful, fine-grained information about students' thinking that is useful in helping teachers plan appropriate learning activities for students.)

Mathematical Association of Western Australia (MAWA) – The Maths Store

<https://mathsstore.org.au/>

(Provides a range of useful mathematics resources that can be purchased, e.g. Foundations Maths for Units 1, 2.)

Scoutle

<http://www.scoutle.edu.au/ec/p/home>

(Numeracy and mathematics resources connected to the Australian Curriculum. Search for 'numeracy' and 'mathematics'. Suggest refining the search for tasks aimed at Year 7 and below.)

SMART Tests (Specific Mathematics Assessment that Reveals Thinking)

<http://www.smartvic.com/smart/index.htm>

(A website run by researchers from the University of Melbourne. Teachers can access online tests on a range of mathematics topics. Tests provide diagnostic information to teachers about their students' conceptual understanding of junior secondary mathematics content. Teachers sign up and provide feedback on tests in return for free access and support.)

Australian Curriculum – National Numeracy Learning Progression

<https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-numeracy-learning-progression/>

(Teachers can use the progression to target gaps and misconceptions in student understanding of mathematics.)

Wellbeing resources

The following resources provide suggestions for educators to help students manage stress and anxiety around sitting tests.

Test Taking Tips

<http://www.testtakingtips.com/anxiety/index.htm>

TeensHealth – Test Anxiety

<https://kidshealth.org/en/teens/test-anxiety.html>

StressFreeKids – Tips to Ease Test Taking Anxiety/Stress Free Kids

https://youtu.be/L_dVGrZnVRk?si=hQl7xvuzzeYGW8hx

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