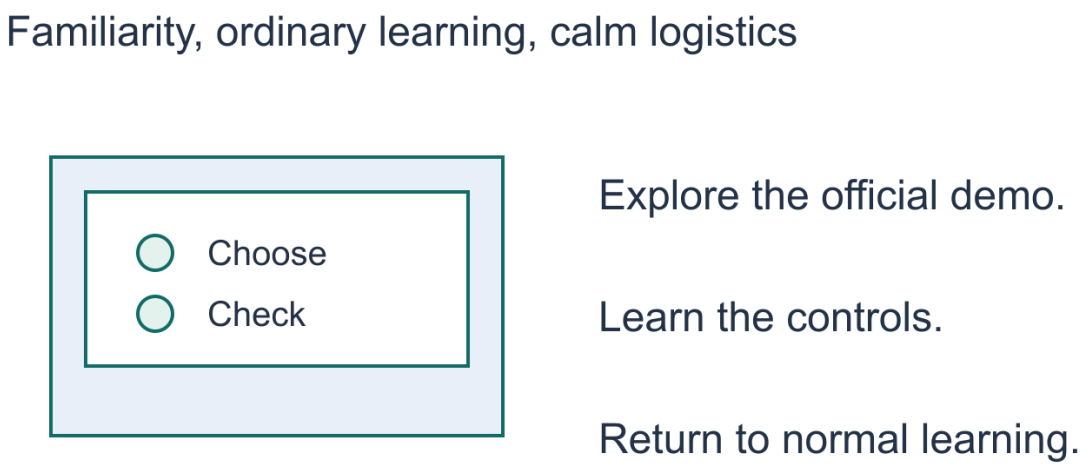
NAPLAN 2027: dates and calm support for parents

Years 3, 5, 7 and 9 · Activity and planning pack

Your child does not need months of test drilling to feel familiar with NAPLAN. Begin with what the assessment is for and what the school will help them practise.

The official NAPLAN 2027 window is 10–22 March. Support normal learning and familiarity with the format; ACARA advises against excessive preparation and coaching services for NAPLAN.

Independent BananaLearn resource. Not an official exam paper or endorsed assessment.



A simplified screen illustrates interface familiarisation. It is not a reproduction of the official NAPLAN interface.

Matching complete guide

bananalearn.com/learn/naplan-2027-parent-guide.html

Understand what the assessment is for

NAPLAN assesses literacy and numeracy for students in Years 3, 5, 7 and 9. It is one source of information alongside classroom work and teacher judgement. A single result does not describe every aspect of a child's learning, creativity or potential.

Use the official parent information and your school for participation, adjustments and individual arrangements. Avoid buying intensive coaching simply because a date is approaching. Ordinary reading, writing and number reasoning remain the foundation.

Familiarise with the format without drilling the answers

The official public demonstration site lets families see question types and navigation. Explore how to move between items and use the available controls, following the instructions for the relevant year. The demonstration is a familiarisation resource, not a predictor of the child's eventual result.

Ask the child to describe what a screen asks them to do. Practise scrolling, selecting and checking an answer where relevant. Stop once the interface is understandable; repeating the same demo until answers are memorised adds little information about learning.

Area	Everyday activity	What to notice
Reading	Read a short text and support an inference	Can the child point to evidence?
Writing	Plan a beginning, development and ending	Do ideas connect clearly?
Language conventions	Revise a short paragraph	Can the child explain a punctuation change?
Numeracy	Compare quantities in a familiar problem	Can the child choose and justify a method?

Use a light four-week preparation rhythm

Four weeks out, check school information and identify one ordinary classroom skill that needs support. Three weeks out, explore the official demonstration briefly. Two weeks out, keep normal learning routines and revisit the skill through different examples. In the final week, confirm logistics and prioritise a calm routine.

This is a flexible family suggestion, not an official study timetable. If school guidance differs, follow the school. Persistent concerns should lead to a conversation about support rather than a sudden increase in timed practice.

Plan access arrangements with the school early

If a child has disability-related access needs or other circumstances affecting participation, ask the school about the relevant process and deadlines. Do not infer eligibility from an online article. Record the staff contact, agreed arrangements and any next action.

Use neutral language with the child: "The school will explain how the test works. Show what you know and ask the teacher if you are unsure about instructions." Avoid presenting the assessment as a verdict on intelligence.

Read results as a starting point for a conversation

When results arrive, compare them with classroom evidence. Ask which skill is secure, which needs support, and what a helpful next step looks like. A low or high result in one domain does not automatically establish why it happened.

Bring a specific question rather than asking only whether a score is good: “Does the reading result match what you see in class, and which type of text should we practise?” That links assessment information to an actionable teaching decision.

Make this work for your family or class

Date and setting

Activity or learning goal

Materials and practical arrangements

What the child explained or demonstrated

What to adapt next time

Before you begin

• Have you checked the school’s arrangements?

• Does the child understand the interface?

• Are you keeping preparation proportionate?