Instructions for completing

School Survey Data for Non-State Schools - Queensland

Non-State Schools Accreditation Board

2016
CHANGES FROM PREVIOUS YEAR

Changes to this document from previous year

There have been a number of changes made in 2016 to this document - Instructions for completing School Survey Data for Non-State Schools – Queensland

The following changes have been made since last year’s Census:

- Inclusion of further examples of absences beyond the control of the student’s parent/guardian, or the student (if living independently).
- Changes to OVERSEAS STUDENTS:
  - Schools to be registered as a provider of courses for overseas students on the Commonwealth Register of Institutions and Courses for Overseas students (CRICOS).
  - Students to be recorded on the Commonwealth’s Provider Registration and International Students Management System (PRISMS).
- Inclusion of one appendix:
  - APPENDIX 3 – further guidelines, ESL.
- General changes to formatting and wording.
OVERVIEW

Data provided in the School Survey Data for Non-State Schools—Queensland 2016 are used by the Non-State Schools Accreditation Board (the "Board") in connection with its statutory functions (including, for example, whether non-State schools are offering a particular year of schooling, type of education, special assistance or mode of delivery), as well as by the Queensland Department of Education and Training (the "Department") in assessing the entitlements of governing bodies of non-State schools to allowances distributed by the Department on behalf of the Queensland Minister for Education.

State recurrent funding is not payable for overseas students who are responsible for the cost of their own education. These are to be excluded from all calculations except in the section on Overseas students.

Census Day

The Census Day is the last Friday of February of each year.

Please complete the collection form using data as at Friday, 26 February 2016, except for Boarding fee concessions, which refers to 2015 data.

Return Date

The collection form is to be submitted to the NSSAB Secretariat via NSSAB Online Services by Friday, 4 March 2016 (Friday after the Census Day).

Information collected

The Census collects data on:

- School/site details;
- Overseas students;
- Full-time students;
- Part-time students;
- English as a second language (ESL) students;
- Indigenous students;
- Students with disability (SWD);
- Students from isolated zones; and
- Boarding students and boarding fee concessions.

Site details

Site centre code

Enter the four digit code of the school or site. This was provided in the notification letter sent to the principal in early February 2016. It is also available on the Non-State schools directory.

Site type

Select the site type (Host centre or Associated facility) from the drop-down menu.

A multi-site school operates on at least two separate sites with separate location addresses. The parent site (host centre) governs subsidiary sites (associated facilities) at a multi-site school. Schools with multiple sites will need to ensure that all details are correct and current for each site (for example, year levels at each site). A separate collection form should be completed for each site of a multi-site school.

The majority of schools are single-site schools and, as such, will only need to complete one form. Select Host centre from the drop-down menu for a single-site school.

Mode of delivery

Select the mode of delivery (Classroom education or Distance education) from the drop-down menu.

For non-State schools accredited to offer both classroom and distance education, a separate collection form should be completed for each mode of delivery, that is, one form should be completed for students enrolled in classroom education and one form should be completed for students receiving a full service delivery in distance education programs.

Distance education students

Students undertaking part of their course through a school of distance education, for example, undertaking a subject that is not available at their school or is available at the school only at the same time as another subject being studied, are not categorised as distance education students.

For a governing body to be eligible for funding for distance education students, the school must be accredited by the Board to deliver education in distance mode. Only distance education students resident in Queensland, enrolled and undertaking a full service delivery course in
distance education should be included in the survey.

The school administration must maintain robust management systems of enrolment, attendance, learning activity and teacher interaction with all students who are included in this survey.

More information is available in Appendix 1.

Home education students

Students who have been granted provisional registration, or registration, for home education under part 5 of chapter 9 of the Education (General Provisions) Act 2006 are not eligible to be included in the survey.

Name of school

Enter the name of school exactly as it appears on your Certificate of Accreditation or Certificate of Provisional Accreditation. If the school name has changed, and the certificate is outdated, please complete a Name change notification form and submit it via the NSSAB Online Services in order for a new certificate to be issued. However, the school name that currently appears on your Certificate of Accreditation or Certificate of Provisional Accreditation must be entered on this Census.

Street address

Enter the street address as nominated on the official accreditation of this school or site. The address is printed on your Certificate of Accreditation or Certificate of Provisional Accreditation. If the school or site address has changed and your certificate is outdated (for example, if the school or site has now been allocated a street number rather than a lot number), please inform the NSSAB Secretariat. A physical change of location will need to be applied for and approved by the Board.

Suburb/Town and Postcode

Enter the suburb or town and postcode of this school or site. If the suburb name or postcode has changed (for example, due to postal boundary changes), please contact the NSSAB Secretariat.

Phone/Fax/Email/Web address

Enter the phone and fax number as well as email and web address for the school or site. These should be general contact details for the school which would receive correspondence directed to the school rather than an individual.

Enter phone and fax numbers using numerical characters only, for example, enter (07) 1111 2222 as 071112222.

Principal details

Title/First name/Last name

Enter the principal’s title, first name and last name.

Full position description

Enter the principal’s position description. If the school has an acting principal at the time of the Census, please use ‘Acting Principal’.

Email

Enter the principal’s email address. If the school has a generic email address reserved for the person holding the office of principal (for example principal@…), use the generic email instead of one specific to an individual.

Contact person details

Full name/Email/Phone number

Enter the full name, contact email address and phone number of the person who can assist with queries about the data.
Type(s) of education

Primary students
A primary student is a student participating in the Preparatory Year to Year 6.

Preparatory Year
To be eligible for the Preparatory Year (Prep), a child must be at least 5 years and 6 months on 31 December in the year of attendance (also refer to section 15 of the Education (General Provisions) Regulation 2006).

The principal may enrol a child in the Prep Year if the child will be at least 5 years and 5 months on 31 December and if the principal is satisfied that the child is ready for education in the year of schooling, considering the child’s attributes.

The principal may enrol a child, regardless of age, if the child had started education in another state or country that is equivalent to the Prep Year, and the principal considers the child is ready for education in the Prep Year, considering the child’s attributes.

Secondary students
A secondary student is a student participating in Year 7 to Year 12.

Ungraded students (special unit/class or non-special)
Ungraded students may attend a primary, secondary or combined primary/secondary school but are unable to be allocated to a particular year level. The students should be identified as primary or secondary students for grant purposes.

Ungraded secondary students will need to be further classified as being either under 15 years of age (that is, equivalent to Year 7 to Year 10) or 15 years of age or older (that is, equivalent to Year 11 to Year 12) as at 1 January 2016 to meet the requirements under the Textbook and Resource Allowance scheme. Payments under the scheme are made at one rate for Year 7 to Year 10 students and a different rate for Year 11 to Year 12 students.

Students in special classes or units in regular schools are students who have been formally assessed as students with disability.

These students may or may not be integrated into a regular class for certain curricula activities, for example, mathematics or physical education.

Student profile
Select the type(s) of students at the school or site. Refer to the individual categories for further information and to identify which students meet the qualifying criteria for each type.
STUDENT DEFINITIONS

PART A

A student (whether full-time or part-time) must be enrolled at the school.

A student who has attended the school for less than the prescribed number of days between the first day that students are to attend the school at the start of the school year and ending on Census Day, can be included in Part A of the School Survey Data for Non-State Schools – Queensland 2016, if the student’s absence was for a reason that was beyond the control of:

- the student – if the student is living independently of his or her parents or guardian; or
- otherwise – the student’s parent or guardian.

In each case where a student has attended the school for less than the prescribed number of days and been included in Part A of the School Survey Data for Non-State Schools – Queensland 2016, there must be documented evidence confirming the reasons preventing the student from attending the school during this period.

Full-time student

For the purpose of PART A, a full-time student can be included if the student:

- is formally enrolled at the school; and
- is acknowledged by the school as having attended the school for at least 11 days of the program or course of study for which the student is enrolled between the commencement of the school year and the Census Day (the “relevant period”).

However, a full-time student is also taken to have attended the school during the relevant period if:

- the student attended the school for less than 11 days because of the student’s absence from the school; and
- the student’s absence was for a reason that was beyond the control of the student’s parent or guardian, or, if the student is living independently, beyond the control of the student.

Part-time student

For the purpose of PART A, a part-time student can be included if the student:

- is formally enrolled at the school; and
- is acknowledged by the school as having attended the school for at least the minimum period (“MP”) of the program or course of study for which the student is enrolled during the relevant period.

However, a part-time student is also taken to have attended the school if:

- the student attended the school for less than the minimum period because of the student’s absence from the school; and
- the student’s absence was for a reason that was beyond the control of the student’s parent or guardian or, if the student is living independently, beyond the control of the student.

Minimum period (“MP”): To determine MP, divide 11 by the number of days in the relevant period (“RP”) and multiply this number by the number of days the student is enrolled to attend the school on a part-time basis (“PTD”) during the RP. The minimum period must be rounded up to a whole number.

Formula: MP = (11/RP) x PTD

Some examples, expressed broadly, of reasons for absence that are beyond the control of the student’s parent/guardian, or the student (if living independently) follow:

- natural disasters – cyclone, bushfire, flood;
- student’s illness;
- death or illness of a member of the student’s immediate family (such as a parent, guardian, grandparent, sibling); or
- funeral customs within the student’s community.

While it is not possible to provide an exhaustive list of particularised examples to cover all contingencies in schools, see Appendix 2 for some more detailed instances applied to scenarios arising from time to time in schools.

Please note: For verification purposes, all enrolment, attendance and related documentation used in completing this collection form must be retained by the school’s governing body. This may be required for audit purposes.
Example:
A part-time student is enrolled to attend a non-State school on Monday, Tuesday and Wednesday of each week. The school opened on Wednesday, 27 January 2016, so the relevant period for that school is 23 days. For the student there are 13 days in their educational program over the relevant period. 

\[ MP = \left(\frac{11}{23}\right) \times 13 = 6.2 \text{ days rounded up to 7 days.} \]

The student’s minimum period is therefore 7 days.

Students to be excluded from PART A

Overseas students should only be included in the Overseas students section in Part A of the census form, and should be excluded from all other sections.

Exclude children registered, or provisionally registered, for home education under the Education (General Provisions) Act 2006.

Exclude full-time students who have attended for less than 11 days from the commencement of the school year up to Census Day unless there was a reasonable explanation of the absence and the absence was beyond the control of the student’s parent or guardian, or, if the student is living independently, beyond the control of the student.

Exclude part-time students who have attended for less than the minimum period from the commencement of the school year up to Census Day unless there was a reasonable explanation of the absence and the absence was beyond the control of the student’s parent or guardian, or, if the student is living independently, beyond the control of the student.

Exclude students who attend the school for specialist or sporting activities, but are not formally enrolled at the school.

Exclude students who have left the school (for example, have ceased education or changed schools). Schools must keep verifiable information on the date the student exited the school, that is the student’s last day of attendance.

Exclude students who attend the school but are not enrolled there, for example, visitors and short term temporary business visa holders. It should be noted that some school-aged dependants of visitors and short-term temporary business visa holders may undertake study up to a maximum period of three months. If they wish to continue study, they must apply to the Department of Immigration and Border Protection for a student visa.

Vodcasts

Please click on one of the icons below if you wish to watch a short vodcast explaining:

- the application of the minimum attendance requirements and applying the “Beyond the control of” test; and

These videos are in MP4 format and should be compatible with most desktop, laptop and mobile devices.
STUDENT DEFINITIONS

PART B

For the purpose of Part B:

- Include all students enrolled at the school, or site, on Census Day; irrespective of a student’s attendance on or prior to Census Day; and
- Only count the number of students relevant to the mode of delivery selected on page one of the form (classroom or distance education).

Students to be excluded from PART B

Exclude overseas students.

Exclude children registered, or provisionally registered, for home education under the Education (General Provisions) Act 2006.

Exclude all other persons who are not enrolled at the school.
OVERSEAS STUDENTS

An Overseas student holds or is included in a visa that permits the visa holder to travel to Australia for the purpose of undertaking a course provided by an educational establishment.

This means a student is reported as an overseas student if they are on a visa that is specifically related to studying in Australia (or a bridging visa attached to a substantive visa with those provisions).

Only students who are the primary visa holder, or the dependent of a primary visa holder, that is issued for the purposes of study are ‘Overseas Students’.

Overseas student visa subclasses are 570, 571, 572, 573, 574, 575 and 576.

‘Overseas Students’ do not include:

- Dependent of a person who is receiving a full sponsorship or scholarship to one of the institutions mentioned in section 4(1) of the Higher Education Funding Act 1988 (Cth).
  The sponsorship or scholarship has to meet the full cost of the education component of the course; or
- A person or dependent of a person who is receiving a sponsorship or scholarship from the Commonwealth; or
- Students who are studying in Australia under a properly registered student exchange program (Exchange Students).

Schools with overseas students on a 571 visa subclass are required to be registered as a provider of courses for overseas students on the Commonwealth Register of Institutions and Courses for Overseas students (CRICOS).

Students are required to be recorded on the Commonwealth’s Provider Registration and International Students Management System (PRISMS).

If you require information on conditions of any visa sub-class (to determine if they meet the meaning of ‘Overseas Students’), search the visa subclass at www.border.gov.au.

Exchange students

Exchange students are school-aged students participating in a student exchange program with an exchange organisation that is registered by the Queensland Department of Education and Training.

Students on a short-term exchange visit (for example, students here for less than 12 months on study tours or in Australia for intensive English classes) are not eligible to be included in the Census.

Exchange students are to be included as regular students if, immediately prior to the exchange, they were active in a classroom primary, secondary or special education program at a school which contributes to a Year 12 (or equivalent) certificate in their own country.

Exchange students will also have a 571 visa.

Schools can, however, identify exchange students through the Acceptance Advice for Secondary Exchange Students (AASES).

Recurrent grants cannot be paid in respect of a person who has completed their formal schooling in their own country.
FULL-TIME STUDENTS

A full-time student is a person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year. This definition relates to workload and not to enrolment.

Secondary students undertaking TAFE/tertiary studies or school-based apprenticeship or traineeship

Students of the school who are undertaking school-based apprenticeships or traineeships, TAFE or tertiary studies, work placements, VET in schools or a combination of such alternative pathways, in addition to normal school subjects which are accredited by the Queensland Curriculum and Assessment Authority as contributing to a Year 12 (or equivalent) certificate, should be included as full-time students.

PART-TIME STUDENTS (FTE)

A part-time student is a person who satisfies the definition of a student but who undertakes a workload less than that usually undertaken by a full-time student (as determined by the school) for that year.

The reference period for determining the full-time equivalent (FTE) of a student consists of five continuous school days including the date of the school survey data collection.

Enter each part-time student individually according to year level, gender, number of hours attended during the reference period by the part-time student and number of hours attended during the reference period by a full-time student in the same or equivalent year level at the school.

Exclude students who are registered, or provisionally registered, in Queensland for home education.

Exclude students who are enrolled at a State or an accredited non-State school of distance education, but regularly attend your non-State school, for example, for one or two days per fortnight for specialist or sporting activities or for any other reason.

Exclude overseas students (refer to the definition of overseas students for classes of persons who are/are not overseas students).
ENGLISH AS A SECOND LANGUAGE (ESL) ASSISTANCE

Students requiring ESL assistance are those students whose primary language is not Standard Australian English and who, in the opinion of the Principal, require ESL tuition, whether or not they are currently receiving it.

Schools and/or their governing bodies are required to retain documentation supporting their decision, and substantiating reason.

ESL students speak languages other than English as their first language(s). Their proficiency in the English language is determined at the local level to identify whether or not they require assistance to enable them to participate fully in mainstream classroom activities. More information is available in Appendix 3.

Many Indigenous students in Queensland have ESL learning needs. For many of these students, Aboriginal or Torres Strait Islander language or Creole is their first language. Many speak more than one of these languages or dialects before starting school.

Students whose first language is not English do not always require ESL assistance. These students should be assessed by an appropriate person (for example, an ESL or learning support teacher). Assessment should be continuous, as proficiency in English will change over time.

Exclude students whose first language is English, whose English proficiency has been improved to a normal classroom participation level or whose basic requirement is remedial English tuition.

Exclude overseas students who require ESL assistance (refer to the definition of overseas students for classes of persons who are/are not overseas students).

If you are unsure about whether a student requires ESL assistance, please contact Independent Schools Queensland or Catholic Education Diocesan offices.

Vodcast

Please click on the icon below to watch a short vodcast explaining whether a student requires ESL tuition.

This video is in MP4 format and should be compatible with most desktop, laptop and mobile devices.

INDIGENOUS STUDENTS

Indigenous students are those students of Aboriginal or Torres Strait Islander descent who identify as an Aboriginal or a Torres Strait Islander.

Where school records do not include this information, schools may need to rely on self-identification or seek parental advice.

It is important to note that Indigenous persons exercise a choice in identifying their Indigenous status, and identification of Indigenous status by other parties is to be discouraged.
STUDENTS WITH SPECIAL NEEDS

STUDENTS WITH DISABILITY (SWD)

A student with disability must meet the following criteria:

• The student must have a diagnosis of Autism Spectrum Disorder, Hearing Impairment, Intellectual Disability, Physical Impairment, Speech-Language Impairment, Vision Impairment or Social Emotional Disorder;

• The student must be verified under the Education Adjustment Program (EAP) as meeting the diagnostic criteria and eligible for additional resources in respect of activity limitations and participation restrictions in relation to their educational program; and

• The student must be in receipt of a support service or program in response to the activity limitations and particular restrictions of the disability.

Records of each student’s verification under the EAP and the specific educational adjustments, which indicate the types of educational support services and resources provided, should be retained by the school. If chosen for an audit, the Board’s auditors may ask to sight these records.

A student may have educational needs arising from disability in more than one category. In this case, a student with multiple disabilities should be counted once only. Each disability category should be included in the table on Students with disability.

The following students are not eligible under this program and must not be included as students with disability:

• a student whose only disability is a temporary medical condition or a long-term episodic condition (such as epilepsy); and/or

• overseas students.

Disability categories for verification:

• Autism Spectrum Disorder (ASD)
• Hearing Impairment (HI)
• Intellectual Disability (ID)
• Physical Impairment (PI)
• Speech-Language Impairment (SLI)
• Vision Impairment (VI)
• Social Emotional Disorder (SED) [for diagnostic criteria and forms, refer to Independent Schools Queensland or Catholic Education Diocesan offices].

For further information please refer to the EAP Handbook published by Education Queensland.
STUDENTS FROM ISOLATED ZONES

Student identification

Identification of the number of students from isolated areas of the State attending each non-State school is required to assist with the allocation of the needs component of recurrent assistance. Student isolation is based on the student’s home address when not attending school.

Map of student isolation areas

Home address means the residential address where the student would normally live with a parent/guardian when not attending school.

Students whose home address is in Area 1 or Area 2 of the following map should be included in this section of the collection. Treat all of Balonne Shire and Palm Island as Area 2 for the purposes of this data collection exercise.
STUDENTS FROM ISOLATED ZONES

Postcode ranges

The following table provides postcode ranges for local government authorities in Student Isolation Areas 1 and 2.

This table may assist schools to identify whether any students enrolled at their school fall into this category.

<table>
<thead>
<tr>
<th>Local government authority</th>
<th>Postcode range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aurukun</td>
<td>4871*</td>
</tr>
<tr>
<td>Balonne</td>
<td>4486–4488, 4497*</td>
</tr>
<tr>
<td>Barcaldine</td>
<td>4725, 4730,4732, 4726, 4724</td>
</tr>
<tr>
<td>Barcoo</td>
<td>4730, 4736, 4881</td>
</tr>
<tr>
<td>Blackall-Tambo</td>
<td>4702*, 4472, 4478</td>
</tr>
<tr>
<td>Boulia</td>
<td>4829</td>
</tr>
<tr>
<td>Bulloo</td>
<td>4492–4493</td>
</tr>
<tr>
<td>Burke</td>
<td>4830</td>
</tr>
<tr>
<td>Carpentaria</td>
<td>4871*, 4890–4891</td>
</tr>
<tr>
<td>Cloncurry</td>
<td>4824, 4825</td>
</tr>
<tr>
<td>Cook</td>
<td>4871*, 4874, 4895</td>
</tr>
<tr>
<td>Croydon</td>
<td>4871*</td>
</tr>
<tr>
<td>Diamantina</td>
<td>4829, 4482</td>
</tr>
<tr>
<td>Etheridge</td>
<td>4871*</td>
</tr>
<tr>
<td>Longreach</td>
<td>4730, 4727, 4731</td>
</tr>
<tr>
<td>Maranoa</td>
<td>4462, 4465, 4467</td>
</tr>
<tr>
<td>McKinlay</td>
<td>4816*, 4823–4824</td>
</tr>
<tr>
<td>Mornington</td>
<td>4871*</td>
</tr>
<tr>
<td>Mount Isa City</td>
<td>4825, 4828</td>
</tr>
<tr>
<td>Murweh</td>
<td>4455*, 4468, 4470, 4477, 4479</td>
</tr>
<tr>
<td>Paroo</td>
<td>4471, 4489–4491</td>
</tr>
<tr>
<td>Quilpie</td>
<td>4474–4475, 4480</td>
</tr>
<tr>
<td>Richmond</td>
<td>4816*, 4822</td>
</tr>
<tr>
<td>Tablelands</td>
<td>4871*, 4872*, 4880</td>
</tr>
<tr>
<td>Torres</td>
<td>4875–4876</td>
</tr>
<tr>
<td>Winton</td>
<td>4733, 4735</td>
</tr>
</tbody>
</table>

The postcodes marked with an asterisk (*) are common to more than one local government authority, some of which are not in the designated Student Isolation Areas. Care should be taken to ensure that the student’s normal residential address when he/she is not attending school is within the local government authority that falls within Student Isolation Areas 1 or 2.

The Local government directory provides links to local government authority websites.

If you require clarification of eligibility, please contact the NSSAB Secretariat.
BOARDING STUDENTS & BOARDING FEE CONCESSIONS

Boarding students

Only schools accredited to enrol boarding students, and eligible for funding for boarding, should complete this section.

Boarding students are students who:

- attend the school at its approved location and are accommodated in residential facilities administered by the school; or
- attend the school at its approved location and are accommodated in residential facilities at another school which was approved by the Board.

(The boarding student enrolment counts should be included at the school the students are attending rather than where the residential facilities are located).

Boarding fee concessions

Data from 2015 only should be used throughout this section on boarding fee concessions, as it is the most recent data on the pattern of boarding fee concessions for a full year.

All money amounts should be rounded to the nearest dollar.

The general aim is to give more assistance to schools that are giving concessions for reasons of economic hardship, as well as providing compensation for loss of income incurred through non-collection of fees (bad debts).

Concessions for other reasons must not be included. For example, schools may give concessions for church membership, for children of staff members, or as sporting or academic scholarships. These should not be included unless there is also economic hardship.

For those schools where the boarding students are attending at another school, please contact the NSSAB Secretariat for clarification in completing this section. This will be determined according to the agreement of fees and concessions administration.

Notes

2015 Average boarding enrolment: Schools should use the data on boarding enrolments provided in the 2015 Census for the Australian Government Department of Education and Training (DoET). Where the boarding enrolment in the DoET census varies by 10 per cent or more from the boarding enrolment at the beginning of Semester 1 2015, schools should calculate an average of these two figures. Please insert these data opposite the appropriate year levels. Enter a zero (0) if there is no enrolment at particular year levels.

2015 Boarding fee: The fee that an individual student would usually be charged as a “first child”. The boarding fee excludes fees charged for the building account and other fixed costs.

Notional boarding fee income (calculated): is obtained by multiplying the average boarding enrolment by the boarding fee for each year level. The total is the sum of these amounts.

Total average boarding enrolment (calculated): is calculated by adding all the separate year-level enrolments at 2015 Average boarding enrolment.

Total notional boarding fee income (calculated): is calculated by adding all the separate year-level notional boarding fees incomes. This amount should be greater than or equal to the total boarding fees collected added to all fees concessions.

Notional boarding fee per student (calculated): is calculated by dividing the total notional boarding fee income by total average enrolment.

Accrual accounting only:

Total boarding fee concessions, including actual bad debt "write-off" to provision account (2015 school year): to obtain all boarding fee concessions, including bad-debt provisions that apply to the 2015 school year.

Cash accounting only:

Total boarding fees collected for 2015: is collected as boarding fees for 2015. The figure should be readily derived from examination of a 2015 financial statement. Monies collected in 2015 that relate to the 2014 school year should be included.
Notional boarding fee concessions to ALL students in 2015 (calculated): is obtained by deducting total boarding fees collected from total notional boarding fee income.

Boarding fee concessions granted for church membership in 2015: The amount which has been granted as concessions for church or parish membership during 2015.

Boarding fee concessions for all other non-hardship/non-sibling reasons in 2015: The amount which has been granted as scholarships or concessions for reasons other than economic hardship or having student siblings – for example, concessions to children of staff members.

Fee concessions that are not included in the final computation (calculated): Notional boarding fee concessions to all students (2015) minus boarding fee concessions for church membership/non-hardship/non-sibling reasons (2015).

This calculation removes fee concessions that are not included in the final computation of school fee concessions.


This calculation converts the dollar value of all concessions that are not included in the final computation into an equivalent number of full-time students who have been granted full-fee concessions.

Include only boarding students whose parents are Australian citizens or permanent residents, whether the parents reside in Australia or overseas.

Include only students who attend the school and are accommodated in residential facilities administered by the school.

Exclude overseas students (refer to the definition of overseas students for classes of persons who are/are not overseas students).

Exclude boarding students who do not attend your school for tuition from the boarding student enrolment counts.
ENROLMENT OVERVIEW (PART B)

School survey data 2016

*Please note*: The totals provided in this section may be different to totals provided in PART A if enrolled students were not counted in PART A due to irregular attendance/absences for whom no reasonable explanation has been provided (refer to [Student definitions](#)).

Please provide the following as at 26 February 2016:

- the number of full-time students enrolled at the school or site, grouped according to the type of education offered at the school or site;
- the number of part-time students enrolled at the school or site, grouped according to the type of education offered at the school or site;
- the number of full-time students enrolled at the school or site who are students with disability; and
- the number of part-time students enrolled at the school or site who are students with disability.

Future enrolments 2017-2021

The information requested on projected enrolments at non-State schools is for the general information of the Board.

Checklist and declaration

A checklist is now included at the end of the census. Completing the checklist will indicate that the relevant school records have been interrogated to determine whether there are enrolments in all needs categories. The person authorised by the governing body to submit census data is required to declare the data to be a true and correct record of the affairs of the school.
Check for completeness

Once you have completed all relevant sections, select the button Check form for completeness. This will check the form to ensure all required fields have been filled in.

If there are any mandatory fields that have not been completed, a warning message will appear and missing fields will be highlighted in red.

Select OK and revisit the form to complete all fields that are highlighted in red.

Once all fields have been completed, select the Check for completeness button again. If all mandatory fields have been completed, the following message will appear:

Select OK.

Submission

A new section will appear at the end of the form displaying instructions for submission and the Authorisation and declaration by governing body or authorised person.

Please read the instructions for submission carefully. The form has to be submitted by the person authorised by the governing body (the ‘Authorised person’) to submit school survey data on behalf of the governing body.

Please contact your governing body to find out who can authorise and submit the data collection form. Also refer to Arrangements for schools under certain governing bodies.

Follow the diagram below to establish the path you need to follow to submit the form to the NSSAB Secretariat.
Arrangements for schools under certain governing bodies

Schools under the following governing bodies are to submit completed collection forms to nominated contacts for authorisation:

- **Lutheran Church of Australia - Queensland District**: Send to Lutheran Education Queensland, c/- Mrs Kerryn Simpfendorfer at kerryn.simpfendorfer@leq.lutheran.edu.au
- **The Corporation of the Synod of the Diocese of Brisbane**: Send to Anglican Schools Commission, c/- Mr Reg Kernke at rkernke@anglicanbrisbane.org.au
- **The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane**: Send to Brisbane Catholic Education Centre, c/- Mr Trevor Reid at treid@bne.catholic.edu.au
- **The Roman Catholic Trust Corporation for the Diocese of Cairns**: Send to Cairns Catholic Education Office, c/- Ms Jayne Horsnell at jhorsnell@cns.catholic.edu.au
- **The Roman Catholic Trust Corporation for the Diocese of Rockhampton**: Send to Rockhampton Catholic Education Office, c/- Mr John McDevitt at dceoschoolsaccounting@rok.catholic.edu.au
- **The Corporation of the Roman Catholic Diocese of Toowoomba**: Send to Toowoomba Catholic Education Office, c/- Mrs Joanne Segond Von Banchet at segondj@twb.catholic.edu.au
- **The Roman Catholic Trust Corporation for the Diocese of Townsville**: Send to Townsville Catholic Education Office, c/- Ms Trish Scholes at tscholes@tsv.catholic.edu.au

All other schools should contact their governing body to find out if an individual at the school/site has been authorised to submit the form on behalf of the governing body.

Authorisation and declaration by governing body or authorised person

Provide details of the authorised person in the fields provided.

**Full name**

Enter the full name of the authorised person.

**Position in relation to school or governing body**

Enter the position of the authorised person in relation to the school or governing body. Include the entity the position relates to (for example, Principal [School name], Business Manager [Governing body name] or Executive Director [Diocesan office name]).

**Phone number**

Enter the phone number of the authorised person.

**Date**

Enter the date the authorisation and declaration is made. The calendar can be activated by clicking the drop-down menu that appears once the date field is selected. Using the calendar will ensure that the date is in the correct format (dd/mm/yyyy).

Tick the three boxes once you have read and agree with the statements.

Once the form is complete and all data has been checked and authorised, select the button **Save form** at the bottom of this form and submit via NSSAB Online Services.

If you are unable to use the button, you can also save the form by using the save function of Adobe Reader (Ctrl+S).
NSSAB Online Services


Create a new submission from the Upload and submit tab (Data collection form – Census 2016)

Attach the data collection form(s) to the submission using the grey Attach file button.

This will display a new screen. Use the Add files button to browse to the data collection form(s) on your computer.

Select the file(s) for upload. You can select multiple files by holding down the Shift key while selecting the required files. Select Open.

Once selected, click Upload files.

Once a file is attached it will display in the right-hand column under Files attached. Select the Submit button on the left-hand side to send it to the Board.

Select OK to finalise the submission.

The submission should now show up under the Submitted tab.

Please note, a governing body can attach multiple data collection forms to the one submission to submit forms for several schools. Likewise, a school can attach multiple data collection forms to the one submission to submit forms for several sites or modes of delivery.
TROUBLESHOOTING

Only page 1 is visible

The form will only display page 1 when first opened. To view all sections that need completion, select the relevant checkboxes in Type(s) of education and Student profile.

Please note: You will not be able to complete the student profile until a type of education has been selected. You will also not be able to select special needs students if you have not selected full-time or part-time students for the site.

Adobe Reader Version Detected

When opening the PDF document for the first time, a prompt box states that a minimum version of Adobe Reader is required for the form to function correctly. To ensure best performance and unnecessary errors while filling in the form, please install the latest Adobe Reader Version XI. Adobe Reader is free and can be downloaded from http://get.adobe.com/reader/.

Software failure

If you experience a software failure (see screen below), you may need to reopen the form.

This could happen if you select certain options in the student profile and later on uncheck this option (that is, you have selected Part-time students and then realised that there are no part-time students at the school). In some instances you might be able to continue by just clicking OK. If the window continues to be displayed, please quit out of the form and reopen.

Form closes unexpectedly when selecting items in the student profile

If the form closes unexpectedly when you select certain items under the Student profile in the right column (ESL, Indigenous, etc.), you may have an older version of Adobe Reader that causes the form to terminate at this point. This error has only been found if Part-time students has been selected before items from the right column.

To solve the problem, please select your items in the right column before selecting Part-time students.
Auto-completing form fields

When turned on, Auto-Complete saves a list of text entries that you use when you are completing fillable PDF forms, and suggests text from that list as you type into other form fields. If the first few characters match something you have typed in a previous form field, the feature either displays a list of the most probable matches or automatically enters a probable match for you.

If this feature hinders the smooth entry of data, please turn it off.

Select Edit > Preferences... > Forms > Auto-Complete: Off

Browser error message

If you attempt to click on the direct link to the PDF form in some internet browsers (for example, Google Chrome) you may receive an Adobe Reader error message such as below.

This is due to incompatible browser extensions. Please right click the PDF link instead and “Save As” – this enables you to open the form in its native application instead of relying on browser extensions.

Drop-down lists

If a drop-down list (that is, in the Part-time students and Students with disability sections) is close to the bottom of the page, you might not be able to select some of the entries further down in the list with your mouse. Please use the arrow buttons on your keyboard to move down in the list and then hit enter to confirm your selection once you have reached the correct item.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Gender</th>
<th>Hours Attending</th>
<th>Hours Full-time</th>
<th>FTE Calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory Year 1</td>
<td>USP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>USP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>USP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>USP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>USP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>USP</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| *USP = Ungraded Special Unit/Class

In the example above, use the arrow keys on your keyboard to get to Year 6, USP or UNS in the list.
Further guidelines, distance education

“Attendance” between the start of the school year and ending on Census Day, of distance education students enrolled at a distance education school


Overview

In respect of Part A of the School Survey Data for Non-State Schools—Queensland 2016, whether a student enrolled as a distance education student at a distance education school is taken to be attending the school depends generally on:

- if the student is complying with the school's requirements about communicating with or contacting the school for the purpose of participating in the program; and
- if the student is completing and returning the assigned work for the program.

This is generally referred to as a full-service being delivered by the distance education school to its enrolled distance education students.

Elaborative comments

An enrolled student must reside in Queensland.

Other indicators of a full-service being delivered by the distance education school to an enrolled distance education student follow:

- the student is receiving lessons and educational support by the school's teachers;
- the student has commenced, is working on, or has completed lessons and educational activities;
- the student’s work is regularly tracked and assessed by the school’s teachers;
- the student has access to a help facility provided by the school's teachers;
- regular contact with the student is made by the school’s teachers;
- the school’s teachers regularly monitor the students' learning achievements; and
- the school keeps a record of any days on which a student is unable to undertake the educational program because of illnesses, or other reasonable cause.
Further guidelines, attendance

Attending the school for less than the prescribed number of days between the start of the school year and ending on Census Day


Overview
A student (whether full-time or part-time) must be enrolled at the school.

A student who has attended the school for less than the prescribed number of days between the first day that students are to attend the school at the start of the school year and ending on Census Day, can be included in Part A of the School Survey Data for Non-State Schools—Queensland 2016, if the student’s absence was for a reason that was beyond the control of:

- the student—if the student is living independently of his or her parents or guardian; or
- otherwise—the student’s parent or guardian.

In each case where a student has attended the school for less than the prescribed number of days and been included in Part A of the School Survey Data for Non-State Schools—Queensland 2016, there must be documented evidence confirming the reasons preventing the student from attending the school during this period.

Non exhaustive list of examples
Below are some examples to assist governing bodies to accurately complete the School Survey Data for Non-State Schools—Queensland 2016.

The examples include situations where a student’s enrolment takes place after 11 days prior to Census Day and on or before Census Day.

Examples are given of reasons for absence that are beyond the control of the student’s parent/guardian, or the student (if living independently). These reasons for absence include:

- natural disasters—cyclone, bushfire, flood;
- student’s illness;
- death or illness of a member of the student’s immediate family (such as a parent, guardian, grandparent, sibling); or
- funeral customs within the student’s community.

While it is not possible to provide an exhaustive list of particularised examples to cover all contingencies in schools, the following provides some guidance in situations which arise from time-to-time.

Student is enrolled after 11 days prior to Census Day and on or before Census Day
An enrolled student whose enrolment takes place after 11 days prior to Census Day and on or before Census Day is to be included if the student has not attended the school for the prescribed number of days and if the student's absence was for a reason that was beyond the control of the student’s parent, or the student (if living independently).

Natural disasters – cyclone, bushfire, flood
An enrolled student is to be included if the student has been prevented\(^2\) from attending for the prescribed number of days due to a natural disaster (for example cyclone, bushfire, flood); irrespective of whether the student has attended the school before or on Census Day.

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\(^2\) 'prevented' must be for a reason that met the 'beyond the control of' test
Example: Full-time enrolment – eligible

Peter, an enrolled student at the school who lives 20 kilometres from the school, has been unable to travel to school because the roads to his home residence are covered by floodwaters too deep for driving through, and other modes of travel are impractical. Peter has been able to attend the school for two days. Decision: Peter is eligible to be included in the census as the flood is beyond the control of his parents.

Example: Full-time enrolment – not eligible

Joan, a student enrolled at the school on the first day of the first term and who lives 20 kilometres from the school, has been unable to travel to school for three days because of a cyclone during which it would have been unsafe to travel. Joan’s total attendance for the period before the census was four days, and she could have easily travelled on other days and there were no other factors preventing her from attending. Decision: Joan is not eligible to be counted in the census as her non-attendance was within the control of her parents.

Student transferring from a State or another non-State school

An enrolled student is to be included if the student has “transferred” from another school (State or non-State), and has been prevented from attending school for the prescribed number of days; irrespective of whether the student has attended the school before or on Census Day.

Example: Full-time enrolment – eligible

Roger was formerly enrolled in a government school in Tasmania. One of his parents has been unexpectedly transferred over the summer holidays to Queensland, and over the holidays enrolled Roger in the school. Because of delays in moving out of the family home in Tasmania, securing a residence near the parent’s work and Roger’s school, and travelling interstate, since arriving Roger has attended all three available days of school. Decision: Roger is eligible to be included in the census as the time taken to move to Queensland is beyond the control of his parents.

Example: Full-time enrolment – eligible

Tania was formerly enrolled in a State school. Excessive bullying had taken place on her return to school and, after seeking advice from the school’s counsellors, Tania’s parents agreed she should transfer to another school. Tania was enrolled at the new school only two days before census and therefore did not attend the required 11 days. There is documented evidence to support the transfer decision due to the bullying. Decision: Tania is eligible to be included in the census as the bullying was beyond the control of her parents.

Note: Bullying scenarios would also fit under student emotional and behavioural issues regarding meeting the minimum attendance requirements and ‘beyond the control of’ test.
**Example: Full-time enrolment – not eligible**

Annette was formerly enrolled in a State school in Queensland in close proximity to the school. Three days out from Census Day, Annette’s parents decided to cease her enrolment in the State school and enrol her in the school, whereupon she attended for all three days. **Decision:** Annette is not eligible to be counted in the census as the family's decision to change Annette’s school enrolment was within their control.

**Student illness**

An enrolled student is to be included if the student has been prevented from attending for the prescribed number of days due to the student’s medical condition (verified by supporting evidence for example record of parental contact, or medical certificate); irrespective of whether the student has attended the school on or before Census Day.

**Student travel (for example, holidays)**

An enrolled student is not to be included if the student has not attended the school for the prescribed number of days due to planned travel (for example holidays) during the period from the start of the school year and ending on Census Day.

An enrolled student is to be included if the student has been absent because of planned travel (for example holidays) during the summer vacation, and has been unable due to unforeseen circumstances to return as planned in order to attend the school for the prescribed number of days; irrespective of whether the student has attended the school before or on Census Day.

**Full-time enrolment – eligible**

Vanessa, an enrolled student at the school, travelled with her family to a remote part of Indonesia over the Summer break, planning to return home on the third day of the first school term, so that Vanessa could attend school on and from that day. However, that part of Indonesia experienced a catastrophic earthquake, which prevented the family from returning home until two days before Census Day, enabling Vanessa to attend the school for two days. **Decision:** Vanessa is eligible to be included in the census as the earthquake is beyond the control of her parents.

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3 ‘unforeseen circumstances’ must be for a reason that met the ‘beyond the control of’ test.
**Full-time enrolment – not eligible**

Suzie is currently enrolled at the school and went to California for a family holiday over the Summer break. Accommodation in California and return airfares to Australia were more than twice the price during the school holidays so the family decided it would be more economical to leave in late January and return to Australia on 18 February. This saved the family thousands of dollars and meant that the family holiday could occur. The family also notified the school of the pending absence allowing the Principal to keep file notes. **Decision:** Suzie is not eligible to be counted in the census as the family’s decision to spend time overseas during the school term was within their control. Financial impact is not considered as being “beyond the control of”.

**Full-time attendance – not eligible, even though exemption from attendance is granted by principal**

Skye is an enrolled student in Year 6 for classroom education at the school. Skye’s family has decided to travel around Australia via motorhome for six months. The school principal has granted Skye an exemption under section 185A of the *Education (General Provisions) Act 2006* from attending the school, and has agreed to provide Skye’s parents with work tasks and reading lists for Skye. The parents will pay the school full tuition for Skye for that six month period. **Decision:** Even though Skye’s non-attendance may satisfy the exemption from attendance test under section 185A (that is, the child cannot attend the school, or it would be unreasonable in all the circumstances to require the child to attend the school), Skye is not eligible to be counted in the census as the parents’ decision to travel around Australia has not met the “beyond the control of” test.

**Student suspension (howsoever called) from attendance**

An enrolled student **is to be included** if the student has attended the school for less than the prescribed number of days, because the student has been suspended from attendance under a student disciplinary arrangement applying to the school.

**Student emotional and behavioural issues**

An enrolled student **is to be included** if the student has attended the school for less than the prescribed number of days, but the student has been absent because of the student’s emotions or behaviour, or both: provided that an officer of the school has been actively and consistently working with the student to facilitate the student’s attendance.

Please see **Tania’s scenario** under transfers for an example related to student bullying and applying the “Beyond the control of” test.
Death of, or physical or mental illness of, a member of the student’s immediate family

An enrolled student is to be included if the student has been prevented from attending for the prescribed number of days because of the death of, or physical or mental illness of (as verified by, for example, a parent/guardian), a member of the student’s immediate family (such as a parent, guardian, grandparent, sibling); irrespective of whether the student has attended the school on or before Census Day.

“Beyond the control of” further explained

Please click on one of the icons below if you wish to watch a short vodcast explaining:

1. the application of the minimum attendance requirements and applying the “Beyond the control of” test; and
2. full-time attendance – not eligible, even though exemption from attendance is granted by principal, further explained

These videos are in MP4 format and should be compatible with most desktop, laptop and mobile devices.
Further guidelines, English as a Second Language (ESL) tuition


Overview

In respect of Part A of the School Survey Data for Non-State Schools—Queensland 2016, whether an enrolled student is classified as a student requiring ESL tuition depends on the opinion of the school’s principal.

Relevant students should be assessed and there should be documented evidence to support the principal’s decision on whether the student requires ESL tuition.

Whether a student requires ESL tuition

A part-time or full-time student entitled to be included on the school survey data collection is to be included for requiring ESL tuition if, on or before Census Day, the school’s principal has formed an opinion (which the principal has documented with substantiating reasons) that the student (at the time of the census) requires ESL tuition.

Example: ESL tuition – eligible

Marie is an enrolled student at a school. Marie speaks Aboriginal English and does not have full proficiency in Standard Australian English. In the opinion of the school’s principal Marie requires ESL tuition. Decision: Marie is eligible to be classified as a student requiring ESL tuition as the principal has determined that ESL tuition is required.

Example: ESL tuition – not eligible

Kevin is an enrolled student at the school. Kevin’s parents migrated to Australia from China when Kevin was five years of age. Neither of his parents speaks English. Kevin is now in Year 6, and he speaks, reads and writes English fluently. Decision: Kevin is not eligible to be counted as ESL in the census as he does not require any ESL tuition.

English as a Second Language further explained

Please click on the icon below to watch a short vodcast explaining whether a student requires ESL tuition.

This video is in MP4 format and should be compatible with most desktop, laptop and mobile devices.