



Instructions for completing

School Survey Data for Non-State Schools – Queensland

Non-State Schools Accreditation Board

2018

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CHANGES FROM PREVIOUS YEAR

Changes to this document

There have been several changes made in 2018 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:

- change of format from two columns to one column to improve readability;
- further clarification concerning Minimum Period (MP) of attendance for part-time students;
- general changes to formatting and wording;
- inclusion of a brief paragraph describing the Census Feedback survey; and
- data on *Future Enrolments* are no longer collected as a result of recent legislative changes.

Changes to legislation

New legislation commenced on 1 January 2018:

- the [Education \(Accreditation of Non-State Schools\) Act 2017](#); and
- the [Education \(Accreditation of Non-State Schools\) Regulation 2017](#).

The new legislation replaces the *Education (Accreditation of Non-State Schools) Act 2001* and the *Education (Accreditation of Non-State Schools) Regulation 2001*, both of which ceased to have effect on that date.

In addition, the [Education \(General Provisions\) Regulation 2017](#) commenced on 1 September 2017. Section 18 of that Regulation relates to the age for enrolment in years 1 to 6:

Age for enrolment in years 1 to 6

- (1) The principal of a State school, or non-State school, may enrol a child in a year of schooling from years 1 to 6 at the school only if the child will be at least 6 years and 6 months on 31 December in the proposed year of attendance at the school.

Example—

A child who turns 6 on or before 30 June in a year will be at least 6 years and 6 months on 31 December in that year.

- (2) However, the principal may enrol a child in a year of schooling from years 1 to 6 at the school, regardless of the child's age, if the principal is satisfied the child is ready for education in the year of schooling, considering the child's attributes.

OVERVIEW

Data provided in the *School Survey Data for Non-State Schools – Queensland 2018* (the 'Census form') are used by the Non-State Schools Accreditation Board (the 'Board') in connection with its [statutory functions](#). The Queensland Department of Education (the 'Department') also uses the data in assessing the entitlement to allowances distributed to governing bodies of non-State schools on behalf of the Queensland Minister for Education.

Overseas students, who are responsible for the cost of their own education, do not receive state recurrent funding. These students are to be excluded from all sections of the Census form, except the section titled OVERSEAS STUDENTS.

Census Day

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

Complete the Census form using data as at **Friday, 23 February 2018**, except for *Boarding fee concessions*, which refers to 2017 data.

Return Date

The completed Census form is to be submitted to the Non-State Schools Accreditation Board Secretariat ('NSSAB Secretariat') via [NSSAB Online Services](#) by **Friday, 2 March 2018** (Friday following Census Day).

Information collected

The Census form 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.

Retention of documentation

All enrolment, attendance and related documentation used in completing the Census form is to be retained by the school/governing body for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.

OVERVIEW

Site details

Site centre code

Enter the four digit code of the school or site. This was provided in the notification email sent to the principal in early February 2018. 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 Census 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 Census 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 Census form should be completed for each mode of delivery. One Census form should be completed for students enrolled in classroom education and one Census 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 full-time and undertaking a [full service delivery](#) course in distance education should be included in the Census form.

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

More information is available in [Appendix 1](#).

Name of school

Enter the full and correct name of the school exactly as it appears on the [Non-State schools directory](#).

If the school name has changed, complete a [Name change notification](#) form and submit it via [NSSAB Online Services](#) in order for the name to be updated on the directory.

Street address

Enter the street address exactly as it appears on the [Non-State schools directory](#).

If the school or site address has changed (for example, if the school or site has now been allocated a street number rather than a lot number), complete the [Update principal or school details](#) form and submit it via [NSSAB Online Services](#).

A physical change of location will need to be applied for and approved by the Board. To do this, complete the [Change of Attributes of Accreditation for New Site and Relocate Site Application](#) form (Form ASIT-F) and submit it via [NSSAB Online Services](#).

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), contact the [NSSAB Secretariat](#).

Phone/Email/Web address

Enter the phone number and email address for the school or site. This information will be used should it be necessary for the Board to contact the school. General contact details for the school or site should be provided rather than those of an individual. Enter the phone number using numerical characters only, for example, enter (07) 1111 2222 as 0711112222.

Please enter the web address beginning with www (not http/).

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, 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 education in the Preparatory Year or from Year 1 to Year 6.

Preparatory Year

To be eligible for the Preparatory (Prep) Year, a child must be at least 5 years and 6 months old on 31 December in the year of attendance (also refer to section 17 of the [Education \(General Provisions\) Regulation 2017](#)).

The principal may enrol a child in the Prep Year if the child will be at least 5 years and 5 months old 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.

OVERVIEW

The principal may enrol a child, regardless of age, if the child has 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.

It is compulsory for all students enrolling in Year 1 to have undertaken a Prep Year at a State or non-State school, or equivalent.

Year 1 to Year 6

Section 18 of the [Education \(General Provisions\) Regulation 2017](#) relates to the age for enrolment in Year 1 to Year 6. Refer to [Changes to this document](#), page 4 of these Instructions.

Secondary students

A secondary student is a student participating in education from Year 7 to Year 12.

Ungraded students (special unit/class or non-special)

Ungraded students are students attending a primary, secondary or combined primary/secondary school but who 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 and Year 12) as at 1 January 2018 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 at a different rate for Year 11 and Year 12 students.

Ungraded students may include students with disability. These students may be in special classes or units in regular schools and will have been formally assessed as having a disability, and 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.

Please note, for students requiring English as a Second Language (ESL) assistance, there must have been an assessment conducted prior to Census Day for them to be included on the Census form. Students who have not been assessed as requiring ESL assistance by Census Day should not be included on the Census form. Documentation substantiating the inclusion of ESL students on the Census form, must be kept for a period of five years from Census Day in a way that ensures the integrity and security of the data and documents.

STUDENT DEFINITION

There are two requirements that must be met for a student to be included on the Census form.

1. The student (whether full-time or part-time) must be formally enrolled at the school, and
2. the student must have attended the school for at least 11 days between the first day of the school year and Census Day.

A student who has attended the school for less than 11 days, however, can be included in the Census if the student's absence was for a reason that was beyond the control of:

- the student's parent or guardian; or
- the student (if living independently).

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);
- funeral customs within the student's community; or
- student is a competitor in an elite level sports competition.

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.

In each case where a student has attended the school for less than 11 days and been included in the Census form, there must be documented evidence confirming the reasons preventing the student from attending the school during this period.

Note: All enrolment, attendance and related documentation used in completing this Census form must be retained by the school/governing body for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.

Vodcasts

Click on the links to watch short vodcasts explaining:

- the application of the [minimum attendance requirements and applying the 'Beyond the control of test'](#); and
- [full-time attendance](#) – not eligible, even though exemption from attendance is granted by principal, further explained.

OVERSEAS STUDENTS

OVERSEAS STUDENTS

For the purposes of the Census, an overseas student includes:

- *A full-fee paying overseas student (FFPOS) who has been issued a Student visa in his/her own right.* The child is the primary visa holder and can only be enrolled with a Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)-registered provider.
- *A child who is a dependent under another family member's Student visa.* In this case, the other family member is the primary visa holder and will be enrolled in a course of study with a CRICOS-registered provider. As a dependent, the child has study rights under this family member's Student visa and is considered to be a FFPOS.

Note: A school does not have to be CRICOS-registered to enrol a child who is a dependent under another family member's Student visa. However, once a child is issued a Student visa in his/her own right, the child may only be enrolled with a CRICOS-registered provider.

- *A child who is under a Bridging visa, but the substantive visa issued was a Student visa.* Such a child may be a primary visa holder, or a dependent under someone else's Student visa. Where a child's visa status changes to now fall under a Bridging visa, the conditions of the substantive Student visa (including FFPOS status) continue to apply until the Commonwealth Department of Immigration and Border Protection (DIBP) gives formal notification that a new visa category has been approved.

As of 1 July 2016, the Student visa subclass is 500.

Note: The visa subclasses 570 to 576, issued before 1 July 2016, will remain valid until the expiry date given when the visa was granted.

Schools with overseas students on a subclass 500 visa, or a 571 visa subclass issued before 1 July 2016, are required to be registered as a provider of courses for overseas students on CRICOS.

Students are required to be recorded on the Commonwealth's Provider Registration and International Students Management System (PRISMS). Schools do this by the issuing of a Confirmation of Enrolment (CoE) at the time when an offer of enrolment is made. The student will submit the CoE to the DIBP to apply for their Student visa.

For the purposes of the Census, overseas students do not include:

- dependents 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;
- a person, or dependent of a person, who is receiving a sponsorship or scholarship from the Commonwealth;
- students who are studying in Australia through a [Queensland government-registered secondary student exchange organisation](#) (that is, exchange students); or
- students enrolled at a school under a visa category other than a 500 or 571 student visa.

Information on conditions of any visa subclass can be found at www.border.gov.au.

Exchange students

Exchange students are school-aged students participating in a secondary student exchange program with an exchange organisation that is [registered by the Department](#). Such exchanges are a minimum of three months or one school term (whichever is shorter) and a maximum of 12 months.

Like FFPOS who enrol through a CRICOS-registered provider, exchange students will have a subclass 500 Student visa. Schools can, however, differentiate exchange students from FFPOSs through the [Acceptance Advice for Secondary Exchange Students](#) (AASES).

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.

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

Students on a **short-term cultural visit** (for example, students in Australia on a Tourist or Visitor's visa for less than three months on a study tour, or in Australia for intensive English classes) are **not** eligible to be included in the Census.

Students to be excluded

Overseas students should **only** be included in the *OVERSEAS STUDENTS* section of the Census form, and should be excluded from all other sections.

The following students are not classed as overseas students and should be included as regular students in the other sections of the Census form:

- permanent residents of Australia;
- New Zealand and Norfolk Islander passport holders;
- overseas students in receipt of a sponsorship or scholarship from the Commonwealth; and
- exchange students who immediately before their exchange were not active in a classroom program which contributed towards a Year 12 (or equivalent) certificate in their own country.

Vodcast

Click on the link to watch a short vodcast explaining [Overseas and Exchange Students](#).

FULL-TIME STUDENTS

FULL-TIME STUDENTS

A full-time student is a person who satisfies the [student definition](#) 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.

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 first day of the school year and Census Day (the 'Relevant Period' ['RP']).

A full-time student is also taken to have attended the school during the RP 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 the student (if living independently).

Enrolment and attendance records, and all associated documentation used in determining eligibility for students to be counted on the Census form, must be retained by the school/governing body for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.

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

In addition to school subjects which are accredited by the Queensland Curriculum and Assessment Authority (QCAA) as contributing to a Year 12 (or equivalent) certificate, students undertaking any of the following should be included as full-time students:

- TAFE;
- tertiary studies;
- school-based apprenticeships or traineeships;
- work placements;
- VET in schools or a combination of such alternative pathways; and/or
- any combination of the above.

Students to be excluded

- students who are not formally enrolled at the school;
- full-time students who have attended less than 11 days from the first day of the school year up to Census Day. Students may be **included**, however, if the absence was beyond the control of the student's parent or guardian, or student (if living independently);
- part-time students;
- students who are registered, or provisionally registered, in Queensland for home education;
- overseas students (refer to the OVERSEAS STUDENTS section);
- underage Prep students, unless the student is enrolled under the provisions outlined in s.17 of the [Education \(General Provisions\) Regulation 2017](#);
- students who attended the school for specialist or sporting activities, but are not formally enrolled at the school; and

- 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.

Vodcasts

Click on the links to watch short vodcasts explaining:

- the application of the [minimum attendance requirements and applying the 'Beyond the control of test'](#); and
- [full-time attendance](#) – not eligible, even though exemption from attendance is granted by principal, further explained.

Further information is available in [Appendix 2](#).

PART-TIME STUDENTS

PART-TIME STUDENTS

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

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 ('RP')

A part-time student is also taken to have attended the school if:

- the student attended the school for less than the MP 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 the student (if living independently).

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

Formula: $MP = PTD \times (11/RP)$

PTD means the number of days during which a program or course of study, for which the student is enrolled, is taught in the relevant period.

Example:

A part-time student is enrolled to attend a non-State school on Monday to Thursday of each week. The school opened on Monday, 22 January 2018, so the RP for that school is 24 days. For this student, there are 20 days in their educational program over the RP.

$$MP = 20 \text{ days} \times (11/24) \\ = 9.2 \text{ days rounded up to 10 days.}$$

The student's MP is therefore ten days. Note that a part day is taken to be one whole day for the purpose of calculating MP and PTD.

The reference period for determining the Full-Time Equivalent (FTE) of a student consists of five continuous school days within the RP.

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. The Census form will calculate the FTE for each student.

Enrolment and attendance records, and all associated documentation used in determining eligibility for students to be counted on the Census form, must be retained by the school/governing body for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.

Students to be excluded

- students who are not formally enrolled at the school;
- part-time students who have attended for less than the MP from the first day of the school year up to Census Day **unless** the absence was beyond the control of the student's parent or guardian, or the student (if living independently);

- students who are enrolled at a State or an accredited non-State school of distance education, but regularly attend a non-State school (for example, for one or two days per fortnight for specialist or sporting activities or for any other reason);
- part-time distance education students;
- full-time students;
- students who are registered, or provisionally registered, in Queensland for home education;
- overseas students (refer to the OVERSEAS STUDENTS section);
- underage Prep students, unless the student is enrolled under the provisions outlined in s.17 of the [Education \(General Provisions\) Regulation 2017](#);
- students who attended the school for specialist or sporting activities, but are not formally enrolled at the school; and
- students who have left the school. Schools must keep verifiable information on the date the student exited the school, that is, the student's last day of attendance.

Further information is available in [Appendix 2](#).

Vodcast

Click on the link to watch a short vodcast explaining the application of the [minimum attendance requirements and applying the 'Beyond the control of' test](#).

STUDENTS WITH SPECIAL NEEDS

Students with special needs include:

- English as a Second Language (ESL) students in need of language assistance;
- Indigenous students; and
- students with disability (SWD).

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(s) for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.

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. Further 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). Regular assessments should be undertaken (for example, every two years), as proficiency in English will change over time.

ESL is also known as EAL/D (English as an additional language or dialect).

Students to be excluded

- students whose first language is English;
- students whose English proficiency has been improved to a normal classroom participation level;
- students whose basic requirement is remedial English tuition; and
- overseas students who require ESL assistance (refer to the *OVERSEAS STUDENTS* section).

Vodcast

Click on the link to watch a short vodcast explaining the requirements concerning [ESL tuition](#).

For further information, contact:

- [Independent Schools Queensland](#);
- [Catholic Education Diocesan offices](#) for Diocesan Catholic non-State schools;
- [Queensland Catholic Education Commission](#) for other Catholic non-State schools (for example, RI/PJP schools); or
- the [Board's Secretariat](#).

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.

Records of this information need to be retained by the school/governing body for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.

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 be 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, are to be retained by the school/governing body for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.

A student may have educational needs arising from disability in more than one category. In this case, a student with multiple disabilities should be included on one line only in the table *EAP by impairment category*, but with each disability category included across that line in the table.

Disability categories for verification

- Autism Spectrum Disorder (ASD);
- Hearing Impairment (HI);
- Intellectual Disability (ID);
- Physical Impairment (PI);
- Speech-Language Impairment (SLI);
- Vision Impairment (VI); and
- Social Emotional Disorder (SED).

Students to be excluded

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

- students whose only impairment is a specific learning difficulty or for whom remedial education or remedial support is appropriate;
- students whose only impairment is a temporary medical condition or a long-term episodic condition (such as epilepsy); and
- overseas students (refer to the OVERSEAS STUDENTS section).

For further information, refer to the [EAP Handbook](#) published by the Department, or contact:

- [Independent Schools Queensland](#);
- [Catholic Education Diocesan offices](#) for Diocesan Catholic non-State schools;
- [Queensland Catholic Education Commission](#) for other Catholic non-State schools (for example, RI/PJP schools); or
- the [Board's Secretariat](#).

STUDENTS FROM ISOLATED ZONES

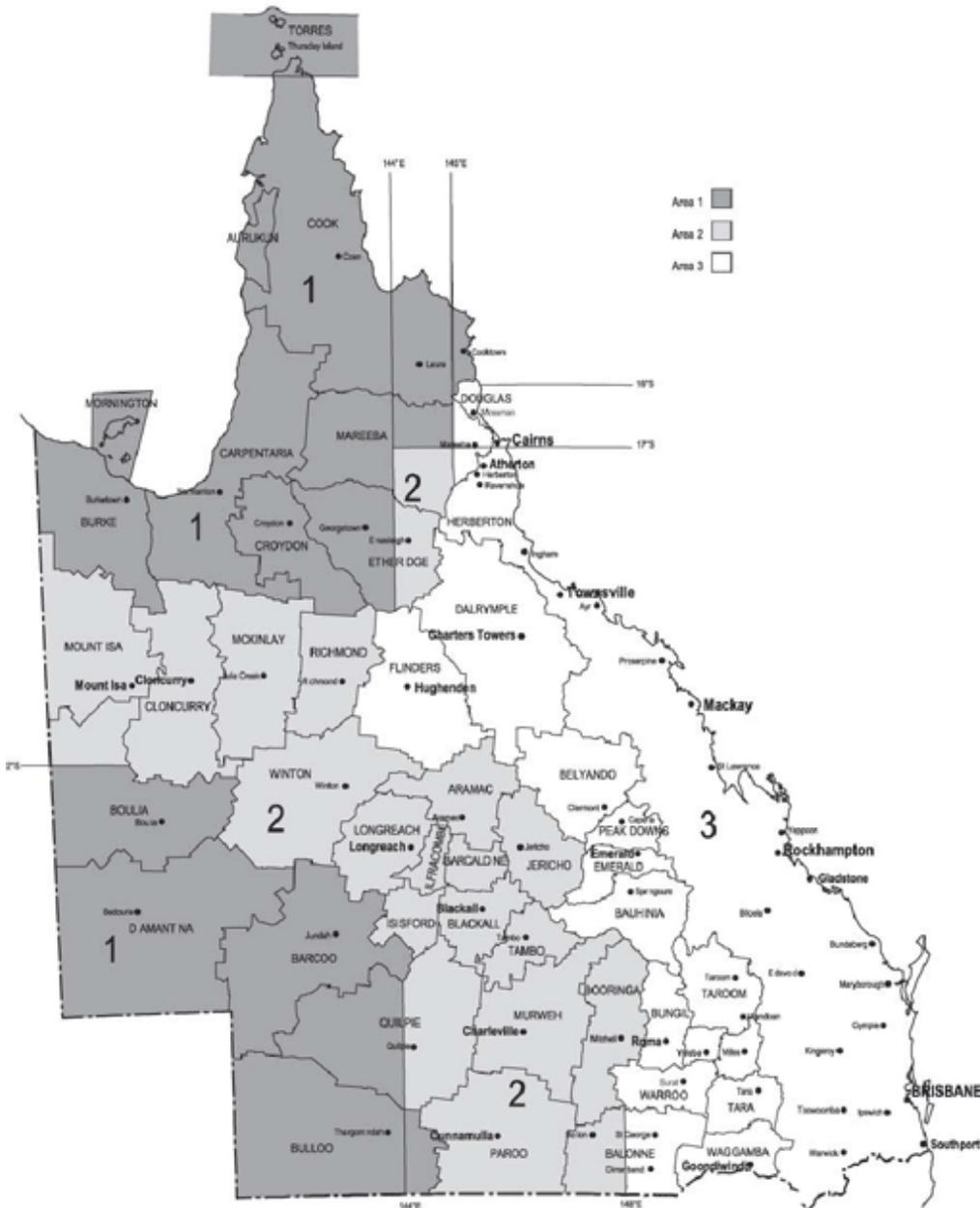
Student identification

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.

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 Census form. Treat all of Balonne Shire and Palm Island as Area 2 for the purposes of the Census.

Map of student isolation areas



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 assists schools to identify whether any students enrolled at their school fall into this category.

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

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 further clarification of eligibility is required, contact the [NSSAB Secretariat](#).

Students to be excluded

- students whose home address is located in Area 3; and
- overseas students (refer to the OVERSEAS STUDENTS section).

Vodcast

Click on the link to watch a short vodcast explaining the requirements concerning [students from isolated zones](#).

BOARDING STUDENTS AND 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 has been 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.

Students to be included

- boarding students whose parents are Australian citizens or permanent residents, whether the parents reside in Australia or overseas; and
- students who attend the school and are accommodated in residential facilities administered by the school.

Students to be excluded

- overseas students (refer to the OVERSEAS STUDENTS section); and
- boarding students who do not attend the school for tuition, unless a formal agreement has been approved by the Board.

Vodcast

Click on the link to watch a short vodcast about [boarding students](#).

Boarding fee concessions

Data from **2017 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 students who are 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, contact the [NSSAB Secretariat](#) for clarification in completing this section. This will be determined according to the agreement of fees and concessions administration.

BOARDING STUDENTS & BOARDING FEE CONCESSIONS

Notes:

2017 Average Boarding Enrolment: Schools should use the data on boarding enrolments provided in the 2017 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 2017, schools should calculate an average of these two figures. Insert these data opposite the appropriate year levels. Enter a zero if there is no enrolment at particular year levels.

2017 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 *2017 Average Boarding Enrolment* by the *2017 Boarding Fee* for each year level. The total is the sum of these amounts.

Total Average Boarding Enrolment (2017) (calculated): is calculated by adding all the individual year level enrolments at *2017 Average Boarding Enrolment*.

Total Notional Boarding Fee Income (2017) (calculated): is calculated by adding all the individual year level *Notional Boarding Fee Income* amounts. This total 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 (2017)* by *Total Average Boarding Enrolment (2017)*.

Accrual accounting only:

Total Boarding fee concessions, including actual bad debt 'write-off' to provision account (2017 school year): to obtain all boarding fee concessions, including bad debt provisions that apply to the 2017 school year.

Cash accounting only:

Total boarding fees collected for 2017: is collected as boarding fees for 2017. The figure should be readily derived from examination of a 2017 financial statement. Monies collected in 2017 that relate to the 2016 school year should be included.

Notional boarding fee concessions to ALL students in 2017 (calculated): is obtained by deducting total boarding fees collected from total notional boarding fee income.

Boarding fee concessions granted for church membership (2017): The amount which has been granted as concessions for church or parish membership during 2017.

Boarding fee concessions for all non-hardship/non-sibling reasons (2017): The amount which has been granted as scholarships or concessions for reasons other than economic hardship or having student siblings – for example, concessions to students who are children of staff members.

Fee concessions minus concessions that are not included in the final computation (calculated): *Notional boarding fee concessions to ALL students in 2017* minus *Boarding fee concessions for church membership/ non-hardship/non-sibling reasons (2017)*.

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

Fee concessions FTE (calculated): *Fee concessions minus concessions that are not included in the final computation* divided by *Notional boarding fee per student*.

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.

CHECKLIST

All boxes in the checklist are required to be checked, including those where no enrolments are recorded. This is to verify that the school records have been interrogated to determine whether or not there are enrolments in all needs categories.

Check Census form for completeness

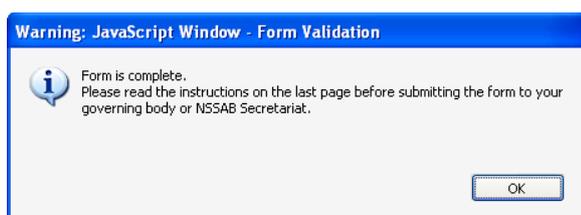
Once all relevant sections are completed, including the checklist, select the button *Check Census form for completeness*. This will check the Census form to ensure all required fields have been filled in.

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 Census form to complete all fields that are highlighted in red.

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



AUTHORISATION AND DECLARATION

The person authorised by the governing body to submit the Census form, is required to declare the data to be a true and correct record and that all appropriate documentation will be retained by the school/governing body for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents defined.

A section will appear at the end of the Census form displaying:

- *Authorisation and declaration by governing body or authorised person;*
- instructions for submission; and
- a link to the *Census Feedback Survey*.

Authorised person

Provide details of the authorised person in the fields provided.

Full name

Enter the full name of the authorised person.

Position

Enter the position of the authorised person in relation to the school or governing body.

Telephone number

Enter the telephone number of the authorised person. Enter the phone number using numerical characters only, for example, enter (07) 1111 2222 as 0711112222.

Date

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

Authorisation and declaration

Tick the three boxes indicating agreement with the statements.

Once the Census form is complete and all data has been checked and authorised, select the button *Save Census form* at the bottom of the Census form and submit *via* [NSSAB Online Services](#). If unable to use the button, the Census form can also be saved *via* the (Ctrl+S) function of Adobe Reader.

Census Feedback Survey

The Board is continually looking for ways to improve the administration and collection of the data in this Census. Please complete the *Census Feedback Survey* by clicking the link on the form. If the Census form is submitted *via* [NSSAB Online Services](#), a link to the *Census Feedback Survey* is also available there. All responses are anonymous.

SUBMISSION

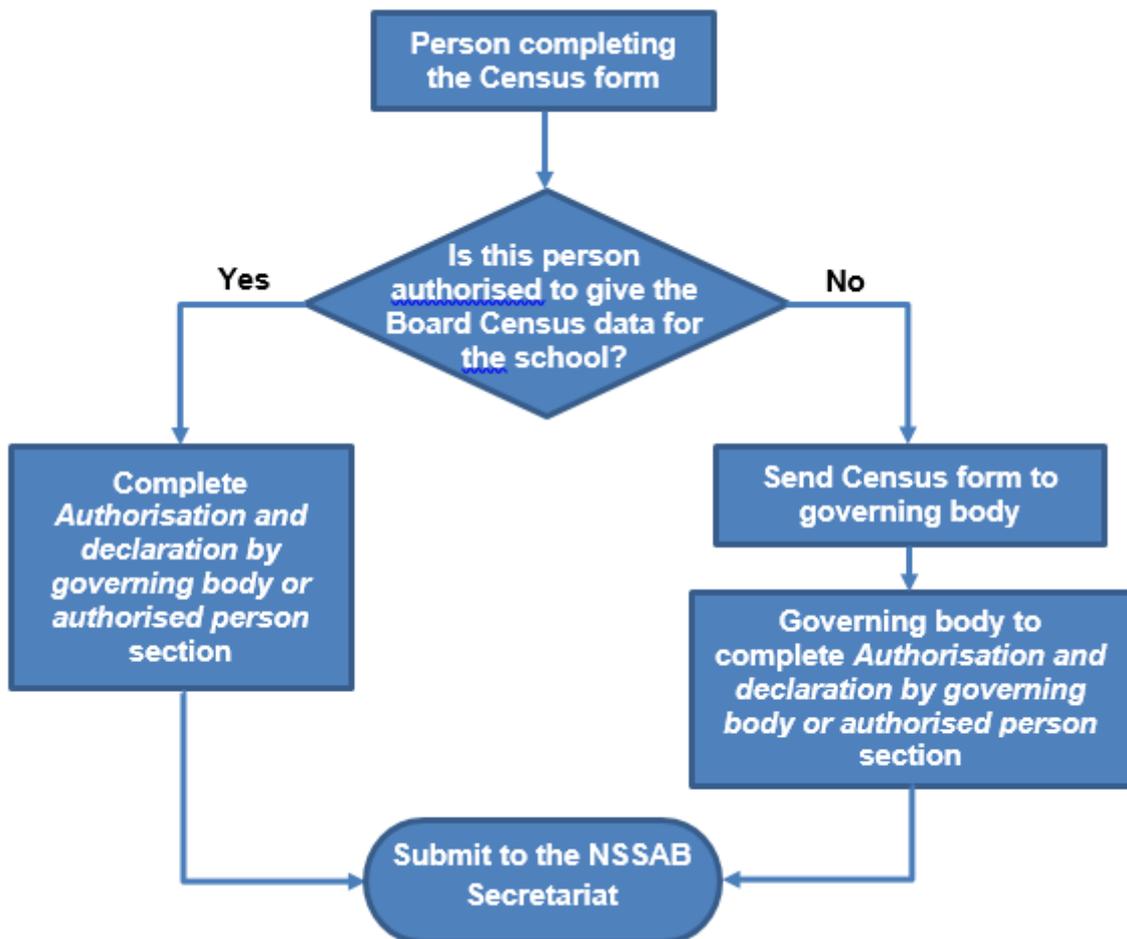
Read the instructions for submission carefully. The Census form has to be submitted by the person authorised by the governing body (the 'Authorised person') to submit school Census data on behalf of the governing body.

Contact the governing body to find out who can authorise and submit the Census form. Also refer to [Arrangements for schools under certain governing bodies](#) on the following page.

Refer to the diagram below to establish the path needed to submit the Census form to the NSSAB Secretariat.

If a person at the school is the authorised person, ensure that person checks the data and completes the section *Authorisation and declaration by governing body or authorised person* before submitting the Census form via [NSSAB Online Services](#). Otherwise email the form to the governing body for authorisation and submission.

Census form submission flowchart



SUBMISSION

Arrangements for schools under certain governing bodies

Schools under the following governing bodies are to submit completed Census 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 Robert Nettleton at rnettleton@anglicanchurchsq.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 Diocese of Toowoomba Catholic Schools, c/- Mrs Julie Payne at julie.payne@twb.catholic.edu.au
- The Roman Catholic Trust Corporation for the Diocese of Townsville: Send to Townsville Catholic Education Office, c/- Mr Chris Watts at cwatts2@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 Census form on behalf of the governing body.

Submission to NSSAB Online Services

Log in to [NSSAB Online Services](https://secure.nssab.qld.edu.au/nos.php) via <https://secure.nssab.qld.edu.au/nos.php>.

The screenshot shows the 'Existing users' login section. It includes a heading 'Existing users', a sub-heading 'Log in to the NSSAB Online Services with your existing account.', two input fields for 'Username:' and 'Password:', a checkbox area with the text 'By clicking **Log in**, I agree to the [Terms and Conditions](#) of the NSSAB Online Services.', and a blue 'Log in' button.

Create a new submission from the *Upload and submit* tab by selecting *Data collection form – Census 2018* from the drop-down menu.

The screenshot shows the 'Forms and reports' page. At the top, there are tabs for 'Upload and submit', 'Draft (0)', and 'Submitted (1)'. Below the tabs, there is a list of templates. A red box highlights the 'Data collection form – Census – 2018' option. To the right, there are sections for 'Governing body' and 'Non-State schools' with dropdown menus for selection.

Attach the Census form(s) to the submission using the grey *Attach file* button.

The screenshot shows a submission form for 'Main: School Survey Data for Non-State Schools - Queensland 2018'. On the left, there are buttons for 'Disregard', 'Save as draft', and 'Submit'. The 'Attach file' button is highlighted with a red box. The main area contains a description and a table for 'Files attached'.

Description	Files attached
<p>Main: School Survey Data for Non-State Schools - Queensland 2018</p> <p>A copy of the completed Census form. If required, multiple Census forms can be attached to the one submission.</p>	

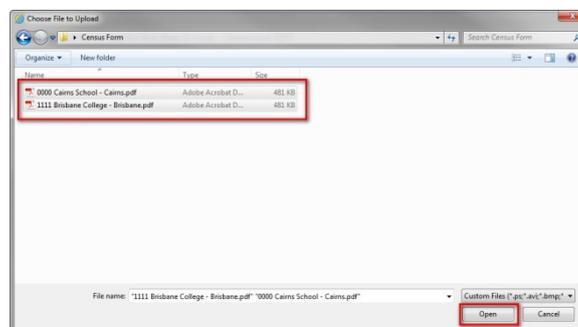
This will display a new screen. Use the *Add files* button to browse to the Census form(s) on the computer.

The screenshot shows the 'Add files' interface for 'School Survey Data for Non-State Schools - Queensland 2018'. It features a table with columns for 'Filename', 'Size', and 'Status'. The table is currently empty, and the text 'Drag files here.' is displayed. The 'Add files' button is highlighted with a red box. At the bottom, there are 'Upload files' and 'Cancel' buttons.

Filename	Size	Status
Drag files here.		

Note: A school or governing body can attach multiple Census forms to the one submission for several sites or modes of delivery.

Select the file(s) for upload. Multiple files can be selected by holding down the *Shift* key while clicking the required files. Click *Open*.



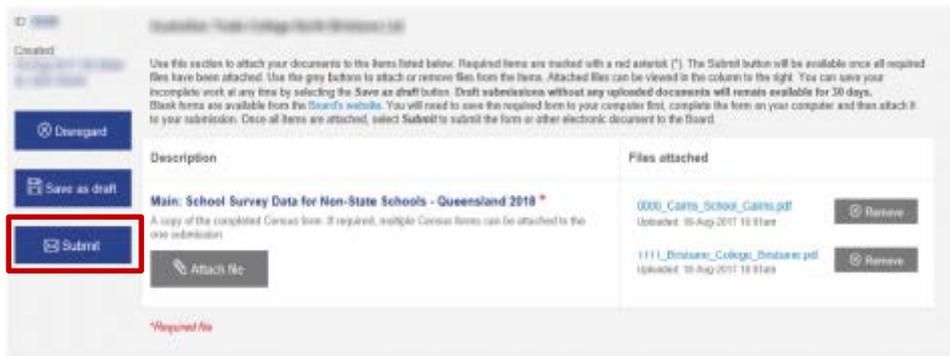
Once displayed, click *Upload files*.

The screenshot shows the 'Add files' interface with two files listed in the table. The 'Upload files' button is highlighted with a red box.

Filename	Size	Status
0000 Cairns School - Cairns.pdf	2 MB	0%
1111 Brisbane College - Brisbane.pdf	2 MB	0%
4 MB 0%		

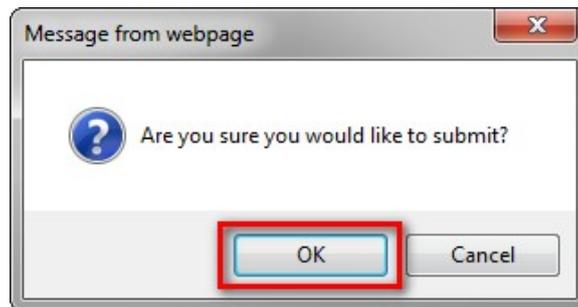
SUBMISSION

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.



The screenshot shows a web form for submitting documents. On the left, there are three buttons: 'Discard', 'Save as draft', and 'Submit'. The 'Submit' button is highlighted with a red box. The main area of the form contains a 'Description' field with the text 'Main: School Survey Data for Non-State Schools - Queensland 2018' and an 'Attach file' button. To the right, there is a 'Files attached' section listing two PDF files: '0000_Cairns_School_Cairns.pdf' and '1111_Dimutara_College_Dimutara.pdf', each with a 'Remove' button. A red asterisk indicates a required file.

Select *OK* to finalise the submission.



The submission should now show up under the *Submitted* tab.



The screenshot shows the 'Forms and reports' section of the interface. Under the 'Submitted (1)' tab, there is a list of submitted documents. The first document is 'Data collection form — Census - 2018 (ID: ...)', which is highlighted with a red box. To the right, there are sections for 'Governing body' and 'Non-State schools', each with a link to view details.

TROUBLESHOOTING

Only pages 1 and 2 are visible

The Census form will only display pages 1 and 2 when first opened. To view all sections that require completion, select the relevant checkboxes in *Type(s) of education* and *Student profile*.

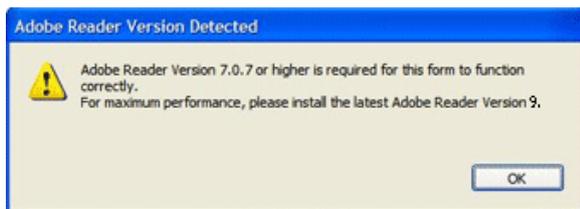
Type(s) of education	Select the type(s) of education offered at the site
<input type="checkbox"/> Primary <input type="checkbox"/> Secondary	

Student profile	Select the type(s) of students at the site. Refer to the online help for further information, and to identify which students meet the qualifying criteria for each type.
<input type="checkbox"/> Overseas students <input type="checkbox"/> Full-time students <input type="checkbox"/> Part-time students <input type="checkbox"/> English as a second language (ESL) assistance <input type="checkbox"/> Indigenous students <input type="checkbox"/> Students with disabilities (SWD) <input type="checkbox"/> Students from isolated zones <input type="checkbox"/> Schools accredited for boarding	

Note: The *Student profile* cannot be completed until *Type(s) of education* has been selected. Special needs students for a site cannot be selected until full-time or part-time students have been selected for that site from the *Student profile* on page 2 of the Census form.

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 Census form to function correctly. To ensure best performance and unnecessary errors while filling in the Census form, install the latest Adobe Reader Version DC. Adobe Reader is free and can be downloaded from <http://get.adobe.com/reader/>.



Software failure

If a software failure is experienced (see screenshot below), reopen the Census form.



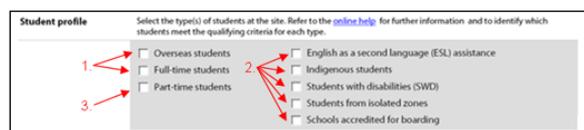
This failure occurs if certain options in the *Student profile* are selected and later de-selected (for example, *Part-time students* are selected in error when there are no part-time students at the school). In some instances it may be possible to continue by just clicking *OK*. If the window continues to be displayed, exit from the Census form and reopen it.

Census form closes unexpectedly when selecting items in the *Student profile*

If the Census form closes unexpectedly when certain items are selected under the *Student profile* in the right column (for example, ESL, Indigenous), it may be that an older version of Adobe Reader is installed, causing the Census 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, select items in the right-hand column before selecting *Part-time students*.

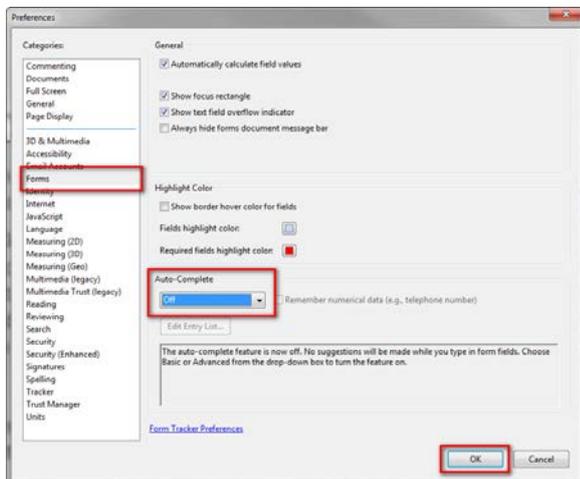


Auto-completing form fields

When turned on, Auto-Complete saves a list of text entries used when completing fillable PDF forms. It suggests text from that list as data are entered into other fields. If the first few characters match something previously typed in a field, the feature either displays a list of the most probable matches or automatically enters a probable match.

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

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



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, it may not be possible to select some of the entries further down in the list with the mouse.

Use the arrow buttons on the keyboard to move down in the list and then hit *Enter* to confirm once the correct item is selected.

Primary Part-time students

Year Level	Gender	Hours Attending	Hours Full-time	FTE Calculated
Prep Year				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				
USP*				
UNS**				

*USP = Ungraded Special Unit/Class

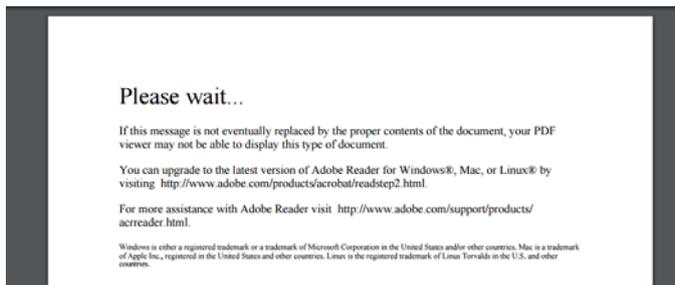
time students

*USP = Ungraded Special Unit/Class

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

Browser error message

If attempting to click on the direct link to the PDF form in some internet browsers (for example, Google Chrome) an Adobe Reader error message may appear (see screenshot below).



This is due to incompatible browser extensions. Right click the PDF link instead and *Save As*. This enables the Census form to open in its native application instead of relying on browser extensions.

Highlighted fields

The empty fields should be yellow when the Census form opens. If the empty fields are not yellow, click on the *Highlight Existing Fields* button.

Please fill out the following form. You cannot save data typed into this form.
Please print your completed form if you would like a copy for your records.

School Survey Data for Non-State Schools - Queensland 2018

Please complete this data collection on Friday, 23 February 2018 (Census Day) in conjunction with the *Instructions for completing School Survey Data for Non-State Schools - Queensland 2018* (Instructions) available at www.nsstab.qld.edu.au/Census/index.php.

APPENDIX 1

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 the Census, 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.

Only distance education students resident in Queensland, enrolled full-time and undertaking a full service delivery course in distance education should be included in the Census form. Part-time distance education students are ineligible to be included in the Census.

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 illness, or other reasonable cause.

Retention of documentation

All enrolment, attendance and related documentation used in completing the Census form is to be retained by the school/governing body for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.

APPENDIX 2

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 the Census, 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 the Census, there must be documented evidence confirming the reasons preventing the student from attending the school during this period.

Documentation detailing the explanation of the absence and confirming that the absence was beyond the control of the student's parents or guardians, or the student, if living independently, must be retained by the school/governing body for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.

Non exhaustive list of examples

Below are some examples to assist governing bodies to accurately complete the Census form.

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);
- funeral customs within the student's community; or
- student is a competitor in an elite level sports competition.

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 prevented¹ from attending for the prescribed number of days due to a natural disaster (for example, cyclone, bushfire, flood); irrespective of

¹'prevented' must be for a reason that met the 'Beyond the control of' test

whether the student has attended the school on or before Census Day.

Example: Full-time enrolment – eligible

Peter, an enrolled student, lives 15 kilometres from his school. He has been unable to travel to school because the roads to his home residence are covered by floodwaters too deep to drive through. Other modes of travel are impractical. Peter has been able to attend the school for only two days before Census Day.

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

Sanjay is a student who enrolled at a non-State school on the first day of the first term. He lives 20 kilometres from the school and has been unable to attend for three days because of a cyclone, during which it would have been unsafe to travel. Sanjay's total attendance for the period before the census was four days, and he could have easily travelled on other days as there were no other factors preventing him from attending.

Decision: Sanjay **is not eligible** to be counted in the Census as his non-attendance was within the control of his 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 prevented¹ 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. Over the holidays, they enrolled Roger in the school. As a result 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 Day 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.

Full-time enrolment – eligible

Murdock's parents enrolled him in a school (School A) because a place was not available in their school of choice for Murdock (School B). During the period leading up to the census, a place becomes available at School B for which the parents promptly accept enrolment. The day on which Murdock's parents accepted the enrolment at School B was five school days before Census Day, and he commenced attending at School B on that day. This was, of course, insufficient to attend for 11 days.

Decision: Murdock **is eligible** to be included in the Census at School B as the timing around a place becoming available at the school of choice was beyond the control of his parents.

Note: If School A is a non-State school, Murdock cannot be included on the Census for School A because he would not be enrolled at the school on Census Day.

Example: Full-time enrolment – not eligible

Annette was formerly enrolled in a State school in Queensland in close proximity to a non-State school. Three days out from Census Day, Annette's parents decided to cease her enrolment in the State school and enrol her in the non-State 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.

Note: If Annette ceased enrolment at the State school as a result of bullying, this scenario would fit under student emotional and behavioural issues regarding meeting the minimum attendance requirements and 'Beyond the control of' test.

Student illness

An enrolled student **is to be included** if the student has been prevented¹ 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 holidays and has been unable, due to unforeseen circumstances², 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 on or before 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 holidays. The family planned to return home on the third day of the first school term, so that Vanessa could attend school on and from that day. That part of Indonesia, however, experienced a catastrophic earthquake. This prevented the family from returning home until two days before Census Day, enabling Vanessa to attend the school for those two days.

Decision: Vanessa **is eligible** to be included in the Census as the earthquake is beyond the control of her parents.

Full-time enrolment – eligible

Simon, an enrolled student at the school, travelled overseas with his family during the summer holidays. They planned to return home to enable Simon to attend school on the first day of Term 1. All return air flights, however, were cancelled for an extended period. This prevented the family from returning home until five days before Census Day, enabling Simon to attend the school for four days.

Decision: Simon **is eligible** to be included in the Census as cancellation of the flights was beyond the control of his parents.

² '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 with her family over the summer holidays. Accommodation and return airfares 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 them thousands of dollars and meant that the family holiday could take place. The parents 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 meeting the 'Beyond the control of' test.

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 by motorhome for six months. The school principal has granted Skye an exemption under section 185 (1) of the *Education (General Provisions) Act 2006* from attending the school. He has agreed to provide Skye's parents with work tasks and reading lists for her. 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), she is **not eligible** to be counted in the Census. The parents' decision to travel around Australia has not met the 'Beyond the control of' test.

Note: The Manager, Office of Non-State Education is responsible for approving any exemption for a student enrolled in a non-State school that is for more than 110 school days, or that would cause the total period of exemptions granted to exceed 110 school days in a calendar year. Further information is available at <http://ppr.det.qld.gov.au/education/management/Pages/Exemptions-from-Compulsory-Schooling-and-Compulsory-Participation.aspx>.

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.

Enrolled student is a competitor in an elite level sports competition

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 is participating in an elite level sporting competition.

An 'elite level sports competition' is a sporting competition at a state, national or international level.

Full-time enrolment – eligible

Brooke, an enrolled student at the school, has attended the school for five days. Brooke has been absent from school because she has been a competitor in a national junior golf competition, which has prevented her from meeting the 11 days of attendance required for inclusion on the school's Census.

Decision: Brooke is **eligible** to be included in the Census as the junior golf competition is a national elite level sports competition, the scheduling of which is beyond the control of her parents.

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 emotional issues 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.

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 prevented¹ 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.

Vodcasts

Click on the links to watch short vodcasts explaining:

- the application of the [minimum attendance requirements and applying the 'Beyond the control of' test](#); and
- [full-time attendance](#) – not eligible, even though exemption from attendance is granted by principal, further explained.

APPENDIX 3

Further guidelines - English as a Second Language (ESL) tuition

Overview

In respect of the Census, whether or not 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 or not the student requires ESL tuition. This evidence must be retained by the school/governing body for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.

Whether or not a student requires ESL tuition

A part-time or full-time student, eligible to be included on the Census for requiring ESL tuition, **is to be included** 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, on or before Census Day, that ESL tuition is required and has documented his or her reasons for forming that opinion.

Example: ESL tuition – eligible

Linh is an enrolled student at the school. Linh's parents moved to Australia late last year. Linh is 14 years of age and is in Year 8, the second year of secondary education. The school's principal has undertaken an assessment and decided that Linh requires ESL tuition.

Decision: Linh **is eligible** to be counted as ESL in the Census, as the principal has determined before Census Day that, in his or her opinion, Linh requires ESL tuition. The principal has documented his or her reasons for forming that opinion.

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 speak 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.

Example : ESL tuition – not eligible

Erick is an enrolled student at the school. Erick's parents migrated to Australia when Erick was five years of age. Erick is in Year 1. The school's principal has not undertaken an assessment as to whether Erick requires ESL tuition.

Decision: Erick **is not eligible** to be counted as ESL in the Census, as the principal has not determined before Census Day that, in his or her opinion, Erick requires ESL tuition.

Vodcast

Click on the link to watch a short vodcast explaining the requirements concerning [English as a Second Language \(ESL\) Students](#).

APPENDIX 4

Glossary of Terms

Term	Meaning/description
AASES form	Acceptance Advice for Secondary Exchange Student form, issued by registration authorities to registered student exchange organisations to enable international secondary exchange students to obtain Australian student visas as per the Commonwealth Government's Migration Regulations 1994 , section 5A107.
ASD	Autism Spectrum Disorder, Education Adjustment Program Handbook .
associated facility	For a multi-site school, a subsidiary site.
attributes (of a child)	Ability, aptitude, social and emotional competence, physical development, and level of knowledge and understanding.
auditor	Auditor appointed by the Non-State Schools Accreditation Board under the Education (Accreditation of Non-State Schools) Act 2017 , section 130.
'Beyond the control of' test	Absence for a reason beyond the control of the student's parent/guardian, or the student (if living independently).
Board	The Non-State Schools Accreditation Board. The Board was established under the now repealed Education (Accreditation of Non-State Schools) Act 2001 and continued in existence under the Education (Accreditation of Non-State Schools) Act 2017 .
Census data	Data which a governing body of an accredited school must give the Non-State Schools Accreditation Board under the Education (Accreditation of Non-State Schools) Act 2017 , section 168. These data must be provided within seven days after the day (the relevant day) prescribed in the Education (Accreditation of Non-State Schools) Regulation 2017 , section 28.
Census Day	Last Friday in February of each year under the Education (Accreditation of Non-State Schools) Regulation 2017 , section 28.
Census form	<i>School Survey Data for Non-State Schools – Queensland</i> .
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students.
Department	Queensland Department of Education.
distance education	Education provided where students and teachers are not regularly in the presence of each other for that purpose but communicate with each other in writing, by print or by electronic means, as defined under the Education (General Provisions Act) 2006 , Schedule 4. A school must be accredited to offer distance education as a mode of delivery, as defined under the Education (Accreditation of Non-State Schools) Regulation 2017 , section 12.
EAP	Education Adjustment Program. The Department of Education's process for identifying and responding to the educational needs of students with disability who require significant education adjustments related to specific impairment categories. Refer to Education Adjustment Program Handbook .
EAP verification	The function of confirming that a student's identified impairment, and the associated activity limitations and participation restrictions which require significant education adjustments, meet criteria for one or more of the EAP categories.
enrolment verification	The function of verifying Census data relating to an accredited school by an auditor. The auditor, as appointed by the Board, is to hold a reasonable assurance that Census data is not materially misstated, in accordance with Australian Auditing and Assurance Standards .
ESL	English as a Second Language, also known as EAL/D (English as an additional language or dialect).
FFPOS	Full-fee paying overseas student.
FTE	Full-Time Equivalent. The fraction of a full-time workload that a part-time student undertakes.
full service delivery	Program of delivery by schools accredited to offer distance education. Students comply with requirements around communicating with the school for the purpose of participating in the program and completing and returning assigned work.
full-time student	A student participating full-time under section 235 of the Education (General Provisions Act) 2006 .
HI	Hearing Impairment, Education Adjustment Program Handbook .
home education	Delivery method whereby students can be registered, or provisionally registered, in Queensland to be educated at home using an educational program or learning philosophy developed or adapted by a parent or registered teacher.

APPENDIX 4

Term	Meaning/description
host centre	Main site of a school.
ID	Intellectual Disability, Education Adjustment Program Handbook .
Instructions	<i>Instructions for completing School Survey Data for Non-State Schools - Queensland.</i>
isolated zone	An isolated zone shown on a map in this document, refer to the Education (Accreditation of Non-State Schools) Regulation 2017 , section 27(4).
Minimum Period (MP)	Minimum Period, as defined in the Education (Accreditation of Non-State Schools) Regulation 2017 , section 30(4).
Minister	Queensland Minister for Education.
NSSAB	The Non-State Schools Accreditation Board. NSSAB is a statutory body established under the now repealed Education (Accreditation of Non-State Schools) Act 2001 and continued in existence under the Education (Accreditation of Non-State Schools) Act 2017 .
NSSAB Secretariat	The administrative office providing executive support to the Non-State Schools Accreditation Board.
overseas student	Overseas student as defined under the Australian Education Act 2013 , Division 2, Part 6. From 1 July 2016, an overseas students holds a visa subclass 500. Visa subclasses 570 to 576, issued before 1 July 2016, will remain valid until the expiry date.
part-time student	A student undertaking a workload less than that usually undertaken by a full-time student for that year of study.
PI	Physical Impairment, Education Adjustment Program Handbook .
Prep Year	Preparatory Year of schooling.
prescribed number of days	Attendance for at least 11 days of the program or course of study of which a student is enrolled, refer Education (Accreditation of Non-State Schools) Regulation 2017 , section 29.
PRISMS	Commonwealth Provider Registration and International Students Management System.
PTD	PTD means the number of days during which a program or course of study, for which the student is enrolled, is taught in the relevant period..
QCAA	Queensland Curriculum and Assessment Authority, a statutory body established under the Education (Queensland Curriculum and Assessment Authority) Act 2014 .
reference period	The period for determining the FTE of a part-time student. It consists of five continuous school days within the Relevant Period.
relevant day	The relevant day is the last Friday of February of each year, as defined under the Education (Accreditation of Non-State Schools) Regulation 2017 , section 28. (see Census Day)
Relevant Period (RP)	Relevant Period, as defined in the Education (Accreditation of Non-State Schools) Regulation 2017 , section 26, means the period starting on the first day that students are to attend school in a calendar year and ending on the relevant day for the year.
school survey data	See Census data.
SED	Social Emotional Disorder, an additional category of disability eligible for support in non-State schools only, Education Adjustment Program Handbook .
SLI	Speech-Language Impairment, Education Adjustment Program Handbook .
students with special needs	Refers to English as a second language (ESL) students, Indigenous students and students with disability (SWD).
SWD	Students with Disability.
SWD verification	Process of confirming that a student's identified impairment and the associated limitations and participation restrictions which require significant education adjustments meet criteria for one or more of the EAP categories, refer to Education Adjustment Program Handbook .
underage Prep	A student that does not meet the minimum age requirements, as defined under the Education (General Provisions) Regulation 2017 , section 17.
ungraded students	Ungraded students are unable to be allocated to a particular year level. For Census purposes, these students are to be identified as primary or secondary students for grant purposes. In addition, secondary students are to be further classified as under 15 years of age (Year 7 to Year 10) or 15 years of age or older (Year 11 to Year 12).
VI	Vision Impairment, Education Adjustment Program Handbook .

