Instructions for completing

School Survey Data for Non-State Schools – Queensland

Non-State Schools Accreditation Board

2017
TABLE OF CONTENTS

CHANGES TO THIS DOCUMENT FROM PREVIOUS YEAR..............................................................................4
OVERVIEW .........................................................................................................................................................5
   Census Day ..................................................................................................................................................5
   Return Date ...............................................................................................................................................5
   Information collected ...............................................................................................................................5
   Retention of Documentation ....................................................................................................................5

Site details .....................................................................................................................................................5
   Site centre code .........................................................................................................................................5
   Site type ....................................................................................................................................................5
   Mode of delivery .......................................................................................................................................5
   Distance education students ....................................................................................................................5
   Name of school .........................................................................................................................................6
   Street address ..........................................................................................................................................6
   Suburb/Town and Postcode ......................................................................................................................6
   Phone/Email/Web address ........................................................................................................................6

Principal details ..........................................................................................................................................6
   Title/First name/Last name ......................................................................................................................6
   Full position description .........................................................................................................................6
   Email .......................................................................................................................................................6

Contact person details ...............................................................................................................................6
   Full name/Email/Phone number ...............................................................................................................6

Type(s) of education ..................................................................................................................................7
   Primary students ......................................................................................................................................7
   Preparatory Year ......................................................................................................................................7
   Secondary students ...............................................................................................................................7
   Ungraded students (special unit/class or non-special) ..........................................................................7

Student profile ............................................................................................................................................7

STUDENT DEFINITION .............................................................................................................................8
   Vodcasts ..................................................................................................................................................8

OVERSEAS STUDENTS ...............................................................................................................................9
   Exchange students ..................................................................................................................................9
   Students to be excluded ..........................................................................................................................10
   Vodcast ..................................................................................................................................................10

FULL-TIME STUDENTS ............................................................................................................................11
   Students to be excluded ..........................................................................................................................11
   Secondary students undertaking TAFE/tertiary studies or school–based apprenticeship or traineeship...11
   Vodcast ..................................................................................................................................................11

PART-TIME STUDENTS ...........................................................................................................................12
   Students to be excluded ..........................................................................................................................12
   Vodcast ..................................................................................................................................................12

STUDENTS WITH SPECIAL NEEDS ..........................................................................................................13
   English as a second language (ESL) assistance .......................................................................................13
     Students to be excluded .......................................................................................................................13
     Vodcast ................................................................................................................................................13
   Indigenous students ...............................................................................................................................13
   Students with disability (SWD) .............................................................................................................14
     Disability categories for verification: .................................................................................................14
     Students to be excluded .......................................................................................................................14

STUDENTS FROM ISOLATED ZONES .........................................................................................................15
   Student identification ..............................................................................................................................15
   Map of student isolation areas ..............................................................................................................15
   Postcode ranges .....................................................................................................................................16
   Students to be excluded ..........................................................................................................................16
   Vodcast ..................................................................................................................................................16

Instructions for completing School Survey Data for Non-State Schools – Queensland 2017
CHANGES FROM PREVIOUS YEAR

CHANGES TO THIS DOCUMENT FROM PREVIOUS YEAR

There have been a number of changes made in 2017 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:

• greater alignment of these instructions with the Census form;
• inclusion of further examples to assist with completion of the Census form;
• changes to the section OVERSEAS STUDENTS. The student visa subclass is now 500. Additional information has been included for greater clarity;
• additional vodcasts;
• inclusion of a glossary;
• all sections have a new sub-heading, Students to be excluded;
• general changes to formatting and wording; and
• minor changes to do with the Census Feedback Web Survey.

In addition, two recent legislative changes apply:

• 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.
• Section 175M of the Education (General Provisions) Act 2006, effective 8 September 2016, prescribes that a principal must not enrol a child in Year 1 unless the child has previously undertaken the Preparatory Year. Under transitional provisions, however, this requirement does not apply to students enrolled prior to 8 September 2016.

Note: In previous years, the PART B – Enrolment Overview section of the Census has collected data on the number of students enrolled on Census Day, regardless of their attendance. Recent legislative changes no longer require these data to be collected.
OVERVIEW

Data provided in the School Survey Data for Non-State Schools – Queensland 2017 (the ‘Census form’) are used by the Non-State Schools Accreditation Board (the ‘Board’) in connection with its statutory functions. The data are also used by the Queensland Department of Education and Training (the ‘Department’) in assessing the entitlement to allowances distributed to governing bodies of non-State schools 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
Census Day is the last Friday of February of each year.

Complete the Census form using data as at Friday, 24 February 2017, except for Boarding fee concessions, which refers to 2016 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, 3 March 2017 (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;
- boarding students and boarding fee concessions; and
- future projected enrolments.

Retention of Documentation
Recent legislative changes require that 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.

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 2017. 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
Instructions for completing School Survey Data for Non-State Schools – Queensland 2017

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 name of the school exactly as it appears on the Certificate of Accreditation or Certificate of Provisional Accreditation.

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

**Street address**

Enter the street address exactly as it appears on the Certificate of Accreditation or Certificate of Provisional Accreditation.

If the school or site address has changed and the certificate is outdated (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 accreditation attribute application form 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 as well as email and web address for the school or site. This information will be used should it be necessary for the Board to correspond with the school.

General contact details for the school or site should be provided rather than those of an individual.

Enter phone number using numerical characters only, for example, enter (07) 1111 2222 as 0711112222.

**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 the Preparatory Year to Year 6.

Preparatory Year
To be eligible for 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 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 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.

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.

Recent legislative changes have made it compulsory for all students enrolling in Year 1 to have undertaken a Prep Year at a State or non-State school, or equivalent.

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 and Year 12) as at 1 January 2017 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.

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.
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 of the school year and 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.

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 the prescribed number of 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

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.
OVERSEAS STUDENTS

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

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.

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 there was a reasonable explanation for the absence and 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;
- underage Prep students, unless the student is enrolled under the provisions outlined in s.15(3) of the Education (General Provisions) Regulation 2006;
- 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.

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.

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

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 ('PTB') during the RP. The MP must be rounded up to a whole number.

Formula: MP = \((11/\text{RP}) \times \text{PTB}\)

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 Monday, 23 January 2017, so the RP for that school is 24 days. For this student, there are 15 days in their educational program over the RP.

\[
\text{MP} = \left(\frac{11}{24}\right) \times 15 \text{ days} \\
= 6.9 \text{ days rounded up to 7 days.}
\]

The student’s MP is therefore seven days.

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 there was a reasonable explanation of the absence and 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;
- underage Prep students, unless the student is enrolled under the provisions outlined in s.15(3) of the Education (General Provisions) Regulation 2006;
- 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) 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.

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).

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.

Vodcast

Click on the link to watch a short vodcast explaining the requirements concerning ESL tuition.

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, 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 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 counted once only. Each disability category should be included in the table on Students with disability.

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

Vodcast

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

Vodcast

Click on the link to watch a short vodcast about boarding students.

Boarding fee concessions

Data from 2016 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.

Notes:

2016 Average Boarding Enrolment: Schools should use the data on boarding enrolments provided in the 2016 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 2016, schools should calculate an average of these two figures. Insert these data opposite the appropriate year levels. Enter a zero (0) if there is no enrolment at particular year levels.

2016 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 2016 Average Boarding Enrolment by the 2016 Boarding Fee for each year level. The total is the sum of these amounts.

Total Average Boarding Enrolment (2016) (calculated): is calculated by adding all the separate year level enrolments at 2016 Average Boarding Enrolment.

Total Notional Boarding Fee Income (2016) (calculated): is calculated by adding all the separate year level Notional Boarding Fee Income. 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 (2016) by Total Average Boarding Enrolment (2016).

Accrual accounting only:

Total Boarding fee concessions, including actual bad debt ‘write-off’ to provision account (2016 school year): to obtain all boarding fee concessions, including bad debt provisions that apply to the 2016 school year.

Cash accounting only:

Total boarding fees collected for 2016: is collected as boarding fees for 2016. The figure should be readily derived from examination of a 2016 financial statement. Monies collected in 2016 that relate to the 2015 school year should be included.
Boarding students & boarding fee concessions

Notional boarding fee concessions to ALL students in 2016 (calculated): is obtained by deducting total boarding fees collected from total notional boarding fee income.

Boarding fee concessions granted for church membership (2016): The amount which has been granted as concessions for church or parish membership during 2016.

Boarding fee concessions for all non-hardship/non-sibling reasons (2016): 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 2016 minus boarding fee concessions for church membership/non-hardship/non-sibling reasons (2016).

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.

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.
FUTURE ENROLMENTS

Future enrolments 2018-2022

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

Checklist and declaration

Under the Checklist and declaration, all boxes 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.

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.

Check Census form for completeness

Once all relevant sections are completed, 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 by governing body or authorised person

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 web survey.

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], Chair [Governing body name] or Manager [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 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).

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.
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.

Refer to the diagram on the following page 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.

Save the Census form and email it to the governing body for authorisation and submission.

Census form submission flowchart
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 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 Census form on behalf of the governing body.

**NSSAB Online Services**


Create a new submission from the Upload and submit tab by selecting Data collection form – Census 2017 from the drop-down menu.

Attach the Census 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 Census form(s) on the computer.

**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*.

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.
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.

Note: The Student profile cannot be completed until a 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.

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.
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 prevented\(^1\) 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.

\(^1\)‘prevented’ must be for a reason that met the ‘Beyond the control of’ test
Examples: 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 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. 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 before or on Census Day.

---

2 'unforeseen circumstances’ must be for a reason that met the ‘Beyond the control of’ test.

---

**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.
**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 185A 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](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.
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 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.
### Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASES form</td>
<td>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.</td>
</tr>
<tr>
<td>associated facility</td>
<td>For a multi-site school, a subsidiary site.</td>
</tr>
<tr>
<td>attributes</td>
<td>Ability, aptitude, social and emotional competence, physical development, and level of knowledge and understanding.</td>
</tr>
<tr>
<td>auditor</td>
<td>Auditor appointed by the Non-State Schools Accreditation Board under the Education (Accreditation of Non-State Schools) Act 2001, section 144.</td>
</tr>
<tr>
<td>'Beyond the control of' test</td>
<td>Absence for a reason beyond the control of the student's parent/guardian, or the student (if living independently).</td>
</tr>
<tr>
<td>Census data</td>
<td>Data which a governing body of an accredited, or provisionally accredited, school must give the Non-State Schools Accreditation Board under the Education (Accreditation of Non-State Schools) Act 2001, section 166, and schedule 3. These data must be provided within seven days after the day (the relevant day) prescribed in the Education (Accreditation of Non-State Schools) Regulation 2001, section 18.</td>
</tr>
<tr>
<td>Census Day</td>
<td>Last Friday in February of each year under the Education (Accreditation of Non-State Schools) Regulation 2001, section 14B.</td>
</tr>
<tr>
<td>Census form</td>
<td>School Survey Data for Non-State Schools – Queensland.</td>
</tr>
<tr>
<td>CRICOS</td>
<td>Commonwealth Register of Institutions and Courses for Overseas Students.</td>
</tr>
<tr>
<td>Department</td>
<td>Queensland Department of Education and Training.</td>
</tr>
<tr>
<td>distance education</td>
<td>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 2001, part 2, section 9.</td>
</tr>
<tr>
<td>EAP</td>
<td>Education Adjustment Program. The Department of Education and Training’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.</td>
</tr>
<tr>
<td>EAP verification</td>
<td>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.</td>
</tr>
<tr>
<td>enrolment verification</td>
<td>The function of verifying Census data relating to a provisionally accredited, or 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.</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language.</td>
</tr>
<tr>
<td>FFPOS</td>
<td>Full-fee paying overseas student.</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-Time Equivalent. The fraction of a full-time workload that a part-time student undertakes.</td>
</tr>
<tr>
<td>full service delivery</td>
<td>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.</td>
</tr>
<tr>
<td>HI</td>
<td>Hearing Impairment. Education Adjustment Program Handbook.</td>
</tr>
<tr>
<td>home education</td>
<td>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.</td>
</tr>
<tr>
<td>Term</td>
<td>Meaning/description</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>host centre</td>
<td>Main site of a school.</td>
</tr>
<tr>
<td>ID</td>
<td>Intellectual Disability, <em>Education Adjustment Program Handbook</em>.</td>
</tr>
<tr>
<td>Instructions</td>
<td><em>Instructions for completing School Survey Data for Non-State Schools - Queensland.</em></td>
</tr>
<tr>
<td>isolated zone</td>
<td>An isolated zone shown on a map in this document, refer to the <em>Education (Accreditation of Non-State Schools) Regulation 2001</em>, section 14C(4).</td>
</tr>
<tr>
<td>Minimum Period (MP)</td>
<td>Minimum Period, as defined in the <em>Education (Accreditation of Non-State Schools) Regulation 2001</em>, section 14E(4).</td>
</tr>
<tr>
<td>Minister</td>
<td>Queensland Minister for Education.</td>
</tr>
<tr>
<td>NSSAB</td>
<td>The Non-State Schools Accreditation Board, a statutory body established under the <em>Education (Accreditation of Non-State Schools) Act 2001</em>, Chapter 5, Part 1.</td>
</tr>
<tr>
<td>NSSAB Secretariat</td>
<td>The administrative office providing executive support to the Non-State Schools Accreditation Board.</td>
</tr>
<tr>
<td>overseas student</td>
<td>Overseas student as defined under the <em>Australian Education Act 2013</em>, Division 2, Part 6. From 1 July 2016, an overseas student holds a visa subclass 500.</td>
</tr>
<tr>
<td>part-time student</td>
<td>A student undertaking a workload less than that usually undertaken by a full-time student for that year of study.</td>
</tr>
<tr>
<td>PI</td>
<td>Physical Impairment, <em>Education Adjustment Program Handbook</em>.</td>
</tr>
<tr>
<td>Prep Year</td>
<td>Preparatory Year of schooling.</td>
</tr>
<tr>
<td>prescribed number of days</td>
<td>Attendance for at least 11 days of the program or course of study of which a student is enrolled, refer</td>
</tr>
<tr>
<td>PRISMS</td>
<td>Commonwealth Provider Registration and International Students Management System.</td>
</tr>
<tr>
<td>PTB</td>
<td>Part-Time Basis.</td>
</tr>
<tr>
<td>QCAA</td>
<td>Queensland Curriculum and Assessment Authority, a statutory body established under the <em>Education (Queensland Curriculum and Assessment Authority) Act 2014</em>.</td>
</tr>
<tr>
<td>reference period</td>
<td>The period for determining the FTE of a part-time student. It consists of five continuous school days within the Relevant Period.</td>
</tr>
<tr>
<td>relevant day</td>
<td>The relevant day is the last Friday of February of each year, as defined under the <em>Education (Accreditation of Non-State Schools) Regulation 2001</em>, section 14B.</td>
</tr>
<tr>
<td>Relevant Period (RP)</td>
<td>Relevant Period, as defined in the <em>Education (Accreditation of Non-State Schools) Regulation 2001</em>, section 14A, means the period starting on the first day that students are to attend school in a calendar year and ending on the last Friday of February of that calendar year.</td>
</tr>
<tr>
<td>school survey data</td>
<td>See Census data.</td>
</tr>
<tr>
<td>SED</td>
<td>Social Emotional Disorder, an additional category of disability eligible for support in non-State schools only; <em>Education Adjustment Program Handbook</em>.</td>
</tr>
<tr>
<td>students with special needs</td>
<td>Refers to English as a second language (ESL) students, Indigenous students and students with disability (SWD).</td>
</tr>
<tr>
<td>SWD</td>
<td>Students with Disability.</td>
</tr>
<tr>
<td>SWD verification</td>
<td>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 <em>Education Adjustment Program Handbook</em>.</td>
</tr>
<tr>
<td>TAFE</td>
<td>Tertiary and Further Education.</td>
</tr>
<tr>
<td>underage Prep</td>
<td>A student that does not meet the minimum age requirements, as defined under the <em>Education (General Provisions) Regulation 2006</em>, section 15.</td>
</tr>
<tr>
<td>ungraded students</td>
<td>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).</td>
</tr>
<tr>
<td>VI</td>
<td>Vision Impairment, <em>Education Adjustment Program Handbook</em>.</td>
</tr>
</tbody>
</table>