

# **Instructions for completing *School Survey Data for Non-State Schools – Queensland***

**Non-State Schools Accreditation Board  
2022**

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## Changes from previous year

### Census online from 2021

The **School Survey Data for Non-State Schools – Queensland** (aka the ‘Census’) moved online in 2021. Since then, a web-based Census form is available for each accredited and operating site and mode of delivery in [NSSAB Online Services](#).

The online form allows for pre-population of a number of fields including school name, site code, other accreditation information and contact details. These fields should be checked by schools. Pre-populated fields related to accreditation are not updatable and, if any errors are found, users will need to contact the [Non-State Schools Accreditation Board Secretariat](#) (‘NSSAB Secretariat’). Pre-populated fields related to school contact and principal details are updatable and any changes can be made on the form.

The online form also allows for accuracy and consistency checks in real time. If the form detects an error or inconsistency, an error message will appear informing the user what has gone wrong and how to fix it. These are called validation errors. All validation errors must be addressed before the Census form can be submitted.

In order to access the Census form, users must first log in to [NSSAB Online Services](#). Once logged in, users will see a banner at the top of the page alerting them to the need for the submission of the school survey data.

*School Survey Data for Non-State Schools - Queensland 2022 is currently being conducted. Please complete and submit the [Census form](#) by Friday, 4 March 2022.*

All Census form/s for the school/governing body will be available for completion. Data entry may then begin.

The Census form automatically saves as the user progresses through it. This allows a user to stop entering data at any point, log out if they wish, and then come back at a later stage (after logging in again) to continue on from where they left off with the previously entered data available.

### Changes to this document

For the 2022 Census, the following changes were made to this document:

- **Special provisions for 2022 due to school start delay (highlighted in yellow throughout the document)**
- Definition of “residing in Queensland” in relation to distance education students
- New sections regarding enrolment verifications including:
  - Enrolment verification program
  - Availability of audit documentation
  - Finalising the audit

Please ensure you familiarise yourself with all definitions to ensure that students entered on the Census form conform to the definitions and requirements in the instructions. The data in the Census form will be validated and may be subject to enrolment verification by the Board’s authorised persons (auditors).

## CHANGES FROM PREVIOUS YEAR

### Special provisions for 2022 due to school start delay

On 9 January 2022, the Premier of Queensland announced the Government policy decision to delay the formal start of the academic school year. The announced changes are required for state schools in Queensland. All governing bodies are able to determine term dates and school holidays for the non-state schools they operate.

#### Changes to the Census instructions

**This has resulted in the need to change the Census instructions.**

**All changes made to the instructions due to the special provisions for 2022 are highlighted in yellow.**

#### Relevant period

For the purposes of the Census, the relevant period starts on **31 January 2022 for all schools.**

Enter 31 January 2022 as the first day that students were to attend the school in 2022, regardless of whether you are a school that has Year 11 and 12 students or not, and regardless of the date the school and year levels commence in the 2022 school year.

Relevant period	
By entering the date below, the form will calculate the Relevant Period for your school.	
Relevant Period, for a school, means the period—	
(a) starting on the first day that students are to attend the school in a calendar year; and	
(b) ending on the relevant day for the year.	
The relevant day is the last Friday in February of each year as per the <i>Education (Accreditation of Non-State Schools) Regulation 2017, Part 4</i> .	
First day that students were to attend the school in 2022	31-Jan-2022
Relevant day for 2022 (Census Day)	25-Feb-2022
Relevant period	20
<a href="#">Edit</a>	

For **all schools**, the relevant period will be 20 days. This means that the relevant period in 2022 for all non-state schools will be the 20 days from Monday 31 January 2022 to Friday 25 February 2022.

The initial five days from 31 January 2022 to 4 February 2022 can be counted as **attendance for all students** regardless of whether students are:

- not at school due to the school not providing education;
- at school for supervision as they are vulnerable or their parents are essential workers unable to work from home; or
- undertaking remote learning.

January						
23	24	25	26	27	28	29
30	31					
		1	2	3	4	5
February						
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
<div><div></div> Public holiday</div> <div><div></div> Days counted as attending</div> <div><div></div> Days for the school to consider each student's attendance and absences</div>						

## Overview

Data provided in the *School Survey Data for Non-State Schools – Queensland 2022* (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 [Overseas students](#) section.

*Students on visitor visas, bridging visas with study limitations or no visa* are also to be excluded from all sections of the Census form, except the section [Students on visitor visas, bridging visas with study limitation or no visa](#). These may be students who do not currently hold a visa to stay in Australia or are on a temporary/bridging visa that has a limitation to study.

### Census Day (Relevant day)










Census Day is the last Friday of February of each year. Complete the Census form using data as at **Friday, 25 February 2022**, except for *Boarding fee concessions*, which refers to 2021 data.

### Return Date

The completed Census form is to be submitted to the NSSAB Secretariat by **Friday, 4 March 2022** (Friday following Census Day).

### Information collected

The Census form collects data on:

-  [School principal and contact details](#)
-  [Relevant period](#)
-  [Student profile](#)
-  [Overseas students](#)
-  [Students on visitor visas, bridging visas with study limitations or no visa](#)
-  [Full-time students](#)
-  [Part-time students](#)
- [English as a second language \(ESL\) students](#)
- [Indigenous students \(IND\)](#)
- [Students with disability \(SWD\)](#)
- [Students from isolated zones \(Remote and Very Remote\)](#)
-  [Boarding students and boarding fee concessions \(BRD\)](#)
-  [Systems and processes \(school enrolment and record keeping standards\)](#)

### 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.

### Enrolment verification program

Annually, the Board conducts a program to verify the Census data of a sample of non-State schools. The Board appoints authorised persons (auditors) to verify this Census data on behalf of the Board. The 'Enrolment Verification' program is commonly referred to as the 'Audit'. The sample is dependent on a range of factors and incorporates risk assessment processes to identify those schools that have been assessed as having a greater risk of misstating their Census data, as well as ensuring that all schools participate in the verification program at least once every eight to nine years.

The Board aims to verify Census data in at least 15 per cent of non-State schools each year.

To ensure school staff are prepared for the authorised person, the Board's general practice is to provide three to four working days' notice to the governing body and the principal of the school. These notices are provided in PDF format and sent via email. Prior to the audit, authorised persons will also contact the school's principal via telephone to confirm the audit date and ensure that the school is aware of the audit. Only in exceptional circumstances may a governing body request to change the day of the enrolment verification for the school. Such a request would need to be made in writing from the governing body, outlining the specific reason/s for this request, and emailed to the Board via the Secretariat for immediate consideration.

### Availability of audit documentation

Section 5 of the Regulation prescribes that school survey data and associated documents have to be kept for at least five years after Census Day and in a way that ensures the integrity and security of the data and documents. This means that all data reports and supporting documentation regarding students who did not attend for the minimum period, for example, should be kept and readily available for at least five years.

If it becomes apparent on the day of the audit that the school does not have the supporting documentation available, the authorised person should be notified immediately. The missing documentation is to be supplied within five business days after the audit day to allow the authorised persons to complete their individual audit reports in a timely manner.

If the school cannot supply sufficient information by the due date to allow the authorised persons to establish whether a student can be included or not, the student is to be removed from the Census data. No further time will be allowed to provide this documentation.

### Finalising the audit

The authorised person will assess whether sufficient appropriate audit evidence has been obtained.

Where the school's records have been assessed as adequate, the authorised person will complete the relevant audit report.

Where the school's records are assessed as not being reliable or sufficient to verify the Census data, the authorised person will notify the school principal and the Board's Secretariat that the Census data cannot be verified.



## Accessing the Census form

### NSSAB Online Services access

#### User account

Before starting, you must have an active [NSSAB Online Services](#) account with either school or governing body access.

Depending on your school's reporting arrangements, an authorised school user may be able to complete and submit the form. Otherwise, the form will need to be submitted by an authorised governing body user. Refer to [Authorisation and declaration](#) for further information regarding possible arrangements.

I have...	I am able to...		
	View Census form	Complete Census form	Submit Census form
School user access	✓	✓	✓ <sup>1</sup>
Governing body user access	✓	✓	✓
No access	✗	✗	✗

#### Logging in

Enter your user details and click the **Log in** button.

If you **do not have an account**, you will need to get an authorised person to complete and submit an [Access request](#) form on your behalf.

If you have **forgotten your username**, you will need to contact the [NSSAB Secretariat](#).

If you have **forgotten your password**, reset it [here](#) or at the link on the login page. An email will be sent to your registered email address enabling you to change your password.

Once logged in, you will see a banner at the top of the page alerting you that *School Survey Data for Non-State Schools – Queensland 2022* data collection is being conducted and that you will need to complete a Census form.

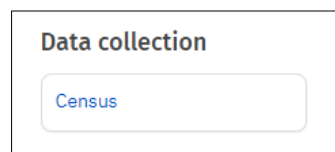
<sup>1</sup> A school user can only submit the census form if the user is the authorised person for the census for the school.

## ACCESSING THE CENSUS FORM

The *Census form* can be accessed either through the banner or through the Data collection section on the left hand side.

The banner will show while the data collection is running. Select *Census form* or *Census* under Data collection and you will be directed to all data collection forms you have access to on the Census homepage.

School Survey Data for Non-State Schools - Queensland 2022 is currently being conducted. Please complete and submit the [Census form](#) by Friday, 4 March 2022.



### What can I access for my relevant school or governing body?

School users will be able to see all data collection forms for the relevant school (all accredited and operating sites and modes of delivery).

Governing body users will be able to see all data collection forms for all schools under the governing body (including all operating sites and modes of delivery).

ID	School	Site code	Site type	Suburb	Mode of delivery	Version	Status	Submitted on	Last updated
<a href="#">Start</a>	CS5503		Host Centre		Classroom	Original	Blank		
<a href="#">Start</a>	CS5504		Host Centre		Classroom	Original	Blank		
<a href="#">Start</a>	CS5719		Associated Facility		Classroom	Original	Blank		

The buttons on the left and the status in the *Status* column will change depending on the progress of the census. Refer to the below table for progress definitions.

Button	Status	Progress	Available actions
<a href="#">Start</a>	Blank	The completion of the census form has not commenced. The form is blank.	Select the <a href="#">Start</a> button to commence the census.
<a href="#">Resume</a>	In progress	A user has started completing the form, but there are either incomplete fields/sections or validation errors.	Select the <a href="#">Resume</a> button to continue completing the census.
<a href="#">Resume</a>	Ready to authorise	All required fields have been completed and no validation errors are displayed. The form is ready for <a href="#">review by governing body if relevant</a> and completion of the <a href="#">Authorisation and declaration page</a>	Select the <a href="#">Resume</a> button to continue completing the census.
<a href="#">Resume</a>	Ready to submit	All required fields have been completed and no validation errors are displayed. The form has been <a href="#">reviewed by governing body if relevant</a> , and the <a href="#">Authorisation and declaration page</a> has been completed. The form is awaiting <a href="#">submission</a> .	Select the <a href="#">Resume</a> button to continue completing the census.
<a href="#">View</a>	Submitted	The form has been submitted. No further changes can be made.	Select the <a href="#">View</a> button to view the completed form. If you find an error in your submission, please

		contact the <a href="#">NSSAB Secretariat</a> .
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### Single-site schools

The majority of schools are **single-site schools** and, as such, will only have one Census form to complete.

### Multi-site schools

**Multi-site schools** operate 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 have one form for each site. The site code and suburb will identify which Census form you are completing.

A separate Census form should be completed for each site of a multi-site school.

### Mode of delivery

For non-State schools accredited to offer both **classroom** and **distance education**, a separate Census form will be available 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.

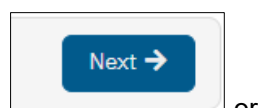
### How to get started

Select the **Start** button next to the Census that you wish to view / edit.

ID	School	Site code	Site type	Suburb	Mode of delivery	Version	Status	Submitted on	Last updated
<a href="#">Start</a>	CS5503		Host Centre		Classroom	Original	Blank		
<a href="#">Start</a>	CS5504		Host Centre		Classroom	Original	Blank		
<a href="#">Start</a>	CS5719		Associated Facility		Classroom	Original	Blank		

This will take you to the first page of the data collection form entitled *About the census*. Please read the information carefully.

Once you have read and understood the information, either select the **Next** button at the bottom right of the page or select *Site details* in the left-hand progress indicator.



or



### How to navigate the data collection form

You will see what data collection form you are viewing / editing at the top of the page.

**School Survey Data for Non-State Schools - Queensland**

Centre code -  Name of school (suburb)  - Classroom education

Status: **Blank**    Version: Original

## ACCESSING THE CENSUS FORM

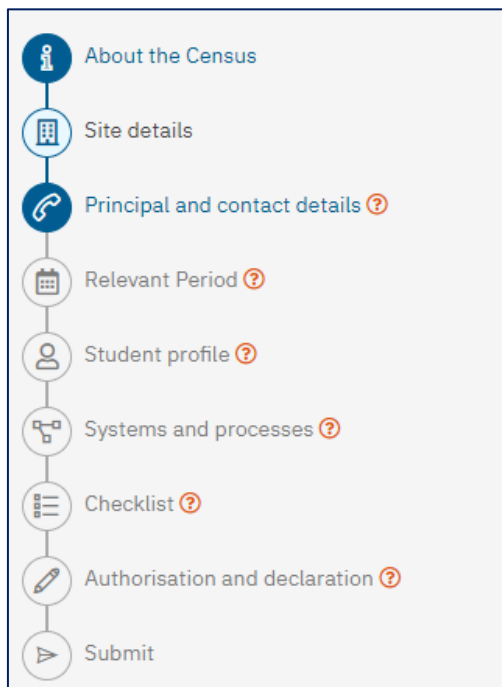
The left-hand progress indicator only shows two pages to start with.



You will need to check the Site details before you can proceed. The images below show the fields that will be populated with your school accreditation details.

<table><tr><td>Name of school</td></tr><tr><td>Site centre code</td></tr><tr><td>Site type</td></tr><tr><td>Street address</td></tr><tr><td>Suburb/Town</td></tr><tr><td>Postcode</td></tr><tr><td>Mode/s of delivery</td></tr><tr><td>Special assistance?</td></tr><tr><td>Type of education</td></tr></table>	Name of school	Site centre code	Site type	Street address	Suburb/Town	Postcode	Mode/s of delivery	Special assistance?	Type of education	<table><tr><td>Student intake type</td></tr><tr><td>Boarding</td></tr><tr><td>Years of schooling (current)</td></tr><tr><td>Years of schooling (yet to commence)</td></tr></table>	Student intake type	Boarding	Years of schooling (current)	Years of schooling (yet to commence)
Name of school														
Site centre code														
Site type														
Street address														
Suburb/Town														
Postcode														
Mode/s of delivery														
Special assistance?														
Type of education														
Student intake type														
Boarding														
Years of schooling (current)														
Years of schooling (yet to commence)														

Once the Site details have been checked and confirmed whether they are correct or not, more of the left-hand progress indicator will appear as per the below image.



The remainder of the form will depend on your selections under the [Student profile](#). Once that section has been completed, the form will show all pages that require completion for the relevant site and mode of delivery.

## Site details

All site details are pre-filled on the Census form from information contained in the Register of Non-State Schools (the "Register") as administered by the Board. If any of these details are incorrect, please contact the [NSSAB Secretariat](#). School details as recorded on the register may be viewed on the [Non-State schools directory](#).

## Completing the Site details page

Check the details displayed.

Are the details above correct? Info required! [Click here](#)

Select [Click here](#) to answer the question *Are the details above correct?*

Please confirm

Fields marked \* are mandatory.

\* Are the site details correct?

OK

A new window will pop up. Choose "Yes" or "No" and then select the [OK](#) button.

If the details are incorrect and you select "No" you will be asked to contact the NSSAB Secretariat.

Are the details above correct? No  
Please contact the [Board Secretariat](#).

If the details are correct and you selected "Yes", click the [Next](#) button to continue.

## PRINCIPAL AND CONTACT DETAILS

### Principal and contact details

All school contact and principal details are pre-filled on the Census form from information contained in the Register. If any of these details are incorrect, please make corrections on the form using the [Edit](#) button.

There is no need to contact the NSSAB Secretariat if these details are incorrect.

The contact person details are for census enquiries.

### Completing the Principal and contact details page

#### School contact details

**School contact details**

Check the details below as they appear on the Register of non-state schools as administered by the Board. If any of the details are incorrect, click [Edit](#) to update. The register will be updated with any changes made.

Postal address	
Phone	
Email	
Web address	

[Edit](#)

Review the pre-filled details. If changes are required, select the [Edit](#) button.

**School contact details**

Fields marked \* are mandatory.

* Postal address	
* Suburb and postcode	
* Phone	
* Email	
* Web address	

[OK](#)

[Cancel](#)

A new window will pop up and you can make changes as required. Select the [OK](#) button once all changes have been made. The Register will be updated accordingly.

The information provided in *Phone*, *Email* and *Web address* will be used, should it be necessary, for the Board to contact the school. The phone number and web address is also published in the [Non-State Schools directory](#). General contact details for the school or site should be provided rather than those of an individual.

## Principal details

**Principal details**

Check the details below as they appear on the Register of non-state schools as administered by the Board. If any of the details are incorrect, click *Edit* to update.

Title	
First name	
Last name	
Position description	
Email	

[Edit](#)

Review the pre-filled details. If changes are required, select the **Edit** button.

**Principal details**

Fields marked \* are mandatory.

\* Title

\* First name

\* Last name

\* Position description

\* Email

\* Would you like to update the Register of non-state schools with the new principal details?

Yes

No

school year rather than acting for a short period of time.

[OK](#)

[Cancel](#)

A new window will pop up and you can make changes as required. You have the option to update the Register with the new details by selecting “Yes” for the last question, or leave them as they were shown prior to the edit if the principal is acting for a short period by selecting “No”. Select the **OK** button once all changes have been made.

## Contact person details

Select [Click here](#) to provide this information.

**Contact person details**

Please provide details of the contact person for inquiries about this data.

Full name	Info required! <a href="#">Click here</a>
Phone	Info required! <a href="#">Click here</a>
Email	Info required! <a href="#">Click here</a>

A new window will pop up and you will be able to enter the information required.

Enter the full name, phone number and contact email address of the person who can assist with queries about the data. Select the **OK** button once all details have been entered.

## PRINCIPAL AND CONTACT DETAILS

It is important that the email address is correct as any questions and validation emails will be sent to the Census contact person's email address. The system sends a validation email automatically for any Census form that indicates a variance greater than 10% in certain categories compared to last year's data.

**Census contact details**

Fields marked \* are mandatory.

\* Full name

\* Phone

Please include area code.

\* Email

OK



## Relevant period

The relevant period 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.

For the purposes of the 2022 Census, the relevant period starts on **31 January 2022 for all schools**.

The relevant day is the last Friday in February of each year as per the *Education (Accreditation of Non-State Schools) Regulation 2017*, Part 4.

### Student free days

A student free day is part of the relevant period. The day should be counted as absence beyond the control (refer to Full-time students and Part-time students for more information regarding attendance requirements).

### School holidays, public holidays and weekends

School holidays, public holidays, and weekends are not part of the relevant period.

For 2022 there are no school holidays or public holidays during the relevant period.

### Staggered starts

If the school has staggered starts for different years of schooling from 7 February 2022, the days that some students were not required to attend due to staggered starting dates, should be counted as absence beyond the control ('Student free day'). The initial five days from 31 January 2022 to 4 February 2022 can be counted as **attendance for all students**.

### Staff professional development days

If there are staff professional development days at the start of the school year where students do not attend the school, enter the first day that students were to attend the school as 31 January 2022 for all schools. Although staff may attend earlier, for example on Thursday, 20 January 2022 and Friday, 21 January 2022, 31 January 2022 is considered to be the start date for all schools.

## Completing the Relevant period page

First day that students were to attend the school in	Info required! <a href="#">Click here</a>
Relevant day for	(Census Day)
Relevant period	

Select [Click here](#).

Relevant period

Fields marked \* are mandatory.

\* First day that students were to attend the school in

Staggered starts: If the school has staggered starts for different years of schooling, provide the first day that a student was to attend the school for the calendar year. For example if the school starts with Year 7 and Year 12 on January and then rolls out the other years of schooling throughout the remainder of the week, enter January as the start date. The days that some students were not required to attend due to staggered starting dates, should be counted as absence beyond the control.

Staff professional development days: If there are staff professional development days at the start of the school year where students do not attend the school, enter the first day that a student was to attend the school for the calendar year. For example if staff are to attend on Thursday, January to Monday, January and students start on Wednesday January, enter January as the start date.

Relevant day for 2022 (Census Day)

Relevant period

OK

Enter the *First day that students were to attend the school in 2022*. For 2022, this day is **31 January 2022 for all schools**.

## RELEVANT PERIOD

---

The form calculates the Relevant period for the site. For 2022 that will be 20 days. Select the **OK** button once the date has been entered.

Select the **Next** button to continue.

## Student profile

This section requires you to select the type(s) of students at the site. This data is not pre-filled and your selection will depend on the type(s) of students enrolled at the site.

Refer to the individual categories for further information and to identify which students meet the qualifying criteria for each type:

- [Overseas students](#)
- [Student on visitor visas, bridging visas with study limitation or no visa](#)
- [Full-time students](#)
- [Part-time students](#)
- [English as a Second Language \(ESL\)](#)
- [Indigenous students](#)
- [Students with disability \(SWD\)](#)
- [Students from isolated \(remote\) zones](#)
- [Students from isolated \(very remote\) zones](#)
- [Ungraded students](#)

## Completing the Student profile page

Overseas students	Info required! <a href="#">Click here</a>
Students on visitor visas, bridging visas with study limitations or no visa	Info required! <a href="#">Click here</a>
Full-time students	Info required! <a href="#">Click here</a>
Part-time students	Info required! <a href="#">Click here</a>
English as a Second Language (ESL) students in need of language assistance	Info required! <a href="#">Click here</a>
Indigenous students	Info required! <a href="#">Click here</a>
Students with disability (SWD)	Info required! <a href="#">Click here</a>
Students from isolated (remote) zones	Info required! <a href="#">Click here</a>
Students from isolated (very remote) zones	Info required! <a href="#">Click here</a>
Ungraded students	Info required! <a href="#">Click here</a>

Select [Click here](#).

Student profile

Overseas students

☐

Students on visitor visas, bridging visas with study limitations or no visa

☐

Full-time students

☐

Part-time students

☐

English as a Second Language (ESL) students in need of language assistance

☐

Indigenous students

☐

Students with disability (SWD)

☐

Students from isolated (remote) zones

☐

Students from isolated (very remote) zones

☐

Ungraded students

☐

No student at this site for this mode of delivery

☐

Please select Full-time and/or Part-time students.

OK

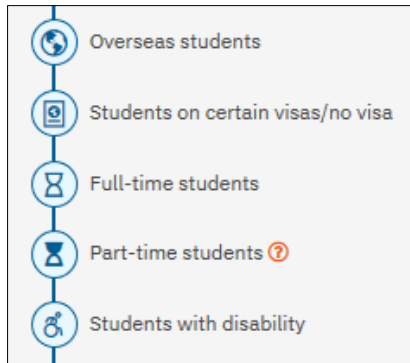
A new window will pop-up and you will be able to select the checkboxes relevant to the site.

## STUDENT PROFILE

As each checkbox is selected, the relevant part of the Census form will appear to enable completion. A particular section of the form will not appear unless its checkbox has been selected here.

The following categories will appear as additional pages in the data collection form and will therefore appear in the left-hand progress indicator:

- Overseas students
- Students on visitor visas, bridging visas with study limitation or no visa
- Full-time students
- Part-time students
- Students with disability (EAP by impairment category)



The following categories will appear as additional columns under full-time students or checkboxes under part-time students:

- English as a Second Language (ESL) students
- Indigenous students
- Students with disability (SWD)
- Students from isolated (remote) zones
- Students from isolated (very remote) zones

ESL	Indigenous	SWD	Isolation (Remote)	Isolation (Very remote)
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

ESL	<input type="checkbox"/>
Indigenous	<input type="checkbox"/>
SWD	<input type="checkbox"/>
Isolation (Remote)	<input type="checkbox"/>
Isolation (Very remote)	<input type="checkbox"/>

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. Refer to [English as a second language \(ESL\) assistance](#) for the full definition.

### No students at the site for the mode of delivery

If there are no student at the site for the mode of delivery at the site, select the last check box *No student at this site for this mode of delivery*.

Student profile

Overseas students ☐

Students on visitor visas, bridging visas with study limitations or no visa ☐

Full-time students ☐

Part-time students ☐

English as a Second Language (ESL) students in need of language assistance ☐

Indigenous students ☐

Students with disability (SWD) ☐

Students from isolated (remote) zones ☐

Students from isolated (very remote) zones ☐

Ungraded students ☐

**No student at this site for this mode of delivery ☐**

Please select Full-time and/or Part-time students.

OK

This will allow you to submit the form without any further school details. You will still need to complete the [Authorisation and declaration](#) section before you can submit the form.

About the Census

Site details

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**Authorisation and declaration**

Submit

#### Authorisation and declaration by governing body or authorised person

By submitting this Census form, the authorised person declares that the information provided is, to the best of his/her knowledge, a true and correct record of the affairs of the school.

Provide details below of the person authorised by the governing body to submit Census data on behalf of the governing body.

##### Authorised person

Full name	Info required! <a href="#">Click here</a>
Position	Info required! <a href="#">Click here</a>
Phone	Info required! <a href="#">Click here</a>
Date	Info required! <a href="#">Click here</a>

##### Authorisation & declaration

☐ Please confirm I declare that the information provided is, to the best of my knowledge, a true and correct record of the affairs at *Carmel College* and does not include data associated with overseas or no visa students, except in the sections Overseas students or No visa students. All students included in this Census form conform to the Student definition and other criteria as per the Instructions. All relevant documentation for this Census will be retained for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.

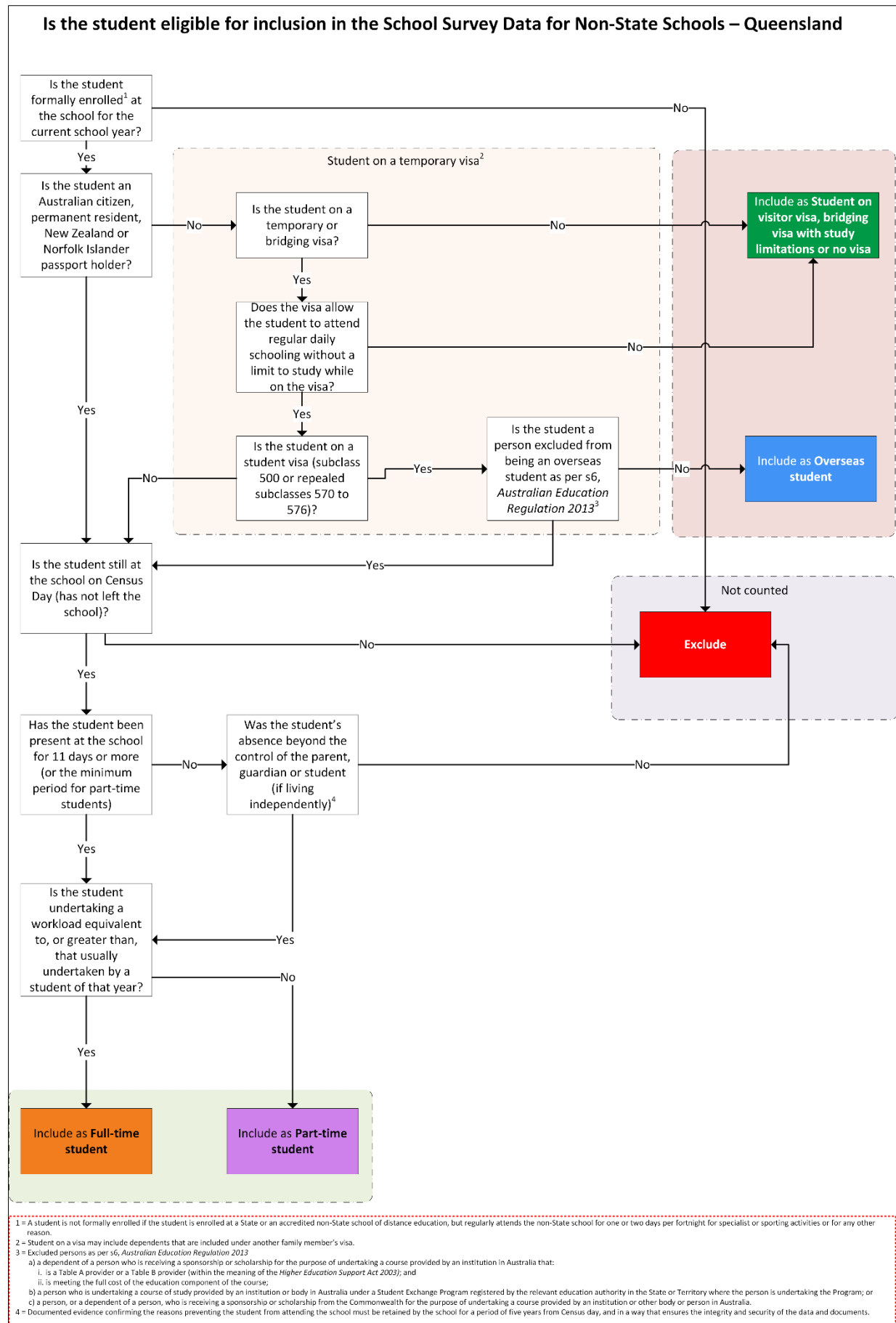
☐ Please confirm I declare that I am authorised by the governing body to give the Non-State Schools Accreditation Board, through the Board Secretariat, Census data for the school on behalf of the governing body.

☐ Please confirm I authorise the Board Secretariat, on behalf of the Non-State Schools Accreditation Board to provide the data included in this form to:

- The Queensland Minister for Education;
- The Office of Non-State Education and other areas of the Department;
- The Commonwealth Government Department of Education, Skills and Employment; and
- Relevant affiliated non-state school organisations.

Back Next

## Eligibility chart





## Overseas students

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

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

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

- **A full-fee paying overseas student 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 full-fee paying.  
**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 on a Bridging visa and the substantive student visa issued is still valid.** Such a child may be a primary visa holder, or a dependent under someone else's Student visa.  
**Note:** Where a child's student visa has expired, and the bridging visa is in effect, the student is then classified according to the bridging visa status.

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 who are the primary holders of 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 Commonwealth Department of Home Affairs to apply for their Student visa.

Information on conditions of any visa subclass can be found at <https://immi.homeaffairs.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](#). Schools can differentiate exchange students from full-fee paying overseas students through their enrolment under an [Acceptance Advice for Secondary Exchange Students](#) (AASES). Secondary student exchange programs do not involve payment of tuition fees, and are not more than 12 months in duration. The programs are part of a reciprocal arrangement that allows an overseas student to attend a Queensland secondary school on a full-time basis and a Queensland student to attend an overseas secondary school on a full-time basis.

**Note:** Exchange students, like full-fee paying overseas students, will have a subclass 500 Student visa.

Exchange students are to be included as regular full-time students if they meet all other Census criteria and if, immediately prior to the exchange, they were active in a classroom primary, secondary or special

## OVERSEAS STUDENTS

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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) should be included in the *Students on visitor visas, bridging visas with study limitations or no visa* section of the Census form.

### 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 on visas are not classed as overseas students and should be included as regular [full-time](#) or [part-time](#) students in the other sections of the Census form:

- permanent residents of Australia;
- New Zealand and Norfolk Islander passport holders;
- temporary visa holders on a visa that permits them to attend regular daily schooling without a limit to study;
- Persons excluded from being an overseas student as per section 6 of the *Australian Education Regulation 2013*:
  - a dependent of a person who is receiving a sponsorship or scholarship for the purpose of undertaking a course provided by an institution in Australia that:
    - is a Table A provider or a Table B provider (within the meaning of the [Higher Education Support Act 2003](#)); and
    - is meeting the full cost of the education component of the course;
  - a person, or a dependent of a person, who is receiving a sponsorship or a scholarship from the Commonwealth for the purpose of undertaking a course provided by an institution or other body or person in Australia;
  - students who are studying in Australia through a [Queensland government-registered secondary student exchange organisation](#) (that is, exchange students as per definition below).

For the purposes of the Census, overseas students **do not include** students enrolled at a school under a visa category other than a 500 or repealed 570 to 576 student visa.

Please also refer to [Students on visitor visas, bridging visas with study limitations or no visa](#) in these Instructions for further information on students who should only be included in that section of the Census form.



## Completing the Overseas students page

If you selected *Overseas* students in the [Student profile](#), this section will need to be completed. All boxes that need to be completed appear red in colour and turn white once completed.

Set empty fields to 0				
As at	Male	Female	Unspecified	Total
Prep Year				0
Year 1				0
Year 2				0
Year 3				0
Year 4				0
Year 5				0
Year 6				0
Total Primary	0	0	0	0

Enter all overseas students according to their year of schooling and gender.

You can select the **Set empty fields to 0** button once you have entered all students to populate the remaining fields with "0".

Set empty fields to 0				
As at	Male	Female	Unspecified	Total
Prep Year	0	0	0	0
Year 1	1	0	0	1
Year 2	0	2	0	2
Year 3	0	0	0	0
Year 4	0	0	1	1
Year 5	0	0	0	0
Year 6	0	0	0	0
Total Primary	1	2	1	4

The form will calculate the totals. These fields are grey in colour.

Select the **Next** button once you have completed all fields.



### Students on visitor visas, bridging visas with study limitation or no visa

Students who are on certain temporary visas, which limit their study, or 'No visa' students, should be included in this section.

This may include:

- **a child on a Visitor visa** which may allow them to study for a limited period of time.
- **a child on a Bridging visa where the substantive Visitor visa issued is still valid.**  
**Note:** Where a child's Visitor visa has expired, the student is then classified according to the bridging visa status.
- **a child on a Bridging visa where the visa has a limitation to study.**
- **a child without a visa** who may be accommodated in a **community**-based detention program or other community housing and attending a non-State school while their visa (for example, Bridging or Safe-haven visa) is being processed (previously 'No visa' students).

Please note that students on a Visitor visa can enrol at any school during their stay on that visa, but must transfer to a CRICOS-registered school should they wish to continue studying on a Student visa. They can remain at a non CRICOS-registered school, if they are applying for a residency visa and hold a bridging visa until their residency visa application is decided.

### Students to be excluded

The students listed above should **only** be included in the *Students on visitor visas, bridging visas with study limitations or no visa* section of the Census form, and should be excluded from all other sections.

The following students on visas are not classed as 'Students on visitor visas, bridging visas with study limitations or no visa' and should be included as regular full-time or part-time students in the [full-time](#) or [part-time](#) sections of the Census form:

- Australian citizens
- permanent residents of Australia;
- New Zealand and Norfolk Islander passport holders;
- temporary visa holders on a visa that permits them to attend regular daily schooling without a limit to study;
- persons excluded from being an overseas student as per section 6 of the *Australian Education Regulation 2013*.

Please also refer to [Overseas students](#) in these Instructions for information on students who are only to be included in the *Overseas students* section of the Census form.

## Completing the Students on visitor visas, bridging visas with study limitations or no visa page

If you selected *Students on visitor visas, bridging visas with study limitations or no visa* in the [Student profile](#), this section will need to be completed. All boxes that need to be completed appear red in colour and turn white once completed.

**Set empty fields to 0**

As at <small>2020-2021</small>	Male	Female	Unspecified	Total
Prep Year				0
Year 1				0
Year 2				0
Year 3				0
Year 4				0
Year 5				0
Year 6				0
Total Primary	0	0	0	0

**Set empty fields to 0**

As at <small>2020-2021</small>	Male	Female	Unspecified	Total
Prep Year	0	0	0	0
Year 1	5	0	0	5
Year 2	0	0	0	0
Year 3	0	0	0	0
Year 4	0	0	0	0
Year 5	0	0	1	1
Year 6	0	2	0	2
Total Primary	5	2	1	8

Enter all *Students on visitor visas, bridging visas with study limitations or no visa* according to their year of schooling and gender.

You can select the **Set empty fields to 0** button once you have entered all students to populate the remaining fields with "0".

The form will calculate the totals.

Select the **Next** button once you have completed all fields.

## STUDENT DEFINITION

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### Student definition (applies to regular full-time and part-time students)

There are four requirements that must be met for a student to be included on the Census form as a regular student:

1. the student (whether full-time or part-time) must be formally enrolled at the school on Census day;
2. the student must be enrolled in a year level (other than ungraded students), mode of delivery and student-intake type (gender) that the school is accredited for at that location;
3. the student must have attended the school for at least 11 days for full-time students (or at least the minimum period for part-time students) between the first day of the school year and Census Day (For 2022, the initial five days for full-time students or days that a part-time student is enrolled to attend the school on a part-time basis from 31 January 2022 to 4 February 2022 can be counted as **attendance for all students**); and
4. the student must be an Australian citizen, permanent resident, or a person with appropriate resident status.

A student who has attended the school for less than 11 days for full-time students (or less than the minimum period for part-time students), 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/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:

- pandemic – student is required to isolate or quarantine due to current health direction relating to COVID-19
- pandemic – student or immediate family member living with the student is a person at risk of serious illness from COVID-19
- natural disasters – for example 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 for full-time students (or less than the minimum period for part-time students) 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. All students who have not met minimum attendance requirements are to be listed in the *Full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled* section of the Census form or the *Part-time students who did not attend the school during the relevant period for at least the Minimum Period Part-time (MPP) of the program or course of study for which the students are enrolled* section, depending on whether they are full-time or part-time.

**Note:** All enrolment, attendance and related documentation used in completing 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.

For 2022, the initial five days from 31 January 2022 to 4 February 2022 can be counted as **attendance for all students** regardless of whether students are:

- not at school due to the school not providing education;
- at school for supervision as they are vulnerable or their parents are essential workers unable to work from home; or
- undertaking remote learning.

### 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, undertaking a [full service delivery](#) course in distance education and who enrolled at least 11 days before Census Day (or less, if the delay was beyond the control of the parent or independent student) 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.

For 2022, the initial five days from 31 January 2022 to 4 February 2022 can be counted as **attendance for all distance education students** regardless of whether those students are:

- not attending the school due to the school not providing education; or
- attending the school via distance education.

### *Resident in Queensland*

A student is deemed to reside in Queensland if the student's home address is in Queensland. Home address refers to the residential address where the student lives with a parent or guardian, or on their own (if living independently).

A student travelling interstate or overseas who continues to undertake a full service delivery course in distance education and fulfils all other required distance education criteria, can be included in the Census, if the home address remains in Queensland during the time of travel and there is no temporary or permanent relocation of the main residential address to another State or Country. This only applies to short term arrangements.

It is the responsibility of the school to keep evidence that Queensland continues to be the student's main place of residence and that the interstate or overseas travels are a temporary arrangement. The evidence should make it obvious that the student is not resettling interstate or overseas, and that the travels are transient in nature.

Evidence may include current copies of:

- contract of property purchase, lease/rental document, mortgage/land ownership certificate;
- electricity, gas or telephone account;
- Queensland local government rates notice;
- Queensland land tax valuation notice;
- Queensland vehicle registration certificate
- renewal notice for Queensland driver licence or vehicle registration
- Bank statement;
- Australian Electoral Commission document;
- official letter from Centrelink of the Department of Human Services

## STUDENT DEFINITION

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

### Type(s) of education

#### **Primary students**

A primary student is a student participating in education in the Preparatory (Prep) Year or from Year 1 to Year 6.

#### **Preparatory Year**

To be eligible for the 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.

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, unless the principal is satisfied the child is otherwise ready to be enrolled in Year 1 of schooling at the school, considering the child's attributes.

#### **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.

#### **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 2022 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.



## Full-time students

### What is a full-time student

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 has a Full Time Equivalent (FTE) of 1.0.

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.

A full-time student must be an Australian citizen, permanent resident, or person with appropriate resident status.

Where a full-time 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. All students who have not met minimum attendance requirements and are included in the Census, are to be listed in the *Full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled* section of the Census form.

For 2022, the initial five days from 31 January 2022 to 4 February 2022 can be counted as **attendance for all students** regardless of whether students are:

- not at school due to the school not providing education;
- at school for supervision as they are vulnerable or their parents are essential workers unable to work from home; or
- undertaking remote learning.

### Full-time students on individual learning plans

One of the ways schools may cater for individual students' needs is by implementing a more flexible approach through an individual learning plan with the goal to improve the educational outcomes for the student. This could mean that a particular student may not be required to attend the school on certain days. The student may, for example, participate in other timetabled activities away from the school, if the school sees these activities as contributing to the social and/or emotional welfare of the student and/or the student's engagement with education. It is up to the school to demonstrate the educational reason(s) for the approach and that the student is undertaking a full-time workload modified according to the student's needs.

## FULL-TIME STUDENTS

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The school must ensure that the student's individual learning plan is fulfilling all curriculum, assessment and reporting requirements as per the school's written educational program. This program must comply with section 9 of the *Education (Accreditation of Non-State Schools) Regulation 2017*.

The school must have appropriate documentation about the arrangement in place for the day(s) a student is away from the school. The documentation may include, but is not limited to:

- how the plan will improve the educational outcomes for the student / educational reason(s)
- the place where the student is learning
- what days the student is away from the school
- the school's expectations of the student's activities for the day
- how the school assures itself that the student is fulfilling expectations
- contact made by the school with the student on the day

Documentation substantiating these arrangements 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.

Refer to [APPENDIX 2](#) for further guidance on attendance.

Schools need to ensure they are not providing a part-time distance education program to students learning away from school, except where a student is undertaking one or more subjects at a non-State school accredited for Distance Education or a state School of Distance Education and a fee is generally paid to the School of Distance Education for the service (refer to [APPENDIX 1](#) for further guidance on what constitutes distance education).

Dual or split enrolment may apply to a student enrolled at multiple schools in Queensland. Students should be recorded as part-time students at each school according to their FTE at the school with the expectation that total attendance would not be more than one FTE.

### Students accessing one or more subjects at a School of Distance Education

Students who are enrolled full-time in a non-State school can undertake one or more subjects at a non-State school accredited for Distance Education or a [state School of Distance Education](#) if:

- the subject is not offered by the non-State school; or
- the subject is offered by the non-State school, but the student is unable to access it due to a timetable clash or other special circumstance.

The non-State school generally pays the fee for the provision of distance education to the School of Distance Education and provides computer, internet and telephone access at school for the school based studies.

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

In addition to school subjects that 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;
- children who are prohibited from engaging in studies as a condition of a visa;
- overseas students (refer to [Overseas students](#) in these Instructions);
- students on visitor visas, bridging visas with study limitations or no visa (refer to [Students on visitor visas, bridging visas with study limitations or no visa](#) in these Instructions);
- underage Prep Year students, unless the student is enrolled under the provisions outlined in section 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.

## Completing the full-time students page

Start by interrogating the school's data to see whether there are students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled.

For the purposes of the 2022 Census and due to the delayed start, schools can count the initial five days from 31 January 2022 to 4 February 2022 as attending rather than 'absence beyond the control'. This is an administrative measure to avoid schools having to enter students unnecessarily in this section.

When determining whether a student needs to be entered in this table, schools should collate the number of students who did not attend the school from 7 February 2022 to 25 February 2022 **for at least six days** of the program or course of study for which the student is enrolled. Together with the initial five days counted as attendance, any student who has attended for six or more days, will automatically be eligible for inclusion as a full-time student and therefore does not need to be entered in this section.

**Full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled**

If students fall into this category, answer the question *Did the school have full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled?* with "Yes".

Did the school have full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled?	Info required! <a href="#">Click here</a>
--	---

Select [Click here](#).

## FULL-TIME STUDENTS

Please specify

\* Did the school have full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled?

OK

A new window will pop up. Provide the response “Yes”. Select the **OK** button.

A new section will be displayed titled *Full-time student who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled*.

Enter each full-time student who **did not attend for at least 11 days** during the RP into this section on the Census form. This will allow you to determine if they are eligible for inclusion in the full-time count of the Census.

Student identifier <small>NB. This information must not explicitly identify any individual</small>	Year Level	Gender	Relevant Period (RP)	Minimum Period Full-time (MPF)	Number of days attending (NDA)	Number of days absent beyond control (ARBC)	Number of days absent within control (ARWC)	Eligible for inclusion as a full-time student	Beyond Control Reason/s	Within Control Reason/s	Add
Info required! <a href="#">Click here</a>											

To start entering a student, select the **Add** button or [Click here](#).

Fields marked \* are mandatory.

\* Student identifier

\* Year Level

\* Gender

Relevant period (RP)

Minimum Period Full-time (MPF)

\* Number of days attending (NDA)

\* Number of days absent beyond control (ARBC)

\* Number of days absent within control (ARWC)

Eligible for inclusion as a full-time student

OK

A new window will pop up. Enter all of the information as requested. All fields are mandatory.

- **Student Identifier** – Enter a unique student identifier, which does not explicitly identify any individual.
- **Year Level** – Select the year level of the student from the drop-down menu.
- **Gender** – Select the gender of the student from the drop-down menu.
- **Relevant Period (RP)** – Automatically calculated from the *First day that students were to attend the school*, entered in the Relevant Period section of the form
- **Minimum Period Full-time (MPF)** – Always 11 days (pre-populated)
- **Number of days attending (NDA)** – Include here the initial five days from 31 January 2022 to 4 February 2022 plus the number of days the student was attending the school from 7 February 2022 to 25 February 2022.

- **Number of days absent beyond control (ARBC)** – Enter the number of days the student was absent where the reason was beyond the control of the student, parent or guardian from 7 February 2022 to 25 February 2022.
- **Number of days absent within control (ARWC)** – Enter the number of days the student was absent where the reason was within the control of the student, parent or guardian from 7 February 2022 to 25 February 2022.
- **Eligible for inclusion as a full-time student** – Automatically calculated. This will tell you whether the student can be included in the Census despite not having attended for the MPF.
- **Beyond Control Reason/s** – Select relevant reason/s for any beyond control absences that you have stated in **ARBC**. For example, if a student was absent for 20 days in total and 10 were absences beyond the control for two separate reasons, select the two reasons from *Beyond Control Reason/s* from the drop-down on the Census form. If the relevant reason is not listed, choose “Other”.
- **Within Control Reason/s** – Select relevant reason/s for any absences that were within the control that you have stated in **ARWC**. For example, if a student was absent for 16 days in total and all 16 days were absences within the control (for example, planned holiday) select the reason from *Within Control Reason/s* from the drop-down on the Census form. If the relevant reason is not listed, choose “Other”.

Days absent (ARBC + ARWC) + days attending must equal the Relevant Period (20 days).

**Reasons available for Beyond Control:**

- [Student illness](#)
- [Enrolled late due to reason beyond the control](#)
- [Delay in return from planned travel due to reason beyond the control](#)
- [Emotional and behaviour reasons, school actively working with student](#)
- [Transferred from other school, but prevented from attending due to reason beyond the control](#)
- [Illness of member of immediate family](#)
- [Student free day](#)
- [Student suspension from attendance](#)
- Pandemic (health direction)
- Pandemic (at risk person including immediate family)
- [Family reasons](#)
- [Death of member of immediate family](#)
- [Natural disaster](#)
- Funeral customs within student’s community
- Flexible timetable – No learning timetabled
- Abstudy reasons
- Transport reasons
- Cultural reasons
- [Student is competitor in elite level sports competition](#)
- Other

**Reasons available for Within Control Reason/s:**

- [Planned travel / holiday](#)
- [Enrolled late, but reason was within control](#)
- [Transferred from other school, but reason was within control](#)
- Pandemic (absent by choice)
- Unexplained absence
- School refusal
- [Family reasons](#)
- Financial reasons
- Other

## FULL-TIME STUDENTS

### Examples

**Maya: Full-time enrolment – automatically eligible – no need to enter in table**

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

Maya started school on 7 February 2022. She attended for seven days up to and including 15 February 2022, but then a medical condition prevented her from attending for the remainder of February.

With the initial five days from 31 January 2022 to 4 February 2022, she is automatically eligible for inclusion in the Census as she has attended for at least 11 days (initial five days and seven days actual attendance)

Maya does not need to be entered in the table.

**Annette: Full-time enrolment – not eligible – enter in table**

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

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.

Even with the initial five days from 31 January 2022 to 4 February 2022 counting as attending, 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.

Annette needs to be entered in the table as below as she has only attended for eight days (initial five days and three days actual attendance). As all her absence days between 7 February 2022 and 25 February 2022 were within the control, she has not reached the 11 days minimum period full-time and is therefore ineligible for inclusion.

Full-time student

Fields marked \* are mandatory.

\* Student identifier

12345

Minimum Period Full-time (MPF)

11

\* Year Level

Year 11

\* Number of days attending (NDA)

8

\* Gender

Female

\* Number of days absent beyond control (ARBC)

0

Relevant period (RP)

20

\* Number of days absent within control (ARWC)

12

Eligible for inclusion as a full-time student

No

\* Within Control Reason/s

Please select up to three within control reasons. Click next to an existing reason to add multiple reasons.

Enrolled late, but reason was within control

OK

**Roger: Full-time enrolment – eligible – enter in table**

January						
23	24	25	26	27	28	29
30	31					
February						
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

Roger was formerly enrolled in a government school in Tasmania. One of his parents had been unexpectedly transferred over the summer holidays to Queensland. During 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.

Roger needs to be entered in the table as illustrated below as he only attended for eight days (initial five days and three days actual attendance). Together with his absence days beyond the control between 7 February 2022 and 25 February 2022, he is over the 11 days minimum period full-time and is eligible for inclusion.

**Full-time student**

Fields marked \* are mandatory.

\* Student identifier: Rog1234

Minimum Period Full-time (MPF): 11

\* Year Level: Year 7

\* Number of days attending (NDA): 8

\* Gender: Male

\* Number of days absent beyond control (ARBC): 12

Relevant period (RP): 20

\* Number of days absent within control (ARWC): 0

Eligible for inclusion as a full-time student: Yes

\* Beyond Control Reason/s

Please select up to three beyond control reasons. Click next to an existing reason to add multiple reasons.

Transferred from other school, but prevented from attending due to reason beyond the control \*

OK

**Vanessa: Full-time enrolment – eligible – enter in table**

January						
23	24	25	26	27	28	29
30	31					
February						
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

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 original first school term (27 January 2022), 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.

Vanessa needs to be entered in the table as below as she only attended for seven days (initial five days and two days actual attendance). Together with her absence days beyond the control between 7 February 2022 and 25 February 2022, she is over the 11 days minimum period full-time and is eligible for inclusion.

## FULL-TIME STUDENTS

Full-time student

Fields marked \* are mandatory.

\* Student identifier: Van4567

\* Year Level: Year 10

\* Gender: Female

Relevant period (RP): 20

Minimum Period Full-time (MPF): 11

\* Number of days attending (NDA): 7

\* Number of days absent beyond control (ARBC): 13

\* Number of days absent within control (ARWC): 0

Eligible for inclusion as a full-time student: Yes

\* Beyond Control Reason/s  
Please select up to three beyond control reasons. Click next to an existing reason to add multiple reasons.  
Delay in return from planned travel due to reason beyond the control X

OK

**Martha: Full-time enrolment – eligible – enter in table**

January						
23	24	25	26	27	28	29
30	31					
February						
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

Martha went on a planned holiday with her family returning home on 16 February 2022. On her return she got sick and was unable to come to school on 17 February 2022. She took a COVID-19 test the next day and got a positive result. She went into isolation and was unable to return to school until after Census day.

Decision: Martha is eligible to be included as the seven days of illness and isolation were beyond the control of her parents.

Martha needs to be entered in the table as illustrated below as she only attended for five days (initial five days). Together with her seven absence days beyond the control between 7 February 2022 and 25 February 2022, she is over the 11 days minimum period full-time and is eligible for inclusion.

Full-time student

Fields marked \* are mandatory.

\* Student identifier: Mar12345

\* Year Level: Year 2

\* Gender: Female

Relevant period (RP): 20

Minimum Period Full-time (MPF): 11

\* Number of days attending (NDA): 5

\* Number of days absent beyond control (ARBC): 7

\* Number of days absent within control (ARWC): 8

Eligible for inclusion as a full-time student: Yes

\* Beyond Control Reason/s  
Please select up to three beyond control reasons. Click next to an existing reason to add multiple reasons.  
Student illness X Pandemic X

\* Within Control Reason/s  
Please select up to three within control reasons. Click next to an existing reason to add multiple reasons.  
Planned travel/holiday X

OK

**Shania: Full-time enrolment – automatically eligible – no need to enter in table**

January						
23	24	25	26	27	28	29
30	31					
February						
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

Shania has a medical condition that puts her at high risk of serious illness from COVID-19. Her doctor has advised that it would be best that she undertakes remote learning while COVID-19 case numbers are still high. The school has been able to accommodate her situation and is providing her with an individual learning plan where she can do all of her school work from home while fulfilling all curriculum, assessment and reporting requirements as per the school's written educational program.

Shania has had a week off due to some medical complications, but has done school work on all of the other days. Shania is automatically eligible for inclusion as she had 15 days of attendance (initial five days and 10 days actual attendance from home).

Shania does not need to be entered in the table.









You can enter as many students as required via the **Add** button.

**Full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled**

Enter each full-time student below who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the student is enrolled to work out whether they are eligible for inclusion in the full-time count of the Census.

Regardless of whether a student is eligible or not, you will need to provide reasons for all absences (up to three beyond the control and/or three within the control of parent/guardian or independent student).

**Late enrolment:** If a student enrolled late, the days that the student was not enrolled will be counted as absent days. Whether these days can be counted as days absent beyond the control, or within the control, will depend on why the student enrolled late. Even if the student enrolled late, it does not mean that the absence was beyond the control. The reason for the late enrolment is to be queried and a decision is to be made whether the late enrolment was beyond the control, or within the control. Refer to [Appendix 2](#) for further guidance on attendance requirements.

Student identifier <small>NB. This information must not explicitly identify any individual</small>	Year Level	Gender	Relevant Period (RP)	Minimum Period Full-time (MPF)	Number of days attending (NDA)	Number of days absent beyond control (ARBC)	Number of days absent within control (ARWC)	Eligible for inclusion as a full-time student	Beyond Control Reason/s	Within Control Reason/s	Add
Ann12345	Year 6	F	20	11	8	0	12	No		Enrolled late, but reason was within control	 
Rog1234	Year 6	M	20	11	8	12	0	Yes	Transferred from other school, but prevented from attending due to reason beyond the control		 
Van4567	Year 4	F	20	11	7	13	0	Yes	Delay in return from planned travel due to reason beyond the control		 
Mar12345	Year 2	F	20	11	5	7	8	Yes	Student illness, Pandemic	Planned travel/holiday	 

M - Male F - Female U - Unspecified

Only include in the table/s below (*Eligible primary full-time students* and/or *Eligible secondary full-time students*) those students where the column *Eligible for inclusion as a full-time student* = "Yes" in the table (*Full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled*) above.

Enter all eligible full-time students (including the "Yes" students from the table above) in the table/s below (*Eligible primary / secondary full-time students*) as per their enrolled year of schooling.

All students where *Eligible for inclusion as a full-time student* reads "Yes" can be included in the overall full-time student count.

## FULL-TIME STUDENTS

All full-time students were attending the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled

Answer the question *Did the school have full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled?* with “No”.

Did the school have full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled? [Info required! Click here](#)

Select [Click here](#).

Please specify

\* Did the school have full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled?

OK

A new window will pop up. Provide the response “No”. Select the **OK** button.

### Eligible Primary and Secondary full-time students

Enter all eligible full-time students into the *Eligible primary full-time students (Prep Year to Year 6)* or the *Eligible secondary full-time students (Year 7 to Year 12)* section on the Census form, according to whether they are primary or secondary. Include the **Yes** students from the *Full-time students who did not attend the school during the relevant period for the school for at least 11 days of the program or course of study for which the students are enrolled* section of the Census form as per their enrolled year of schooling. All students that are not eligible (for example, where the column *Eligible for inclusion in the Census as a full-time student* = **No**) are not to be included anywhere on the form.

All boxes that need to be completed appear red in colour and turn white once completed.

Eligible primary full-time students

Set empty fields to 0

As at	Male	Female	Unspecified	Total
Prep Year	1	1	1	3
Year 1	1	1	0	2
Year 2	1	1	2	4
Year 3	2	0	0	2
Year 4	0	2	0	2
Year 5	0	3	0	3
Year 6	0	3	0	3
Total Primary	5	11	3	19

Eligible secondary full-time students

Set empty fields to 0

As at	Male	Female	Unspecified	Total
Year 7	5	5	0	10
Year 8	5	3	0	8
Year 9	3	6	0	9
Year 10	0	5	0	5
Year 11	3	1	1	5
Year 12	3	3	0	6
Total Secondary	19	23	1	43

Enter all primary/secondary full-time students according to their year of schooling and gender.

You can select the **Set empty fields to 0** button once you have entered all students to populate the remaining fields with “0”.

The form will calculate the totals.

Select the **Next** button once you have completed all fields.





## Part-time students

### What is a part-time student

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 has an FTE of less than 1.0.

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 Part-time ('MPP')\* of the program or course of study for which the student is enrolled during the relevant period ('RP') [The RP is the number of days between the first day of the school year and Census Day]

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

- the student attended the school for less than the MPP 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.

A part-time student must be an Australian citizen, permanent resident, or person with appropriate resident status.

In each case where a student has attended the school for less than the MPP 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. All students who have not met minimum attendance requirements and are included in the Census are to be listed in the *Part-time students who did not attend the school during the relevant period for at least the Minimum Period Part-time (MPP) of the program or course of study for which the student is enrolled* section of the Census form.

For 2022, the days the student is enrolled to attend the school on a part-time basis from 31 January 2022 to 4 February 2022 can be counted as **attendance for all students** regardless of whether students are:

- not at school due to the school not providing education;
- at school for supervision as they are vulnerable or their parents are essential workers unable to work from home; or
- undertaking remote learning.

For example, if a student attends 4 days per week Monday to Thursday, the four days from 31 January 2022 to 3 February 2022 can be counted as attendance.

### Students to be excluded

- students who are not formally enrolled at the school;
- part-time students who have attended for less than the MPP 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);

## PART-TIME STUDENTS

- part-time distance education students;
- [full-time students](#);
- students who are registered, or provisionally registered, in Queensland for home education;
- children who are prohibited from engaging in studies as a condition of a visa;
- overseas students (refer to [Overseas students](#) in these Instructions);
- students on visitor visas, bridging visas with study limitations or no visa (refer to [Students on visitor visas, bridging visas with study limitations or no visa](#) in these Instructions);
- underage Prep Year students, unless the student is enrolled under the provisions outlined in section 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](#).

### Completing the part-time students page

Start by interrogating the school's data to see whether there are part-time students who did not attend the school during the relevant period for the Minimum Period Part-time ("MPP") of the program or course of study for which the students are enrolled.

For the purposes of the 2022 Census and due to the delayed start, schools can count the days that a student is enrolled to attend from 31 January 2022 to 4 February 2022 (the "initial part-time days") as attending rather than 'absence beyond the control'. This is an administrative measure to avoid schools having to enter students unnecessarily in this section.

When determining whether a student needs to be entered in this table, schools should collate the number of students who did not attend the school from 7 February 2022 to 25 February 2022 **for the MPP minus the initial part-time days**.

For example, a student attends 4 days per week Monday to Thursday. With the school year starting on Monday 31 January 2022 for Census purposes, the part-time days (PTD) are 16. The MPP will be 9 (16x11/20). The initial part-time days is 4 days. Therefore, if the student attended for 5 or more days, the student will automatically be eligible for inclusion as a part-time student and therefore does not need to be entered in this section.

**Part-time students who did not attend the school during the relevant period for at least the Minimum Period Part-time (MPP) of the program or course of study for which the student are enrolled**

If students fall into this category, answer the question *Did the school have part-time students who did not attend the school during the relevant period for the school for at least the Minimum Period Part-time of the program or course of study for which the students are enrolled?* with "Yes".

Did the school have part-time students who did not attend the school during the relevant period for the Minimum Period Part-time of the program or course of study for which the students are enrolled?

Info required! [Click here](#)

Select [Click here](#).

Please specify

\* Did the school have part-time students who did not attend the school during the relevant period for the Minimum Period Part-time of the program or course of study for which the students are enrolled?

OK

A new window will pop up. Provide the response “Yes”. Select the **OK** button.

A new section will be displayed titled *Part-time students who did not attend the school during the relevant period for at least the Minimum Period Part-time (MPP) of the program or course of study for which the students are enrolled.*

Enter each part-time student who was **attending the school for less than the minimum period** during the RP into this section on the Census form. This will allow you to determine if they are eligible for inclusion in the part-time count of the Census.

Student identifier <small>NB. This information must not explicitly identify any individual</small>	Year Level	Gender	Relevant Period (RP)	Part-time days (PTD)	Minimum Period Part-time (MPP)	Number of days attending (NDA)	Number of days absent beyond control (ARBC)	Number of days absent within control (ARWC)	Eligible for inclusion as a part-time student	Beyond Control Reason/s	Within Control Reason/s	Add
Info required! <a href="#">Click here</a>												

To start entering a student, select the **Add** button or [Click here](#).

**Part-time student**

Fields marked \* are mandatory.

\* Student identifier

\* Part-time days (PTD)

\* Year Level

Minimum Period Part-time (MPP)

\* Gender

\* Number of days attending (NDA)

Relevant period (RP)

\* Number of days absent beyond control (ARBC)

\* Number of days absent within control (ARWC)

Eligible for inclusion as a part-time student

Part-time days (PTD) - The number of days the student is enrolled to attend the school on a part-time basis during the RP  
For example, Ella, a part-time student, is enrolled to attend school Monday to Wednesday of each week. School opened on Wednesday, 27 January 2021, so the PTD for Ella is 13

Minimum Period Part-time (MPP) - This is calculated using the formula:  $MPP = PTD \times 11 / RP$   
For example, as calculated immediately above, the PTD for Ella is 13. The RP for her school is 23.  $MPP = 13 \text{ days} \times (11/23) = 6.22 \text{ days} - \text{rounded up to 7 days}$

OK

A new window will pop up. Enter all of the information as requested. All fields are mandatory.

- **Student Identifier** – Enter a unique student identifier, which does not explicitly identify any individual.
- **Year Level** – Select the year level of the student from the drop-down menu.
- **Gender** – Select the gender of the student from the drop-down menu.

## PART-TIME STUDENTS

- **Relevant Period (RP)** – Automatically calculated from the *Start date* entered in the *Full-time students* section of the Census form.
- **Part-time days (PTD)** – Enter the number of days the student is enrolled to attend the school on a part-time basis during the **RP**.  
For example, if a student attends 4 days per week Monday to Thursday and the school started the school year on Monday 31 January 2021, then the PTD is 16.
- **Minimum Period Part-time (MPP)** – Automatically calculated from the RP and PTD (see example below).
- **Number of days attending (NDA)** – Include here the initial part-time days from 31 January 2022 to 4 February 2022 plus the number of days the student was attending the school from 7 February 2022 to 25 February 2022.
- **Number of days absent beyond control (ARBC)** – Enter the number of days the student was absent where the reason was beyond the control of the student, parent or guardian from 7 February 2022 to 25 February 2022.
- **Number of days absent within control (ARWC)** – Enter the number of days the student was absent where the reason was within the control of the student, parent or guardian from 7 February 2022 to 25 February 2022.
- **Eligible for inclusion as a part-time student** – Automatically calculated from the **RP**, **PTD** and **MPP** calculations. This will tell you whether the student can be included in the Census despite not having attended for the **MPP**.
- **Beyond Control Reason/s** – Enter a relevant reason/s for any beyond control absence that you have stated in **ARBC**.  
For example, if a student was absent for 10 days in total and two days were absences beyond the control, select a reason from *Beyond Control Reason/s* from the drop-down on the Census form. If the relevant reason is not listed, choose “Other”.
- **Within Control Reason/s** – Enter a relevant reason/s for any absences that were within the control that you have stated in **ARWC**.  
For example, if a student was absent for 16 days in total and 12 days were absences within the control for two separate reasons (for example, planned holiday and transferred from other school, but reason within the control) select the two reasons from *Within Control Reason/s* from the drop-down on the Census form. If the relevant reasons is not listed, choose “Other”.

Days absent (ARBC + ARWC) + days attending must equal the Part-time days.

### Formula MPP

\* **Minimum period part-time ('MPP')**: This figure is calculated automatically from data entered into the Census form. It is calculated as follows:

To determine the MPP, 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 MPP must be rounded up to a whole number.

$$\text{Formula: MPP} = \text{PTD} \times (11/\text{RP})$$

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:

*Levi, a part-time student, is enrolled to attend a non-State school Tuesday to Friday of each week. The school opened on, Monday, 31 January 2022, so the RP for that school is 20 days. For Levi, there are 16 days in his educational program over the RP. This is his PTD.*

$$\begin{aligned}\text{MPP} &= 16 \text{ days} \times (11/20) \\ &= 8.8 \text{ days rounded up to 9 days.}\end{aligned}$$

*Levi's MPP is therefore nine days. Note that a part day is taken to be one whole day for the purpose of calculating MPP and PTD.*

## Examples

**Maya: Part-time enrolment – automatically eligible – no need to enter in table**

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

Maya is enrolled to attend Monday to Thursday. The RP is 20 days. Maya has 16 days in her educational program over the RP. This is her PTD.

$$MPP = 16 \text{ days} \times (11/20)$$

$$= 8.8 \text{ days rounded up to 9 days.}$$

Maya started school on 7 February 2022. She attended for six days up until and including 15 February 2022, but then a medical condition prevented her from attending for the remainder of February.

With the initial four days from 31 January 2022 to 3 February 2022, she is automatically eligible for inclusion in the Census as she has attended for at least her 9 days minimum period part-time (initial four part-time days and six days actual attendance).

Maya does not need to be entered in the table.

**Martha: Part-time enrolment – eligible – enter in table**

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

Martha is enrolled to attend Tuesday to Thursday. The RP is 20 days. Martha has 12 days in her educational program over the RP. This is her PTD.

$$MPP = 12 \text{ days} \times (11/20)$$

$$= 6.6 \text{ days rounded up to 7 days.}$$

She went on a planned holiday with her family returning home on 16 February 2022. On her return she got sick and was unable to come to school on 17 February 2022. She took a COVID-19 test the next day and got a positive result. She went into isolation and was unable to return to school until after Census day.

Decision: Martha is eligible to be included as the four days of illness and isolation were beyond the control of her parents.

Martha needs to be entered in the table as illustrated below as she only attended for three days (initial three part-time days). Together with her four absence days beyond the control between 7 February 2022 and 25 February 2022, she meets her seven days minimum period part-time and is eligible for inclusion.

Part-time student

Fields marked \* are mandatory.

\* Student identifier: Mar2345

\* Year Level: Year 3

\* Gender: Female

Relevant period (RP): 20

\* Part-time days (PTD): 12

Minimum Period Part-time (MPP): 7

\* Number of days attending (NDA): 3

\* Number of days absent beyond control (ARBC): 4

\* Number of days absent within control (ARWC): 5

Eligible for inclusion as a part-time student: Yes

\* Beyond Control Reason/s  
Please select up to three beyond control reasons. Click next to an existing reason to add multiple reasons.  
☐ Pandemic ☒ Student illness ☐

\* Within Control Reason/s  
Please select up to three within control reasons. Click next to an existing reason to add multiple reasons.  
☒ Planned travel/holiday ☐

Part-time days (PTD) – The number of days the student is enrolled to attend the school on a part-time basis during the RP.  
For example, Ella, a part-time student, is enrolled to attend school Monday to Wednesday of each week. School opened on Wednesday, 27 January 2022, so the PTD for Ella is 13.

Minimum Period Part-time (MPP) – This is calculated using the formula:  $MPP = PTD \times 11 / RP$   
For example, as calculated immediately above, the PTD for Ella is 13. The RP for her school is 23.  $MPP = 13 \text{ days} \times (11/23) = 6.22 \text{ days} - \text{rounded up to 7 days}$

OK

## PART-TIME STUDENTS

All part-time students were attending the school during the relevant period for at least the Minimum Period Part-time (MPP) of the program or course of study for which the students are enrolled

Answer the question Did the school have part-time students who did not attend the school during the relevant period for the school for at least the Minimum Period Part-time of the program or course of study for which the students are enrolled? with “No”.

Did the school have part-time students who did not attend the school during the relevant period for the Minimum Period Part-time of the program or course of study for which the students are enrolled?

Info required! [Click here](#)

Select [Click here](#).

Please specify

\* Did the school have part-time students who did not attend the school during the relevant period for the Minimum Period Part-time of the program or course of study for which the students are enrolled?

OK

A new window will pop up. Provide the response “No”. Select the **OK** button.

### Eligible primary and secondary part-time students

Enter each eligible part-time student individually into the *Eligible primary part-time students (Prep Year to Year 6)* section on the Census form or the *Eligible secondary part-time students (Year 7 to Year 12)* section. Include the **Yes** students from the *Part-time students who did not attend the school during the relevant period for at least the Minimum Period Part-time (MPP) of the program or course of study for which the student are enrolled* section of the Census form.

#### Eligible primary part-time students

M - Male F - Female U - Unspecified

Year level	Gender	Hours attending	Hours full-time	FTE calculated	Add
------------	--------	-----------------	-----------------	----------------	-----

#### Eligible secondary part-time students

M - Male F - Female U - Unspecified

Year level	Gender	Hours attending	Hours full-time	FTE calculated	Add
------------	--------	-----------------	-----------------	----------------	-----

Select the **Add** button.

Primary part-time student

Fields marked \* are mandatory.

\* Year level

\* Gender

\* Hours attending

\* Hours full-time

FTE calculated

Hours attending - Hours attending during five continuous school days within the RP.  
For example if a student attends 4 days per week Monday to Thursday 6 hours per day, hours attending is 24.

Hours full-time - Hours normally attended by a full-time student during five continuous school days within the RP. For example if a student attends 6 hours per day in any five continuous school day period during the RP, the full-time hours are 30.

FTE - Full-time equivalent

OK

Enter each student 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. All students that are not eligible (for example, where the column *Eligible for inclusion in the Census as a part-time student* = **No**) are not to be included anywhere on the form.

Students entered here will be added to the summary Headcount and FTE tables at the bottom of the page.

Please refer to the individual needs category sections for entering part-time [ESL](#), [Indigenous](#), [SWD](#), [Students from isolated zones](#) and [boarding students](#).

## PART-TIME STUDENTS

Summary - Eligible primary part-time students								
M - Male F - Female U - Unspecified								
Primary	Headcount				FTE			
As at	M	F	U	Total	M	F	U	Total
Prep Year	0	0	0	0	0	0	0	0.00
Year 1	0	0	0	0	0	0	0	0.00
Year 2	0	0	0	0	0	0	0	0.00
Year 3	0	0	0	0	0	0	0	0.00
Year 4	0	0	0	0	0	0	0	0.00
Year 5	0	0	0	0	0	0	0	0.00
Year 6	0	0	0	0	0	0	0	0.00
Total	0	0	0	0	0	0	0	0

Summary - Eligible secondary part-time students								
M - Male F - Female U - Unspecified								
Secondary	Headcount				FTE			
As at	M	F	U	Total	M	F	U	Total
Year 7	0	0	0	0	0	0	0	0.00
Year 8	0	0	0	0	0	0	0	0.00
Year 9	0	0	0	0	0	0	0	0.00
Year 10	0	0	0	0	0	0	0	0.00
Year 11	0	0	0	0	0	0	0	0.00
Year 12	0	0	0	0	0	0	0	0.00
Total	0	0	0	0	0	0	0	0

Summary - Eligible part-time students								
M - Male F - Female U - Unspecified								
	Headcount				FTE			
As at	M	F	U	Total	M	F	U	Total
Total	0	0	0	0	0	0	0	0

### Reference period

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



## English as a second language (ESL) assistance

ESL students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop proficiency in English. These students need support with written or spoken English in order to access the curriculum.

For an ESL student to be included on the Census form, they must have been assessed as requiring assistance before Census Day, whether they are receiving support or not. The principal is the final decision-maker, but any qualified person can undertake the assessment of whether a student receives support. Usually this would be a specialist ESL or learning support teacher.

Identification of students needing support should be done at least on an annual basis. This identification could be through any one of a range of processes, for example, through observation and analysis of work samples by the classroom teacher, through observations of the student by the principal or other qualified teacher, through the results of targeted assessment (for example, *National Languages and Literacy Institute of Australia ESL bandscales*) or through any other appropriate process specific for ESL. Documentation supporting the principal's identification process (including, at a minimum, the basis for the decision) must be kept 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). 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. 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](#).

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;
- overseas students who require ESL assistance (refer to [Overseas Students](#) in these Instructions); and
- students on visitor visas, bridging visas with study limitations or no visa who require ESL assistance (refer to [Students on visitor visas, bridging visas with study limitations or no visa](#) in these Instructions)

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 [NSSAB Secretariat](#).

## STUDENTS WITH SPECIAL NEEDS

### Completing the ESL fields

#### ESL students who attend the school full-time

If you selected *English as a Second Language (ESL) students in need of language assistance* in the [Student profile](#), and one or more ESL students attend the school full-time, you will need to complete the ESL column under *Eligible primary/secondary full-time students*. All boxes that need to be completed appear red in colour and turn white once completed.

Eligible primary full-time students						Eligible secondary full-time students					
Set empty fields to 0						Set empty fields to 0					
As at	Male	Female	Unspecified	Total	ESL	As at	Male	Female	Unspecified	Total	ESL
Prep Year	1	1	1	3	1	Year 7	5	5	0	10	1
Year 1	1	1	0	2	2	Year 8	5	3	0	8	1
Year 2	1	1	2	4	2	Year 9	3	6	0	9	0
Year 3	2	0	0	2	0	Year 10	0	5	0	5	0
Year 4	0	2	0	2	0	Year 11	3	1	1	5	0
Year 5	0	3	0	3	0	Year 12	3	3	0	6	0
Year 6	0	3	0	3	0	Total Secondary	19	23	1	43	2
Total Primary	5	11	3	19	5						

Enter all *Eligible ESL primary/secondary full-time students* according to their year of schooling. The number of ESL students cannot exceed the total number of students in the year level.

You can select the **Set empty fields to 0** button, once you have entered all students to populate the remaining fields with "0".

#### ESL students who attend the school part-time

If you selected *English as a Second Language (ESL) students in need of language assistance* in the [Student profile](#), and one or more ESL students attend the school part-time, you will need to complete the ESL checkbox when you enter a student as a part-time student and that student is an ESL student.

Fields marked \* are mandatory.

* Year level	Year 9	ESL	<input checked="" type="checkbox"/>
* Gender	Male	Indigenous	<input type="checkbox"/>
* Hours attending	24	SWD	<input type="checkbox"/>
* Hours full-time	30	Isolation (Remote)	<input type="checkbox"/>
FTE calculated	0.8	Isolation (Very remote)	<input type="checkbox"/>
		Boarding	<input type="checkbox"/>

**Hours attending** - Hours attending during five continuous school days within the RP.  
For example if a student attends 4 days per week Monday to Thursday 6 hours per day, hours attending is 24.

**Hours full-time** - Hours normally attended by a full-time student during five continuous school days within the RP. For example if a student attends 6 hours per day in any five continuous school day period during the RP, the full-time hours are 30.

**FTE** - Full-time equivalent

After selecting the **OK** button, the part-time student's FTE will be added to the summary ESL column.

## 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.

## Completing the Indigenous students fields

### Indigenous students who attend the school full-time

If you selected *Indigenous students* in the [Student profile](#), and one or more Indigenous students attend the school full-time, you will need to complete the Indigenous column under *Eligible primary/secondary full-time students*. All boxes that need to be completed appear red in colour and turn white once completed.

#### Eligible primary full-time students

Set empty fields to 0

As at	Male	Female	Unspecified	Total	Indigenous
Prep Year	1	1	1	3	1
Year 1	1	1	0	2	0
Year 2	1	1	2	4	1
Year 3	2	0	0	2	0
Year 4	0	2	0	2	1
Year 5	0	3	0	3	1
Year 6	0	3	0	3	1
Total Primary	5	11	3	19	5

#### Eligible secondary full-time students

Set empty fields to 0

As at	Male	Female	Unspecified	Total
Year 7	5	5	0	10
Year 8	5	3	0	8
Year 9	3	6	0	9
Year 10	0	5	0	5
Year 11	3	1	1	5
Year 12	3	3	0	6
Total Secondary	19	23	1	43

Enter all *Eligible Indigenous primary/secondary full-time students* according to their year of schooling. The number of Indigenous students cannot exceed the number of students in the year level.

You can select the **Set empty fields to 0** button, once you have entered all students to populate the remaining fields with "0".

### Indigenous students who attend the school part-time

If you selected *Indigenous students* in the [Student profile](#), and one or more Indigenous students attend the school part-time, you will need to complete the Indigenous checkbox when you enter a student as a part-time student and that student is an Indigenous student.

## STUDENTS WITH SPECIAL NEEDS

Fields marked \* are mandatory.

* Year level	<input type="text" value="Year 9"/>	ESL	<input type="checkbox"/>
* Gender	<input type="text" value="Male"/>	Indigenous	<input checked="" type="checkbox"/>
* Hours attending	<input type="text" value="24"/>	SWD	<input type="checkbox"/>
* Hours full-time	<input type="text" value="30"/>	Isolation (Remote)	<input type="checkbox"/>
FTE calculated	<input type="text" value="0.8"/>	Isolation (Very remote)	<input type="checkbox"/>
		Boarding	<input type="checkbox"/>

**Hours attending** - Hours attending during five continuous school days within the RP.

For example if a student attends 4 days per week Monday to Thursday 6 hours per day, hours attending is 24.

**Hours full-time** - Hours normally attended by a full-time student during five continuous school days within the RP. For example if a student attends 6 hours per day in any five continuous school day period during the RP, the full-time hours are 30.

**FTE** - Full-time equivalent

After selecting the **OK** button, the part-time student's FTE will be added to the summary Indigenous column.



## 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.

**Note:** All students enrolled at and attending a non-State school accredited for special education are eligible to be included as students with disability, regardless of whether the verification process is completed by Census Day. This does not remove the requirement for the verification process to be completed for all students with disability at non-State schools accredited for special education. If a student subsequently fails to meet the verification requirements, it is the governing body's responsibility to inform the Board and the department so that the data can be amended and any action necessary be taken.

To ensure a student with disability is eligible for inclusion in the Census, **the student must be verified by Census Day** (excluding students enrolled at and attending a non-State school accredited for special education whose verification can be completed after Census Day). Verification is the process 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 Education Adjustment Program (EAP) categories. The verification has to be completed by Census Day and the verification cannot have expired. A student's verification will expire if it is not reviewed within two years of the stated review date.

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 WITH SPECIAL NEEDS

### 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);
- students at non-State schools accredited for primary and/or secondary education not verified on Census Day;
- overseas students (refer to [Overseas students](#) in these Instructions); and
- students on visitor visas, bridging visas with study limitations or no visa (refer to [Students on visitor visas, bridging visas with study limitations or no visa](#) in these Instructions);

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 [NSSAB Secretariat](#).

### Completing the SWD fields and SWD page

#### SWD students who attend the school full-time

If you selected *Students with disability (SWD)* in the [Student profile](#), and one or more SWD students attend the school full-time, you will need to complete the SWD column under *Eligible primary/secondary full-time student*. All boxes that need to be completed appear red in colour and turn white once completed.

Eligible primary full-time students						Eligible secondary full-time students					
Set empty fields to 0						Set empty fields to 0					
As at	Male	Female	Unspecified	Total	SWD	As at	Male	Female	Unspecified	Total	SWD
Prep Year	1	1	1	3	1	Year 7	5	5	0	10	1
Year 1	1	1	0	2	1	Year 8	5	3	0	8	1
Year 2	1	1	2	4	1	Year 9	3	6	0	9	0
Year 3	2	0	0	2	0	Year 10	0	5	0	5	0
Year 4	0	2	0	2	0	Year 11	3	1	1	5	0
Year 5	0	3	0	3	0	Year 12	3	3	0	6	0
Year 6	0	3	0	3	0	Total Secondary	19	23	1	43	2
Total Primary	5	11	3	19	3						

Enter all *Eligible SWD primary/secondary full-time students* according to their year of schooling. The number of SWD students cannot exceed the number of students in the year level.

You can select the **Set empty fields to 0** button once you have entered all students to populate the remaining fields with “0”.

After entering the numbers, the [Students with disability page](#) will prepopulate with the relevant number of rows for completion.

### SWD students who attend the school part-time

If you selected *Students with disability (SWD)* in the [Student profile](#), and one or more SWD students attend the school part-time, you will need to complete the SWD checkbox when you enter a student as a part-time student and that student is a student with disability.

**Secondary part-time student**

Fields marked \* are mandatory.

* Year level	Year 9	ESL	<input type="checkbox"/>
* Gender	Male	Indigenous	<input type="checkbox"/>
* Hours attending	24	SWD	<input checked="" type="checkbox"/>
* Hours full-time	30	Isolation (Remote)	<input type="checkbox"/>
FTE calculated	0.80	Isolation (Very remote)	<input type="checkbox"/>
		Boarding	<input type="checkbox"/>

Hours attending - Hours attending during five continuous school days within the RP.  
For example if a student attends 4 days per week Monday to Thursday 6 hours per day, hours attending is 24.

Hours full-time - Hours normally attended by a full-time student during five continuous school days within the RP. For example if a student attends 6 hours per day in any five continuous school day period during the RP, the full-time hours are 30.

FTE - Full-time equivalent

OK

After selecting the **OK** button, the part-time student's FTE will be added to the summary SWD column and the [Students with disability page](#) will prepopulate with the relevant number of rows for completion.

### Students with disability page

EAP by Impairment Category										
Full-time or Part-time	Student	Age as at	Autism Spectrum Disorder	Hearing Impairment	Intellectual Disability	Physical Impairment	Speech-Language Impairment	Vision Impairment	Social Emotional Disorder	Add
Full-time	Info required! <a href="#">Click here</a>									
Full-time	Info required! <a href="#">Click here</a>									
Full-time	Info required! <a href="#">Click here</a>									
Full-time	Info required! <a href="#">Click here</a>									

The system will generate the required number of SWD rows (as entered in the previous screens). Each line represents a student and will need to be completed with their EAP.

If there are not enough or too many rows, you may need to adjust the number of SWDs on either the full-time students or part-time students page.

Click the **Add** button or [Click here](#) to enter the details of each student. A new window will pop up. Enter the relevant information per SWD.



## STUDENTS WITH SPECIAL NEEDS

Student with disability

Fields marked \* are mandatory.

\* Full-time or Part-time

\* Age as at the Census Day

At least one impairment category must have a value of EAP. Empty categories will be automatically set to N/A.

Autism Spectrum Disorder	<input type="text"/>	Speech-Language Impairment	<input type="text"/>
Hearing Impairment	<input type="text"/>	Vision Impairment	<input type="text"/>
Intellectual Disability	<input type="text"/>	Social Emotional Disorder	<input type="text"/>
Physical Impairment	<input type="text"/>		

At least one impairment category must have a value of EAP.

OK

Cancel











A new window will pop up. Enter all of the information as requested. Multiple impairments can be selected per student.


- **Full-time or Part-time** – Select either full-time or part-time – Mandatory field.
- **Age as at the Census Day** – Select the age of the student (as at Census day) from the drop-down menu- Mandatory field.
- **Autism Spectrum Disorder** – Select EAP if the student has been verified for Autism Spectrum Disorder from the drop-down menu.
- **Hearing Impairment** – Select EAP if the student has been verified for Hearing Impairment from the drop-down menu.
- **Intellectual Disability** – Select EAP if the student has been verified for Intellectual Disability from the drop-down menu.
- **Physical Impairment** – Select EAP if the student has been verified for Physical Impairment from the drop-down menu.
- **Speech-Language Impairment** – Select EAP if the student has been verified for Speech-Language Impairment from the drop-down menu.
- **Vision Impairment** – Select EAP if the student has been verified for Vision Impairment from the drop-down menu.
- **Social Emotional Disorder** - Select EAP if the student has been verified for Social Emotional Disorder from the drop-down menu.

Click the **OK** button when all categories have been entered. If a category is left blank, the system will automatically set blank fields to N/A. Continue until all lines have been completed.




## STUDENTS WITH SPECIAL NEEDS

EAP by Impairment Category										
Full-time or Part-time	Student	Age as at	Autism Spectrum Disorder	Hearing Impairment	Intellectual Disability	Physical Impairment	Speech-Language Impairment	Vision Impairment	Social Emotional Disorder	Add
Full-time	1	6	EAP	N/A	N/A	N/A	N/A	N/A	N/A	 
Full-time	2	8	EAP	N/A	N/A	N/A	N/A	N/A	N/A	 
Full-time	3	10	N/A	N/A	N/A	EAP	N/A	N/A	N/A	 
Full-time	4	10	N/A	N/A	N/A	N/A	N/A	EAP	N/A	 
Full-time	5	12	EAP	EAP	EAP	EAP	N/A	N/A	N/A	 

If you need to delete an entry, select the bin icon  against the student you wish to delete. A new window will pop-up. Click the **Yes** button if you wish to delete the line.

**Please confirm**

Are you sure you would like to delete this record?

If you need to amend the details for a student select the pencil icon  and the pop-up screen will appear. Edit the details and select the **OK** button to finish.

**Student with disability**

Fields marked \* are mandatory.

\* Full-time or Part-time

\* Age as at the Census Day

At least one impairment category must have a value of EAP. Empty categories will be automatically set to N/A.

Autism Spectrum Disorder	<input type="text" value="EAP"/>	Speech-Language Impairment	<input type="text" value="N/A"/>
Hearing Impairment	<input type="text" value="N/A"/>	Vision Impairment	<input type="text" value="N/A"/>
Intellectual Disability	<input type="text" value="N/A"/>	Social Emotional Disorder	<input type="text" value="N/A"/>
Physical Impairment	<input type="text" value="N/A"/>		

Select the **Next** button once you have completed all fields.

## STUDENTS FROM ISOLATED ZONES

### 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.

A [map of student isolation](#) is shown on the next page.

Only students whose home address is designated **Remote Australia** or **Very Remote Australia** should be included in this section of the Census form.

**Note:** Areas in and around Cloncurry and Mount Isa may be designated as either Remote Australia or Very Remote Australia. Schools with students from these areas should use the Australian Bureau of Statistics (ABS) [mapping tool](#) to determine the designation of the home addresses of these students. The tool is available at <http://www.abs.gov.au/websitedbs/censushome.nsf/home/map>.

Examples of the address searches:

The image displays two screenshots of the ABS AddressSearch tool. Both screenshots show the search results for a specific address in Mount Isa, QLD 4825. The left screenshot shows the search for '132 Powerhouse Road'. The results list 'Very Remote Australia Remoteness Areas(RA)' as the selected category, with a blue callout box pointing to it that says 'INCLUDE in Very Remote Australia'. The right screenshot shows the search for '9 Isa Street'. The results list 'Remote Australia Remoteness Areas(RA)' as the selected category, with a green callout box pointing to it that says 'INCLUDE in Remote Australia'.

The results of the searches must be retained by the school for audit purposes.

#### Interstate students

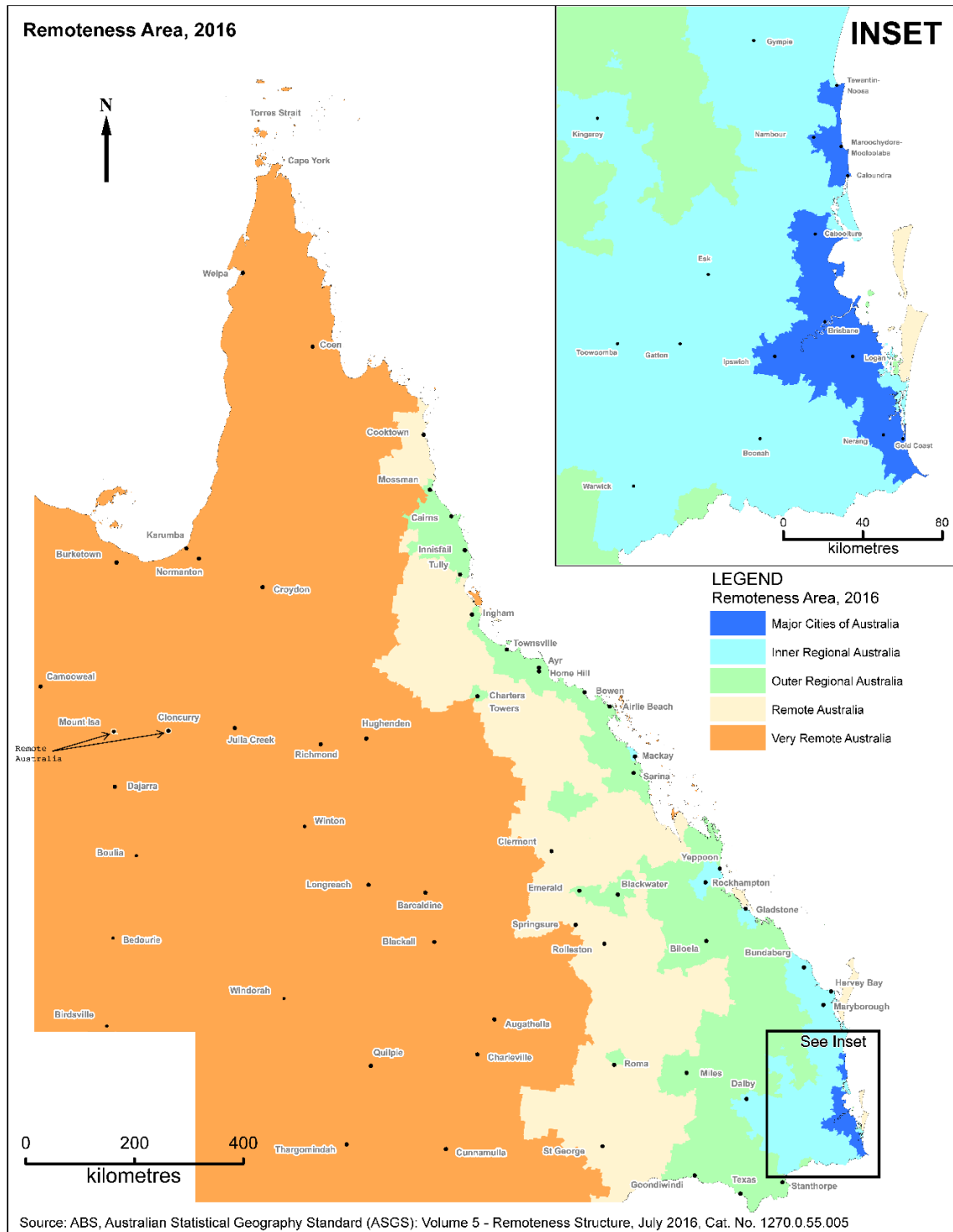
For students from another State or Territory, use the ABS mapping tool to determine isolation.

Note: This is not applicable for students in distance education.

If you require clarification of eligibility, please contact the [NSSAB Secretariat](#).

#### Students to be excluded

- students whose home address is located in Outer Regional Australia, Inner Regional Australia or Major Cities of Australia;
- overseas students (refer to [Overseas students](#) in these Instructions); and
- 'Students on visitor visas, bridging visas with study limitations or no visa' (refer to [Students on visitor visas, bridging visas with study limitations or no visa](#) in these Instructions).


<http://www.qgso.qld.gov.au>
<http://creativecommons.org/licenses/by/4.0>  
(c) The State of Queensland (Queensland Treasury) 2018


## STUDENTS FROM ISOLATED ZONES

### Completing the Isolated students fields

#### Isolated students who attend the school full-time

If you selected *Students from isolated (remote) zones* or *Students from isolated (very remote) zones* in the [Student profile](#), and the isolated students attend the school full-time, you will need to complete the Isolation (Remote) or Isolation (Very remote) column under *Eligible primary/secondary full-time students*.

You may enter one or both of these depending on the student's home address when not attending school.

All boxes that need to be completed appear red in colour and turn white once completed.

#### Eligible primary full-time students

Set empty fields to 0

As at	Male	Female	Unspecified	Total	Isolation (Remote)	Isolation (Very remote)
Prep Year	1	1	1	3	0	1
Year 1	1	1	0	2	1	1
Year 2	1	1	2	4	0	1
Year 3	2	0	0	2	1	1
Year 4	0	2	0	2	0	0
Year 5	0	3	0	3	1	0
Year 6	0	3	0	3	0	0
Total Primary	5	11	3	19	3	4

#### Eligible secondary full-time students

Set empty fields to 0

As at	Male	Female	Unspecified	Total	Isolation (Remote)	Isolation (Very remote)
Year 7	5	5	0	10	0	1
Year 8	5	3	0	8	1	0
Year 9	3	6	0	9	0	0
Year 10	0	5	0	5	1	0
Year 11	3	1	1	5	0	0
Year 12	3	3	0	6	0	1
Total Secondary	19	23	1	43	2	2

Enter all *Eligible isolated primary/secondary full-time students* that are either "Remote" or "Very remote" according to their year of schooling. The number of isolated students cannot exceed the number of students in the year level.

You can select the **Set empty fields to 0** button once you have entered all students to populate the remaining fields with "0".

#### Isolated students who attend the school part-time

If you selected *Students from isolated (remote) zones* or *Students from isolated (very remote) zones* in the [Student profile](#), and one or more isolated students attend the school part-time, you will need to complete the Isolation (Remote) or Isolation (Very remote) checkbox when you enter a student as a part-time student and that student is an isolated student. You cannot select both for the same student.

Fields marked \* are mandatory.

\* Year level

Year 9

\* Gender

Male

\* Hours attending

24

\* Hours full-time

30

FTE calculated

0.8

ESL

☐

Indigenous

☐

SWD

☐

Isolation (Remote)

☒

Isolation (Very remote)

☐

Boarding

☐

After selecting the **OK** button, the part-time student's FTE will be added to the summary Isolation column.



### Boarding students and Boarding fee concessions

#### Boarding students

Only schools accredited to enrol boarding students 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 or another school as approved by the Board.

#### Students to be excluded

- boarding students who do not attend the school for tuition, unless a formal agreement has been approved by the Board;
- overseas students (refer to [Overseas students](#) in these Instructions); and
- Students on visitor visas, bridging visas with study limitations or no visa (refer to [Students on visitor visas, bridging visas with study limitations or no visa](#) in these Instructions).

#### Boarding fee concessions

Data from **2021 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

### Completing the Boarding students fields and Boarding fee concessions page

#### Boarding students who attend the school full-time

If your school is accredited for boarding students, and one or more boarding students attend the school full-time, you will need to complete the Boarding column under *Eligible primary/secondary full-time students*. All boxes that need to be completed appear red in colour and turn white once completed.

Eligible primary full-time students						Eligible secondary full-time students					
Set empty fields to 0						Set empty fields to 0					
As at	Male	Female	Unspecified	Total	Boarding	As at	Male	Female	Unspecified	Total	Boarding
Preparatory Year	22	23	0	45	0	Year 7	30	40	0	70	10
Year 1	12	27	1	40	0	Year 8	30	2	0	32	5
Year 2	15	17	0	32	1	Year 9	30	5	0	35	5
Year 3	18	12	0	30	0	Year 10	30	40	0	70	5
Year 4	20	10	1	31	5	Year 11	30	5	0	35	1
Year 5	23	22	1	46	4	Year 12	5	5	0	10	0
Year 6	12	18	0	30	5	Total Secondary	155	97	0	252	26
Total Primary	122	129	3	254	15						

Enter all *Eligible primary/secondary full-time students* that are boarding according to their year of schooling. The number of boarding students cannot exceed the number of students in the year level.

You can select the **Set empty fields to 0** button once you have entered all students to populate the remaining fields with "0".

#### Boarding students who attend the school part-time

If your school is accredited for boarding students, and one or more boarding students attend the school part-time, you will need to complete the Boarding checkbox when you enter a student as a part-time student and that student is a boarding student.

Fields marked \* are mandatory.

* Year level	Year 9	ESL	<input type="checkbox"/>
* Gender	Male	Indigenous	<input type="checkbox"/>
* Hours attending	24	SWD	<input type="checkbox"/>
* Hours full-time	30	Isolation (Remote)	<input type="checkbox"/>
FTE calculated	0.8	Isolation (Very remote)	<input type="checkbox"/>
		Boarding	<input checked="" type="checkbox"/>

**Hours attending** - Hours attending during five continuous school days within the RP.  
For example if a student attends 4 days per week Monday to Thursday 6 hours per day, hours attending is 24.

**Hours full-time** - Hours normally attended by a full-time student during five continuous school days within the RP. For example if a student attends 6 hours per day in any five continuous school day period during the RP, the full-time hours are 30.

**FTE** - Full-time equivalent

After selecting the **OK** button, the part-time student's FTE will be added to the summary Boarding column.

## BOARDING STUDENTS & BOARDING FEE CONCESSIONS

### Accredited for Boarding, no Boarding student enrolments

If the school is accredited for Boarding, but has no Boarding student enrolments in 2022, please enter 0 for all Boarding fields. This will not cause a validation error.

Boarding
0
0
0
0
0
0
0

### Boarding only site, no classroom or distance education

Schools that have a site that is accredited for boarding only will not be completing a census form for that site. All boarding students are to be included on the host centre census form or other associated facility that is accredited for boarding.

If no other site is accredited for boarding, please contact the [NSSAB Secretariat](#). You will need to provide this information manually.

### Boarding fee concessions

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

Secondary Boarding fee concessions			
Set empty fields to 0			
Year level	Average Boarding Enrolment	Boarding Fee (\$)	Notional Boarding Fee Income
Year 7	5	\$4000	\$20,000
Year 8	8	\$4000	\$32,000
Year 9	3	\$4000	\$12,000
Year 10	2	\$4000	\$8,000
Year 11	2	\$4000	\$8,000
Year 12	1	\$4000	\$4,000
Total	21		\$84,000

**2021 Average Boarding Enrolment:** Schools should use the data on boarding enrolments provided in the 2021 Census for the Australian Government Department of Education (DE). Where the boarding enrolment in the DE census varies by 10 per cent or more from the boarding enrolment at the beginning of Semester 1 2021, 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.

**2021 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 *2021 Average Boarding Enrolment* by the *2021 Boarding Fee* for each year level.



## BOARDING STUDENTS & BOARDING FEE CONCESSIONS

### Totals (Calculated)

Total Average Boarding Enrolment (2020)	21
Total Notional Boarding Fee Income (2020)	\$294,000
Notional boarding fee per student	\$14,000

**Total Average Boarding Enrolment (2021) (calculated):** is calculated by adding all the individual year level enrolments at *2021 Average Boarding Enrolment*.

**Total Notional Boarding Fee Income (2021) (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 fee concessions.

**Notional boarding fee per student (calculated):** is calculated by dividing the *Total Notional Boarding Fee Income (2021)* by *Total Average Boarding Enrolment (2021)*.

### Accounting method

Accounting method used for the financial figures in this section [Info required!](#) [Click here](#)

Next add in the *Accounting method* by clicking the [Edit](#) button.

If selecting the 'Accounting method' from the drop down, complete the information required.

### Accrual accounting only:

**Total Boarding fee concessions, including actual bad debt 'write-off' to provision account (2021 school year):** to obtain all boarding fee concessions, including bad debt provisions that apply to the 2021 school year.

**Boarding fee concessions granted for church membership (2021):** The amount which has been granted as concessions for church or parish membership during 2021.



## BOARDING STUDENTS & BOARDING FEE CONCESSIONS

**Boarding fee concessions for all non-hardship/non-sibling reasons (2021):** 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.

Select the **OK** button. The information will now appear.

<b>Accrual accounting</b>	
Total boarding fee concessions, including actual bad debt "write-off" to provision account ( school year)	\$20,000
Boarding fee concessions granted for church membership ( )	\$0
Boarding fee concessions for all non-hardship/non-sibling reasons	\$0
Fee concessions minus concessions that are not included in the final computation	\$20,000
Fee concessions FTE	1.4
(Total Notional Boarding Fee Income ÷ Total Average Boarding Enrolment)	

If selecting 'Cash Accounting' from the drop down, complete the information required.

Boarding fee concessions - Accounting

Accounting method used for the financial figures in this section

Cash accounting

Cash accounting

Total boarding fees collected for

0

Boarding fee concessions granted for church membership ( )

0

Boarding fee concessions for all non-hardship/non-sibling reasons

0

OK

Cancel

**Cash accounting only:**

Boarding fee concessions - Accounting

Accounting method used for the financial figures in this section

Cash accounting

Cash accounting

Total boarding fees collected for

0

Boarding fee concessions granted for church membership ( )

0

Boarding fee concessions for all non-hardship/non-sibling reasons

0

OK

Cancel

<b>Cash accounting</b>	
Total boarding fees collected for	\$10,000
Notional boarding fee concessions to ALL students in: (Total Notional Boarding Fee Income - Total boarding fees collected)	\$284,000
Boarding fee concessions granted for church membership ( )	\$10,000
Boarding fee concessions for all non-hardship/non-sibling reasons	\$0
Fee concessions minus concessions that are not included in the final computation	\$274,000
Fee concessions FTE	19.6

## BOARDING STUDENTS & BOARDING FEE CONCESSIONS

**Total boarding fees collected for 2021:** is collected as boarding fees for 2021. The figure should be readily derived from examination of a 2021 financial statement. Monies collected in 2021 that relate to the 2020 school year should be included.

**Notional boarding fee concessions to ALL students in 2021 (calculated):** is obtained by deducting total boarding fees collected from total notional boarding fee income.

**Fee concessions minus concessions that are not included in the final computation (calculated):** *Notional boarding fee concessions to ALL students in 2021 minus Boarding fee concessions for church membership/ non-hardship/non-sibling reasons (2021).*

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.

### No Boarding fee concessions data available from 2021

If there are no Boarding fee concession data available from 2021, please enter 0 for the Boarding fee concessions fields.

Secondary Boarding fee concessions			
Set empty fields to 0			
Year level	Average Boarding Enrolment	Boarding Fee (\$)	Notional Boarding Fee Income
Year 7	0	0	\$0
Year 8	0	0	\$0
Year 9	0	0	\$0
Year 10	0	0	\$0
Year 11	0	0	\$0
Year 12	0	0	\$0
Total	0.0		\$0

Totals (Calculated)	
Total Average Boarding Enrolment ( )	0.0
Total Notional Boarding Fee Income ( )	\$0
Notional boarding fee per student	\$0

For Accounting method, select N/A.

Boarding fee concessions - Accounting	
* Accounting method used for the financial figures in this section	N/A
OK	



## Systems and processes

Schools should implement appropriate systems, policies and procedures to collect accurate information to correctly complete the Census.

### Completing the Systems and processes page

To start answering the questions, select [Click here](#) next to any of the questions.

A new window will pop up where you are able to provide your answers. Once you have answered the first question *What system(s) is/are used by the school to record enrolment and attendance data?*, all relevant fields required to be completed will be shown. As you complete this section and move through the various cells, you either enter the information or select from the drop-down option available.

Systems and processes

What system(s) is/are used by the school to record enrolment and attendance data?

Electronic systems  
Paper-based systems  
Combined electronic and paper-based systems

All systems

Who records attendance data (job title)?

How often is attendance data recorded?

Does the school have a policy and procedures for accurately recording absence types and reasons for those absences?

Does the school record attendance as well as absences?

Does the school keep documented proof that a student's absence was beyond the control of the student's parent/guardian or the student (if the student is living independently)?

Does the school keep documented proof regarding the verification process for English as a second language (ESL) – including documented annual assessment process?

Does the school keep documented proof of the verification for students with disability which has to be completed before Census Day and the review date for verification cannot have expired (excluding students enrolled at and attending a non-State school accredited for special education whose verification can be completed after Census Day)?

Does the school keep documented proof of records for distance education students including records of regular engagement between teachers and students, time sheets or student log in records, monitoring completion of assigned work, assessment of student work by teachers, communications records between teachers and students?

OK

Cancel

## SYSTEMS AND PROCESSES

### Electronic

If “Electronic systems” has been selected, the following fields will be available for completion.

Systems and processes	
What system(s) is/are used by the school to record enrolment and attendance data?	Electronic systems ▼
<b>Electronic systems</b>	
Name of the electronic system/s	<input type="text"/>
Are audit logs available and turned on in the electronic system(s) to track any changes to attendance data?	<input type="text"/>
Who enters enrolment data (job title) in the electronic system(s)?	<input type="text"/>
<b>All systems</b>	
Who records attendance data (job title)?	<input type="text"/>
How often is attendance data recorded?	<input type="text"/>
Does the school have a policy and procedures for accurately recording absence types and reasons for those absences?	<input type="text"/>
Does the school record attendance as well as absences?	<input type="text"/>
Does the school keep documented proof that a student's absence was beyond the control of the student's parent/guardian or the student (if the student is living independently)?	<input type="text"/>
Does the school keep documented proof regarding the verification process for English as a second language (ESL) – including documented annual assessment process?	<input type="text"/>
Does the school keep documented proof of the verification for students with disability which has to be completed before Census Day and the review date for verification cannot have expired (excluding students enrolled at and attending a non-State school accredited for special education whose verification can be completed after Census Day)?	<input type="text"/>
Does the school keep documented proof of records for distance education students including records of regular engagement between teachers and students, time sheets or student log in records, monitoring completion of assigned work, assessment of student work by teachers, communications records between teachers and students?	<input type="text"/>

## Paper-based

If “Paper-based systems” has been selected, the following fields will be available for completion.

Systems and processes	
What system(s) is/are used by the school to record enrolment and attendance data?	Paper-based systems ▼
<b>Paper-based systems</b>	
Where are enrolment and attendance lists stored (paper-based systems)?	<input type="text"/>
Is the storage (paper-based systems) secure?	<input type="text"/> ▼
<b>All systems</b>	
Who records attendance data (job title)?	<input type="text"/>
How often is attendance data recorded?	<input type="text"/>
Does the school have a policy and procedures for accurately recording absence types and reasons for those absences?	<input type="text"/> ▼
Does the school record attendance as well as absences?	<input type="text"/> ▼
Does the school keep documented proof that a student's absence was beyond the control of the student's parent/guardian or the student (if the student is living independently)?	<input type="text"/> ▼
Does the school keep documented proof regarding the verification process for English as a second language (ESL) – including documented annual assessment process?	<input type="text"/> ▼
Does the school keep documented proof of the verification for students with disability which has to be completed before Census Day and the review date for verification cannot have expired (excluding students enrolled at and attending a non-State school accredited for special education whose verification can be completed after Census Day)?	<input type="text"/> ▼
Does the school keep documented proof of records for distance education students including records of regular engagement between teachers and students, time sheets or student log in records, monitoring completion of assigned work, assessment of student work by teachers, communications records between teachers and students?	<input type="text"/> ▼

## SYSTEMS AND PROCESSES

### Combined electronic and paper-based

If “Combined electronic and paper-based systems” has been selected, the following fields will be available for completion.

**Systems and processes**

What system(s) is/are used by the school to record enrolment and attendance data? Combined electronic and paper-based systems ▼

**Electronic systems**

Name of the electronic system/s

Are audit logs available and turned on in the electronic system(s) to track any changes to attendance data?

Who enters enrolment data (job title) in the electronic system(s)?

**Paper-based systems**

Where are enrolment and attendance lists stored (paper-based systems)?

Is the storage (paper-based systems) secure?

**All systems**

Who records attendance data (job title)?

How often is attendance data recorded?

Does the school have a policy and procedures for accurately recording absence types and reasons for those absences?

Does the school record attendance as well as absences?

Does the school keep documented proof that a student's absence was beyond the control of the student's parent/guardian or the student (if the student is living independently)?

Does the school keep documented proof regarding the verification process for English as a second language (ESL) – including documented annual assessment process?

Does the school keep documented proof of the verification for students with disability which has to be completed before Census Day and the review date for verification cannot have expired (excluding students enrolled at and attending a non-State school accredited for special education whose verification can be completed after Census Day)?

Does the school keep documented proof of records for distance education students including records of regular engagement between teachers and students, time sheets or student log in records, monitoring completion of assigned work, assessment of student work by teachers, communications records between teachers and students?

Once you have provided all your answers, select the **OK** button. The data entered will appear on the *Systems and processes* page.

Select the **Next** button at the bottom right of the page or *Checklist* from the left-hand progress indicator to move to the [Checklist page](#).



## 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.

## Completing the Checklist page

Read the checklist items thoroughly to ensure you have interrogated and recorded all data correctly. Select each checkbox as you move through the items to confirm that everything is in order.

<input type="checkbox"/>	Overseas students are included ONLY in the Overseas students section. Students are recorded on the Commonwealth's Provider Registration and International Students Management System (PRISMS) and, if applicable, the school is registered as a provider of courses for overseas students on the Commonwealth Register of Institutions and Courses for Overseas students (CRICOS). Appropriate documentation will be retained by the school/governing body for a period of five years from Census Day.
Please confirm	
<input type="checkbox"/>	Students on visitor visas, bridging visas with study limitations or no visa, are included ONLY in the Students on visitor visas, bridging visas with study limitations or no visa section. This includes all students who are on a temporary visa that imposes a limitation to study other than a student visa. Appropriate documentation will be retained by the school/governing body for a period of five years from Census Day.
Please confirm	
<input type="checkbox"/>	Full-time students are as indicated in the Student Definition in the Instructions. Any students who have attended the school for less than 11 days from the commencement of the school year up to Census Day have met the criteria outlined in Appendix 2 of the Instructions. Documentation will be retained by the school/governing body, for a period of five years from Census Day, detailing the explanation of any absences and confirming that these absences were beyond the control of the students' parents or guardians, or, if living independently, beyond the control of the students.
Please confirm	
<input type="checkbox"/>	Part-time students are as indicated in the Student Definition in the Instructions. Any students who have attended the school for less than the Minimum Period Part-time for their educational program or course of study have met the criteria outlined in Appendix 2 of the Instructions. Documentation will be retained by the school/governing body, for a period of five years from Census Day, detailing the explanation of any absences and confirming that these absences were beyond the control of the students' parents or guardians, or, if living independently, beyond the control of the students.
Please confirm	
<input type="checkbox"/>	Distance education students have complied with the school's requirements about communicating with or contacting the school for the purpose of participating in the program. The students are completing the assigned work for the program. Appropriate documentation will be retained by the school/governing body for a period of five years from Census Day.
Please confirm	
<input type="checkbox"/>	ESL students who, in the opinion of the Principal, require ESL assistance. Documentation of the decision, and substantiating reasons, will be retained by the school/governing body for a period of five years from Census Day.
Please confirm	
<input type="checkbox"/>	Indigenous students have self-identified as Indigenous, or parental advice has been sought to determine Indigenous status. Appropriate documentation will be retained by the school/governing body for a period of five years from Census Day.
Please confirm	
<input type="checkbox"/>	Students with disability have been verified under the Education Adjustment Program (excluding students enrolled at and attending a non-State school accredited for special education whose verification can be completed after Census Day) by Census Day. Appropriate documentation will be retained by the school/governing body for a period of five years from Census Day.
Please confirm	
<input type="checkbox"/>	Student isolation has been ascertained in accordance with the Map of student isolation areas. Appropriate documentation will be retained by the school/governing body for a period of five years from Census Day.
Please confirm	
<input type="checkbox"/>	Boarding students attend school at the approved location and are accommodated at residential facilities administered by the school, or at another school approved by the Board. Appropriate documentation will be retained by the school/governing body for a period of five years from Census Day.
Please confirm	

Select the **Next** button at the bottom right of the page or *Authorisation and declaration* from the left-hand progress indicator to move to the [Authorisation and declaration page](#).



### Authorisation and declaration

#### Incomplete sections or validation errors

If you see an error message when you get to this page, you will need to look for either a red question mark or a red triangle in the left-hand progress indicator.



A red question mark means information is still required in that section



A red triangle means there is one or more errors in that section. Errors are either highlighted on the actual field (if field specific) or an error message will appear on the relevant page (if section specific).

#### Authorisation and declaration

Please provide all required information and resolve all validation errors.

Once all required information has been entered and there are no validation errors, you will be able to complete this section. A red question mark ⓘ on the progress indicator (left side of screen) means information is still required in that section, and a red triangle ⚠ means there is one or more errors in that section.

**The *Authorisation and declaration*, and the submission of the Census form, must be done by the person authorised by the governing body (the 'Authorised person') to submit school Census data on behalf of the governing body.**

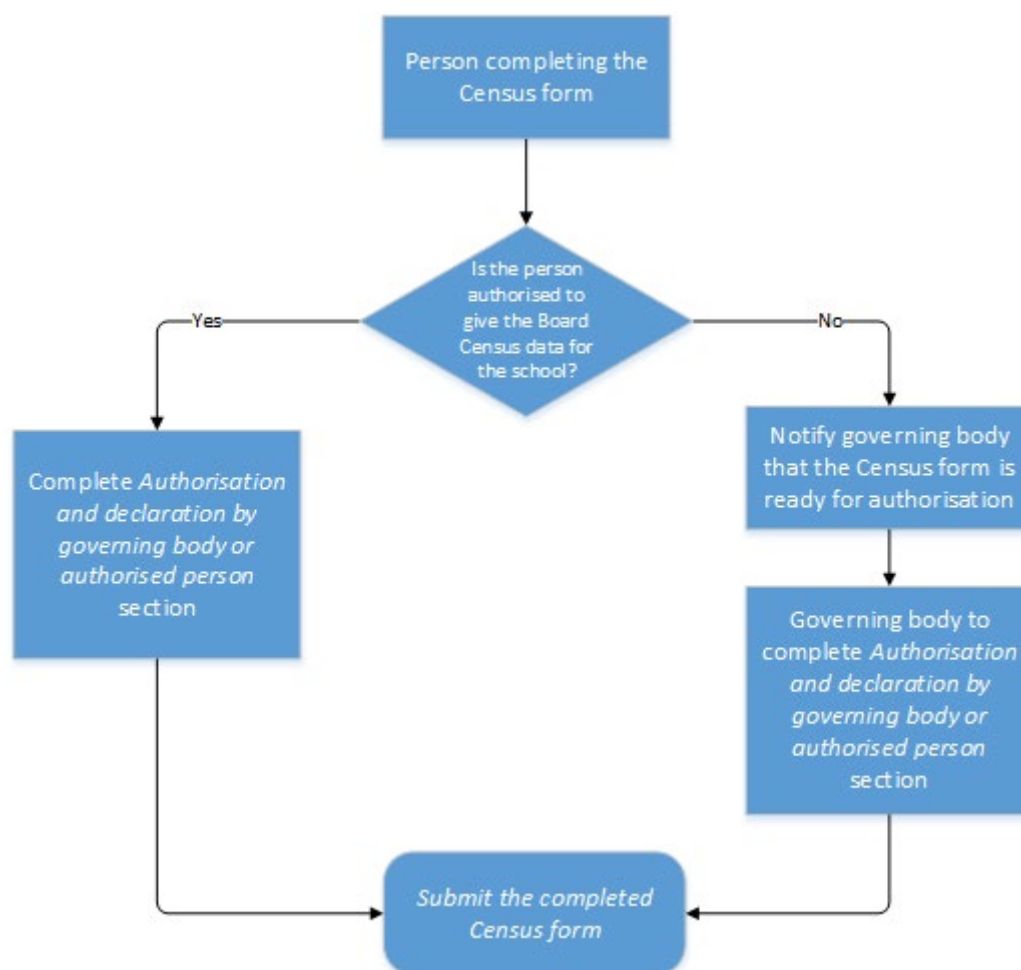
The Authorised person is required to declare the data to be a true and correct record and that all appropriate documentation will be retained by the school/governing body for a period of five years from Census Day, in a way that ensures the integrity and security of the data and documents.

If a person at the school is the Authorised person, ensure that person checks the data and completes the *Authorisation and declaration by governing body or authorised person* section before submitting the Census form. Otherwise contact the governing body to let them know the Census form is ready for authorisation and submission. Also, refer to [Arrangements for schools under certain governing bodies](#) on the following page of these Instructions.

The diagram below may assist with establishing the path needed to submit the Census form to the NSSAB Secretariat.



### Census form submission flowchart



### Arrangements for schools under certain governing bodies

Schools under the following governing bodies are to notify the nominated contacts that the Census forms are ready for authorisation:

- Lutheran Church of Australia - Queensland District: Lutheran Education Queensland, c/- Mr David Lonergan at [cfo@leq.lutheran.edu.au](mailto:cfo@leq.lutheran.edu.au)
- The Corporation of the Synod of the Diocese of Brisbane: Anglican Schools Commission, c/- Mr Robert Nettleton at [nettleton@anglicanchurchsq.org.au](mailto:nettleton@anglicanchurchsq.org.au)
- The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane: Brisbane Catholic Education Centre, c/- Mr Trevor Reid at [supportaccountants@bne.catholic.edu.au](mailto:supportaccountants@bne.catholic.edu.au)
- The Roman Catholic Trust Corporation for the Diocese of Cairns: Cairns Catholic Education Office, c/- Ms Jayne Horsnell at [jhorsnell@cns.catholic.edu.au](mailto:jhorsnell@cns.catholic.edu.au)
- The Roman Catholic Trust Corporation for the Diocese of Rockhampton: Rockhampton Catholic Education Office, c/- Mr John McDevitt at [dceoschoolsaccounting@rok.catholic.edu.au](mailto:dceoschoolsaccounting@rok.catholic.edu.au)
- The Corporation of the Roman Catholic Diocese of Toowoomba: Diocese of Toowoomba Catholic Schools, c/- Mr Charles Corbett at [charles.corbett@twb.catholic.edu.au](mailto:charles.corbett@twb.catholic.edu.au)
- The Roman Catholic Trust Corporation for the Diocese of Townsville: Townsville Catholic Education Office, c/- Mr Chris Watts at [cwatts2@tsv.catholic.edu.au](mailto: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.

## AUTHORISATION AND DECLARATION

### Completing the Authorisation and declaration by governing body or authorised person section

#### Authorised person

To start answering the questions, select [Click here](#) next to any of the questions.

A new window will pop up where you are able to provide your answers.

Provide details of the authorised person in the relevant fields.

**Authorised person details**

Fields marked \* are mandatory.

\* Full name

\* Position

\* Phone   
Please include area code.

\* Email

\* Date

OK

#### Authorisation and declaration

Tick the three boxes indicating agreement with the statements.

##### Authorisation & declaration

<input type="checkbox"/> Please confirm	I, <input type="text"/> declare that the information provided is, to the best of my knowledge, a true and correct record of the affairs at <input type="text"/> and does not include data associated with overseas or no visa students, except in the sections Overseas students or No visa students. All students included in this Census form conform to the Student definition and other criteria as per the Instructions. All relevant documentation for this Census will be retained for a period of five years from Census Day, and in a way that ensures the integrity and security of the data and documents.
<input type="checkbox"/> Please confirm	I, <input type="text"/> declare that I am authorised by the governing body to give the Non-State Schools Accreditation Board, through the Board Secretariat, Census data for the school on behalf of the governing body.
<input type="checkbox"/> Please confirm	I, <input type="text"/> authorise the Board Secretariat, on behalf of the Non-State Schools Accreditation Board to provide the data included in this form to: <ul style="list-style-type: none"><li>• The Queensland Minister for Education;</li><li>• The Office of Non-State Education and other areas of the Department;</li><li>• The Commonwealth Government Department of Education, Skills and Employment; and</li><li>• Relevant affiliated non-state school organisations.</li></ul>

Select the [Next](#) button at the bottom right of the page or *Submit* from the left-hand progress indicator to move to the [Submit page](#).



## Submission

### Incomplete sections or validation errors

If you see an error message when you get to this page, you will need to look for either a red question mark or a red triangle in the left-hand progress indicator.





A red question mark means information is still required in that section



A red triangle means there is one or more errors in that section. Errors are either highlighted on the actual field (if field specific) or an error message will appear on the relevant page (if section specific).

### Submit the form

Please provide all required information and resolve all validation errors.

Once all required information has been entered and there are no validation errors, you will be able to complete this section. A red question mark  on the progress indicator (left side of screen) means information is still required in that section, and a red triangle  means there is one or more errors in that section.

### How to submit the census

If you see the below message, the form is ready to be submitted.

To submit the form, select the **Submit the completed Census form** button.

### Submit the form

The Census form is now ready for submission.

Please click the button below to submit the Census form to the Board.

Submit the completed Census form

This will submit the completed form to the Board. No further changes can be made to the Census form after submission, unless you are contacted by the NSSAB Secretariat.

Once submission has taken place, a receipt will automatically be emailed to the authorised user who submitted the data collection form, indicating that it has been received and providing a receipt number for future reference.

If you find an error in your submission, please contact the [NSSAB Secretariat](#).

### 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*. A link to the *Census Feedback Survey* will appear after submission of the Census form on the Submit page. All responses are anonymous.

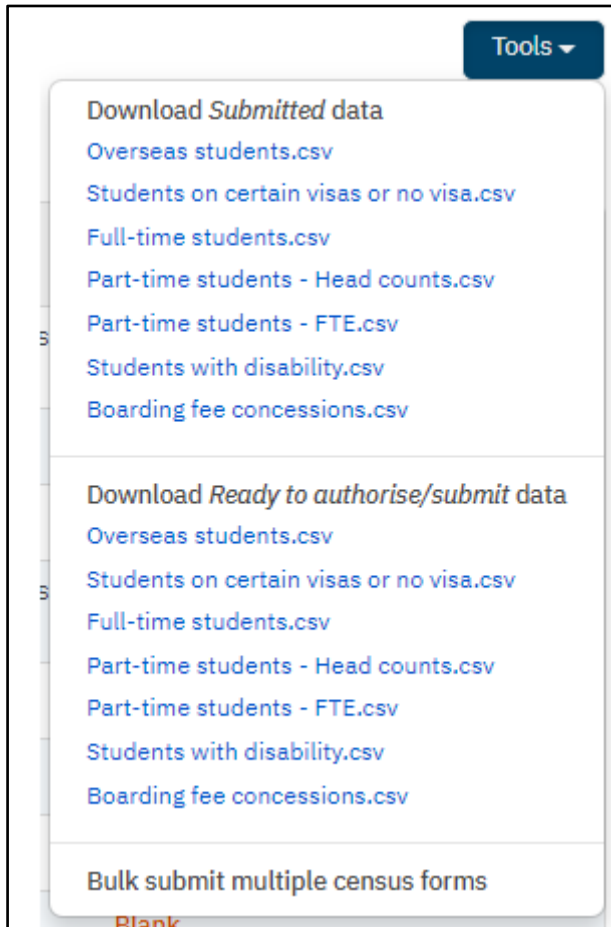
## TOOLS

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### Tools

The Online Census has built in tools that might assist governing body and school users during or after census submission. The **Tools** menu can be found on the top right-hand side on the Census homepage.

Select **Tools** and a drop-down menu will open up.



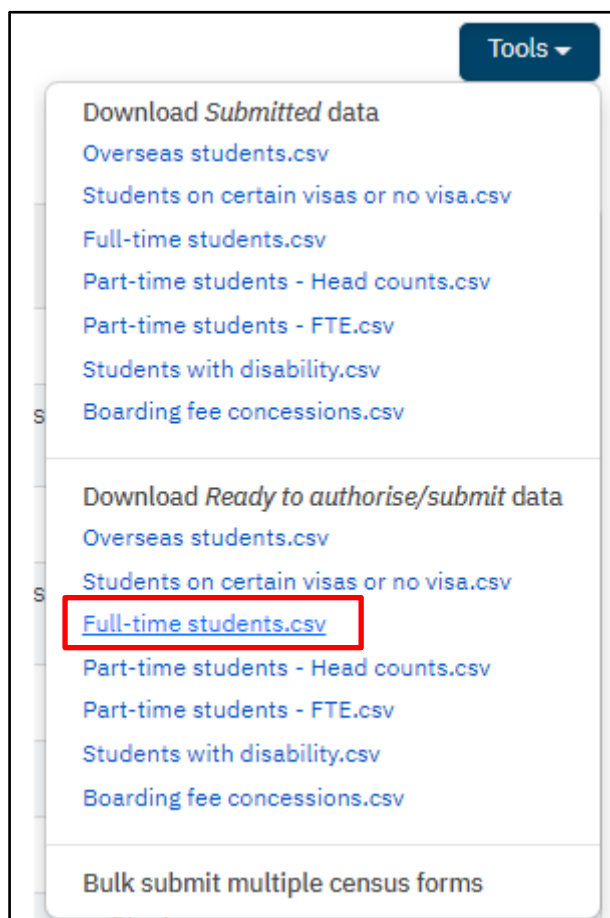
You can perform the following tasks:

- Download Ready to authorise/submit data
- Download Submitted data
- Bulk submit multiple census forms (up to 20 at a time)

These tools may be useful for governing bodies with multiple schools to check the raw data (csv format) in their system before submission, download a copy of the raw data (csv format) after submission or submit completed and authorised data collection forms in bulk.

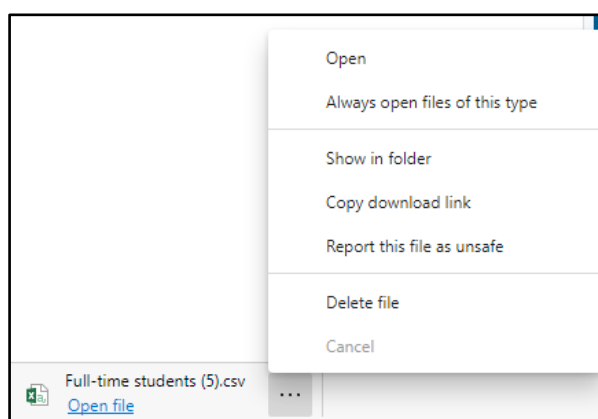
## Download Ready to authorise/submit data

To download data prior to submission, select the relevant .csv file under the heading “Download *Ready to authorise/submit* data”.



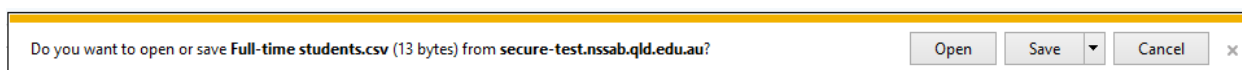
Depending on your browser, the file will either download to a location on your computer or ask you what you want to do with it.

### Example from Edge



You can Open the file or open the folder that the file downloaded to.

### Example from Internet Explorer



You can either Open or Save the file.

## TOOLS

### The csv file

If there is no data as none of the data collection forms have a status of **Ready to authorise** or **Ready to submit**, the file will say “No data found”.

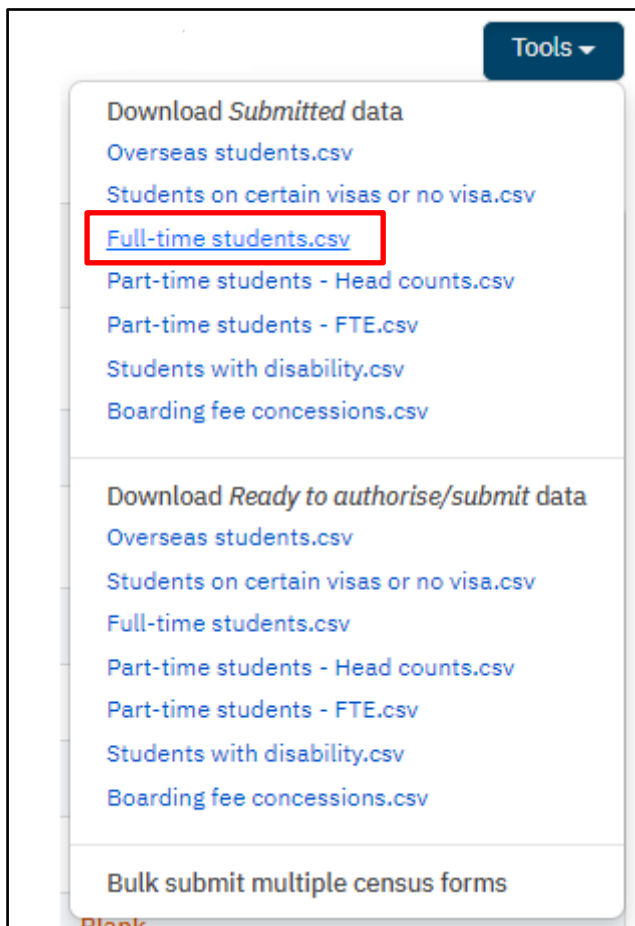
	A	B
1	No data found	
2		

Otherwise the data will display in the .csv file for all census returns that have a status of **Ready to authorise** or **Ready to submit**.

A1																
	A	B	C	D	E	F	G	H	I	J	K	L	M	N		
1	SiteCode	DeliveryM	CensusYe	CensusVe	CensusId	Prep_M	Prep_F	Prep_U	Y1_M	Y1_F	Y1_U	Y2_M	Y2_F	Y2_U	Y3	
2		Classroom	2021	Original		0	0	0	0	0	0	0	0	0	0	
3																
4																
5																
6																
7																
8																

### Download Submitted data

To download all submitted data, select the relevant .csv file under the heading “Download *Submitted* data”.

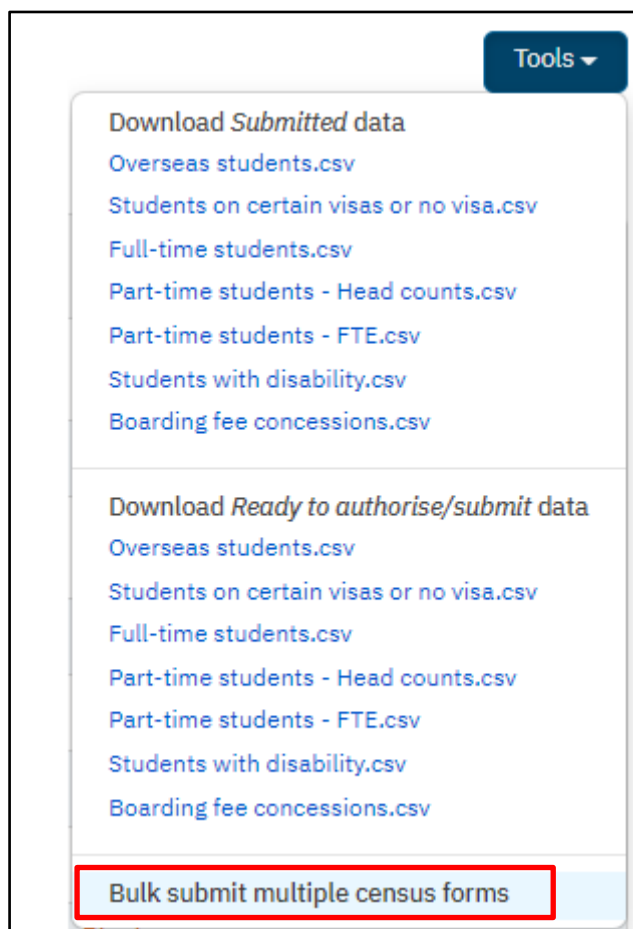


Follow the remaining steps as per [Download Ready to authorise/submit data](#).

## Bulk submit multiple census forms

You can bulk submit up to 20 census forms at a time as long as these have been completed without errors and have the Authorisation and declaration filled in. The census form status has to be **Ready to submit**.

Select *Bulk submit multiple census forms* from the **Tools** menu.



This will show you all the census forms that are ready to be submitted.

**Bulk submit multiple completed census forms**

Please select one or more completed census forms below for submission. Only the forms with a *Ready to submit* status are listed below. You can select up to a maximum of 20 forms for each batch submission.

Records found: 2

ID	School	Site code	Site type	Suburb	Mode of delivery	Version	Last updated
<input type="checkbox"/> CS285			Host Centre		Classroom	Original	13/01/2021
<input type="checkbox"/> CS286			Host Centre		Classroom	Original	13/01/2021

Select the census forms that you would like to submit in bulk (you can select up to 20 at a time) by ticking the box at the start of the row of the form.

The page will show you how many you have selected.

Select the **Submit the selected census forms** button.

## TOOLS

Submit the selected census forms

Records selected: 2

Records found: 2

	ID	School	Site code	Site type	Suburb	Mode of delivery	Version	Last updated
<input checked="" type="checkbox"/>	CS285			Host Centre		Classroom	Original	13/01/2021
<input checked="" type="checkbox"/>	CS286			Host Centre		Classroom	Original	13/01/2021

A progress indicator bar will show how far along the submission is.

Once the submission process is complete, a pop-up window will appear telling you that the submission was successful and providing you with a link to the [Census Feedback Survey](#).

### Submitted successfully

The Board would like to thank you for completing and submitting the  Census form.

### Census feedback

The Board would appreciate your feedback on the Census and how it was conducted. Please complete the [Census Feedback Survey](#).

The data submitted will be used to improve and refine the process of how the Census is maintained and performed from a user perspective. All responses are anonymous.



## APPENDIX 1

### Further guidelines - distance education

Attendance between 31 January 2022 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;
- undertaking a full service delivery course in distance education; and
- who enrolled at least 11 days before Census Day (or less if the delay was beyond the control of the parent or independent student)

should be included in the Census form. Part-time distance education students are ineligible to be included in the Census.

**For 2022, the initial five days from 31 January 2022 to 4 February 2022 can be counted as attendance for all distance education students regardless of whether those students are:**

- not attending the school due to the school not providing education; or
- attending the school via distance education.

#### Elaborative comments

An enrolled student must reside in Queensland. Refer to the Non-exhaustive list of examples of students travelling interstate or overseas.

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.

#### Non-exhaustive list of examples of students travelling interstate or overseas

An enrolled student of distance education who continues to undertake a full service delivery course in distance education and fulfils all other required distance education criteria **is to be included** if the student is travelling interstate or overseas and the home address remains in Queensland during the time of travel.

## APPENDIX 1

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The arrangement needs to be of transient nature and not a relocation of the main residential address to another State or Country.

### *Example: Traveling overseas - eligible*

Sam is travelling overseas with his parents who have been offered a three months work contract in another country. Sam has been studying via distance education for two years. In order to maintain continuity of learning, Sam's parents want him to continue distance education while they are temporarily working overseas. Their usual place of residence remains in Queensland and they are intending to return to their home as soon as the contract has finished.

Decision: Sam is eligible to be included in the Census as long as all other distance education requirements are met, as the overseas travel is temporary and there is no change in their usual residential address in Queensland.

### *Example: Travelling interstate in a caravan – eligible*

Jameson's parents have decided to travel around Australia for 12 months. They have enrolled him in a distance education school, so that they can continue to provide Jameson with an education while traveling.

Decision: Jameson is eligible to be included in the Census as long as all other distance education requirements are met as the family has not taken up residence in another State and their living arrangements are transient in nature.

### *Example: Relocating to another State – not eligible*

Martine's parents have taken up an eight months work contract in New South Wales. They have rented a house in Sydney and are renting out their family home in Queensland for the duration of the contract. The parents would like Martine to continue her education via a distance education school in Queensland.

Decision: Martine is not eligible to be included in the Census as the family is relocating to another State (even though temporarily). Martine qualifies to attend schooling in New South Wales and the family is considered to have relocated to another State for the duration of the contract.

## 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 31 January 2022 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.

For 2022, the initial five days from 31 January 2022 to 4 February 2022 can be counted as **attendance for all students** regardless of whether students are:

- not at school due to the school not providing education;
- at school for supervision as they are vulnerable or their parents are essential workers unable to work from home; or
- undertaking remote learning.

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.

Multiple examples or circumstances may apply during the relevant period for a student. If an example states that the student can be included or counted in the Census, this refers to the days that can be counted towards attendance for that example only. Overall the student may still not be eligible if the days that the student was attending the school plus the absences that were beyond the control do not add up to 11 or more.

## APPENDIX 2

### **Student is enrolled late, but before Census Day**

An enrolled student whose enrolment takes place late, but 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<sup>2</sup> 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 on or before Census Day.

#### **Example: Full-time enrolment – eligible**

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

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**

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

Sanjay is a student who enrolled at a non-State school on 31 January 2022. As he is in Year 6, schooling did not start until 7 February 2022. He lives 20 kilometres from the school and has been unable to attend for two days from 7 February 2022 because of a cyclone, during which it would have been unsafe to travel. Sanjay's first day at the school was 23 February 2022. 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 many days of his non-attendance were within the control of his parents. Sanjay only attended for 10 days (initial five days, three days actual attendance and another two days attending as the reason was beyond the control of).

### **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<sup>2</sup> from attending school for the prescribed number of days; irrespective of whether the student has attended the school before or on Census Day.

<sup>2</sup>'prevented' must be for a reason that met the 'Beyond the control of' test

*Example: Full-time enrolment – eligible*

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

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*

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

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.

*Example: Full-time enrolment – eligible*

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

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.

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**

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

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 prevented<sup>2</sup> 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 circumstances<sup>3</sup>, 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.

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

**Example: 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 8 February 2022, so that Vanessa could attend school from 9 February 2022. 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.

<sup>3</sup> 'unforeseen circumstances' must be for a reason that met the 'Beyond the control of' test.

**Example: Full-time enrolment – eligible**

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

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.

**Example: Full-time enrolment – not eligible**

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

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.

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

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

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 full tuition fee to the school 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.

#### ***Example: Full-time enrolment – eligible***

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

Brooke, an enrolled student at the school, has attended the school for five days from 7 February 2022 until 11 February 2022.

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.



**Example: Full-time enrolment – eligible**

January						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					
February						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

■ Public holiday  
■ Days counted as attending  
■ Days counted as absence beyond the control  
■ Days counted as absence within control

Nathan is a student at a special assistance school. He was previously enrolled at the nearby State school, but behavioural issues led to him being excluded. His attendance at the special assistance school has been erratic since he started there at the beginning of the school year. The school has been contacting the home by phone and email, and has visited the home in an attempt to get him to attend regularly. The school has kept records of every attempted contact.

Decision: Nathan is eligible to be included in the Census as the school has actively and consistently worked with him, and has kept records of all of their activity.

**Example:**

See also Tania's scenario under transfers for an example related to student bullying and applying the 'Beyond the control of' test.

**Death of, or physical or mental illness of, a member of the student's immediate family**

An enrolled student **is to be included** if the student has been prevented<sup>2</sup> 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.

**Family reasons**

An enrolled student **is to be included** if the student has attended the school for less than the prescribed number of days due to family reasons that were beyond the control of the parent or guardian, or the student (if living independently). This includes, but is not limited to, child safety, domestic violence, custody or legal matters.

An enrolled student **is not to be included** if the student has attended the school for less than the prescribed number of days due to family reasons that were within the control of the parent or guardian, or the student (if living independently).

**Pandemic**

An enrolled student **is to be included** if the student has attended the school for less than the prescribed number of days due to a health direction relating to COVID-19 preventing the student from attending the school.

An enrolled student **is to be included** if the student has attended the school for less than the prescribed number of days due to the student or an immediate family member that the student lives with being considered at risk of serious illness from COVID-19.

An enrolled student **is not to be included** if the student has attended the school for less than the prescribed number of days due to being absent by choice and not because of a health direction or at-risk reason.

### 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.

## 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 <a href="#">Migration Regulations 1994</a> , section 5A107.
ASD	Autism Spectrum Disorder, <a href="#">Education Adjustment Program Handbook</a> .
associated facility	For a multi-site school, a subsidiary site.
attending the school	'Attending the school' means attending the program or course of study for which the student is enrolled
attributes (of a child)	Ability, aptitude, social and emotional competence, physical development, and level of knowledge and understanding.
Authorised person	Authorised person appointed by the Non-State Schools Accreditation Board under the <a href="#">Education (Accreditation of Non-State Schools) Act 2017</a> , section 130 for the purpose of conducting enrolment verifications.
'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 <a href="#">Education (Accreditation of Non-State Schools) Act 2001</a> and continued in existence under the <a href="#">Education (Accreditation of Non-State Schools) Act 2017</a> .
Bridging visa	Bridging visas in Australia allow a student to stay in Australia after their current substantive visa ceases and while their new substantive visa application is being processed. Generally, the bridging visa allows the holder to reside in Australia and gives the holder study permissions based upon the substantive visa they previously held (if applicable).
Census data	Data which a governing body of an accredited school must give the Non-State Schools Accreditation Board under the <a href="#">Education (Accreditation of Non-State Schools) Act 2017</a> , section 168. These data must be provided within seven days after the day (the relevant day) prescribed in the <a href="#">Education (Accreditation of Non-State Schools) Regulation 2017</a> , section 28.
Census Day	Last Friday in February of each year under the <a href="#">Education (Accreditation of Non-State Schools) Regulation 2017</a> , 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 <a href="#">Education (General Provisions Act) 2006</a> , Schedule 4. A school must be accredited to offer distance education as a mode of delivery, as defined under the <a href="#">Education (Accreditation of Non-State Schools) Regulation 2017</a> , 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 <a href="#">Education Adjustment Program Handbook</a> .
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 authorised person. The authorised person, as appointed by the Board, is to hold a reasonable assurance that Census data is not materially misstated, in accordance with <a href="#">Australian Auditing and Assurance Standards</a> .
ESL	English as a Second Language, also known as EAL/D (English as an additional language or dialect).
First day of the school year	For Census purposes, in 2022 the first day of the school year is 31 January 2022.
FTE	Full-Time Equivalent. The fraction of a full-time workload that a part-time student undertakes.

## APPENDIX 4

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 <a href="#">Education (General Provisions Act) 2006</a> .
HI	Hearing Impairment, <a href="#">Education Adjustment Program Handbook</a> .
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.
host centre	Main site of a school.
ID	Intellectual Disability, <a href="#">Education Adjustment Program Handbook</a> .
Initial five days	The five days from 31 January 2022 to 4 February 2022.
Initial part-time days	The days that a part-time student is enrolled to attend from 31 January 2022 to 4 February 2022.
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 <a href="#">Education (Accreditation of Non-State Schools) Regulation 2017</a> , section 27(4).
Minimum period (MP) also Minimum Period Full-time (MPF)	For full-time students, 11 days. Refer to the <a href="#">Education (Accreditation of Non-State Schools) Regulation 2017</a> , section 29(2).
Minimum Period Part-time (MPP)	For part-time students, as defined in the <a href="#">Education (Accreditation of Non-State Schools) Regulation 2017</a> , 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 <i>Education (Accreditation of Non-State Schools) Act 2001</i> and continued in existence under the <a href="#">Education (Accreditation of Non-State Schools) Act 2017</a> .
NSSAB Secretariat	The administrative office providing executive support to the Non-State Schools Accreditation Board.
overseas student	Overseas student as defined under the <a href="#">Australian Education Act 2013</a> , Division 2, Part 6. From 1 July 2016, an overseas student 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, <a href="#">Education Adjustment Program Handbook</a> .
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 <a href="#">Education (Accreditation of Non-State Schools) Regulation 2017</a> , 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 <a href="#">Education (Queensland Curriculum and Assessment Authority) Act 2014</a> .
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 <a href="#">Education (Accreditation of Non-State Schools) Regulation 2017</a> , section 28. (see Census Day)
Relevant period (RP)	Relevant period, as defined in the <a href="#">Education (Accreditation of Non-State Schools) Regulation 2017</a> , 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, <a href="#">Education Adjustment Program Handbook</a> .
SLI	Speech-Language Impairment, <a href="#">Education Adjustment Program Handbook</a> .
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 <a href="#">Education Adjustment Program Handbook</a> .
underage Prep	A student who does not meet the minimum age requirements, as defined under the <a href="#">Education (General Provisions) Regulation 2017</a> , 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 and Year 12).
VI	Vision Impairment, <a href="#">Education Adjustment Program Handbook</a> .