

Non-State Schools Accreditation Board

Instructions for completing school survey data for Non-State Schools – Queensland

2026

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Changes from previous year

Changes to this document

For the 2026 Census, the following changes were made to the process:

- [Link to the Visa Entitlement Verification Online \(VEVO\) tool for checking the conditions of a visa.](#)

Please familiarise yourself with all definitions to ensure that the students you enter into 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).

Overview

Data you provide in the *School Survey Data for Non-State Schools – Queensland 2026* (the Census form) assist the Non-State Schools Accreditation Board (the Board) to perform its statutory functions. The Queensland Department of Education (the department) also uses these data when assessing entitlement to allowances distributed to governing bodies of non-state schools on behalf of the Queensland Minister for Education and the Arts.

Overseas students are responsible for the cost of their own education. They do not receive state recurrent funding. Please do not include these students in any section of the Census form, except the Overseas students section.

You should also not include *Students on visitor visas, bridging visas with study limitations or no visa* in any section 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 limited study rights.

Census Day (Relevant day)

Census Day is the last Friday of February each year. Complete the Census form using data as at **Friday 27 February 2026**, except for *Boarding fee concessions*, which refers to 2025 data.

Return Date

You will need to submit the completed Census form to the NSSAB Secretariat by **Friday 6 March 2026** (the 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 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 that you use to complete the Census form should 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.

Retention of birth certificates or other identity documentation

Authorised persons may request schools provide evidence of a school's compliance with section 5(1) of the Regulation.

From 2025 onwards, schools are no longer required to demonstrate that copies of birth certificates have been obtained for each student, provided an alternative process has been implemented to verify a student's identity.

While schools are not required to retain copies of birth certificates for enrolled students, the following requirements must be adhered to:

- If a school has obtained copies of birth certificates, these must be retained for a minimum of 5 years, in accordance with section 5(1)(a) of the Regulation; and
- Schools must sight birth certificates (or other suitable identifying documentation) for all enrolled students and maintain records that evidence this process.

The Board will accept a written record as evidence of compliance. This record may include a signed file note from an identified school officer, recording that a birth certificate (or other suitable identifying documentation) has been sighted, and recording the details of that document.

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, and the Enrolment Verification program is commonly referred to as the 'audit'.

The sample that the Board chooses depends 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. The Board provides these notices in PDF format and sends them 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. A request like this 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 NSSAB 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 so they are 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 school should notify the authorised person immediately. The school should then supply the missing documentation 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 school should remove that student from the Census data. Schools will not be given extra time to provide this documentation.

Finalising the audit

The authorised person will assess whether they have received sufficient and appropriate audit evidence.

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 NSSAB 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, an authorised governing body user will need to submit the form. 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	✓	✓	✓ ¹
Governing body user access	✓	✓	✓
No access	✗	✗	✗

Logging in

Queensland Government Non-State Schools Accreditation Board

NSSAB Online Services

Welcome to NSSAB Online Services

NSSAB Online Services provides governing body and school staff with information about their governing body and school(s). It also allows for the submission of forms and other electronic documents to the Board.

Existing users

Log in to the NSSAB Online Services with your existing account.

Email address / username

Password

By clicking *Log in*, I agree to the [Terms and Conditions](#) of the NSSAB Online Services.

Log in (highlighted with a red arrow)

Forgot your password? [Forgot your email address/username?](#)

New users

If you do not have your own account and require access, please have an authorised person complete an [Access request](#) form.

Support

The site is administered by the Board's Secretariat. [Contact the Secretariat](#).

Reminder about not sharing login details

Usernames and passwords are individual accounts and not governing body or school based. It is a condition of registration that usernames and passwords are not shared. The Board will suspend user accounts if it is discovered that they are being shared.

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 you have logged in, you will see a banner at the top of the page alerting you that *School Survey Data for Non-State Schools – Queensland 2026* data collection is being conducted and that you will need to complete a Census form.

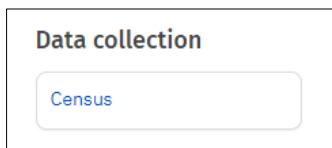
¹ A school user can submit the Census form only if the user is the authorised person for the Census for the school.

ACCESSING THE CENSUS FORM

You can access the *Census form* either through the banner or through the Data collection section on the left-hand side.

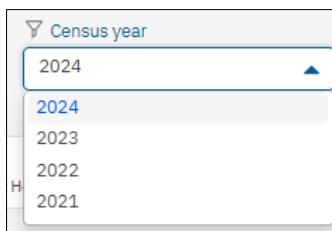
The banner will show while the data collection is running. Select *Census form* or *Census* under *Data collection* and you will be directed to all data collection forms you have access to on the Census homepage.

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



The screenshot shows a 'Data collection' section with a single item in a list: 'Census'.

The Census year is the current year by default. You can navigate to previous Census returns via the Census year drop down menu.



The screenshot shows a dropdown menu titled 'Census year' with the following options: 2024, 2024, 2023, 2022, and 2021. The year 2024 is highlighted.

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).

Data collection															
HC	Host Centre	AF	Associated Facility	TSAS	Temporary Special Assistance Site	MOD	Mode of delivery	CE	Classroom education	DE	Distance education	O	Original	R	Resubmission number
ID	School	Site code	Site type	Suburb	Governing body	MOD	Version	Status	Submitted on	Last updated	Validation status	Validation status updated	Validation response due	Initial validation response	
Start	CS3299		HC			CE	O	Blank							
Start	CS3300		HC			CE	O	Blank							
Start	CS3306		HC			CE	O	Blank							

The buttons on the left and the status in the *Status* column will change depending on where you are in the Census form. Refer to the table below for progress definitions.

Button	Status	Progress	Available actions
Start	Blank	A user has not started completing the Census form. The form is blank.	Click the Start button to start the Census.
Resume	In progress	A user has started completing the form, but there are either incomplete fields/sections or validation errors.	Click the Resume button to continue completing the Census.
Resume	Ready to authorise	A user has completed all required fields and no validation errors are displayed. The form is ready for <u>review by governing body if relevant</u> and completion of the <u>Authorisation and declaration page</u>	Click the Resume button to continue completing the Census.
Resume	Ready to submit	A user has completed all required fields and no validation errors are displayed. The form has been <u>reviewed by governing</u>	Click the Resume button to continue completing the Census.

		body if relevant, and the Authorisation and declaration page has been completed. The form is awaiting submission .	
View	Submitted	A user has submitted the form. They cannot make any further changes.	Click the View button to view the completed form. If you find an error in your submission, please contact the NSSAB Secretariat .

Single-site schools

The majority of schools are **single-site schools**, so they will need to complete only one Census form.

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) and temporary special assistance sites at a multi-site school. Schools with multiple sites will need to complete one form for each site. The site code and suburb will identify which Census form you are completing.

You should complete a separate Census form for each site of a multi-site school, **including temporary special assistance sites**. Do not include enrolments at temporary sites in the Census form of the host centre or associated facility.

If students attend classes across multiple sites, record their enrolment details on the Census form for the site where they attend the majority of classes.

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. In this case, you should complete one Census form for students enrolled in classroom education and one Census form for students receiving a full service delivery in distance education programs.

How to get started

Click the **Start** button next to the Census form that you wish to view or edit.

HC - Host Centre	AF - Associated Facility	TSAS - Temporary Special Assistance Site	MOD - Mode of delivery	CE - Classroom education	DE - Distance education								
ID	School	Site code	Site type	Suburb	Governing body	MOD	Version	Status	Submitted on	Last updated	Validation status	Validation status updated	Validation response due
Start	CS2830		HC			CE	Original	Blank					
Start	CS2831		AF			CE	Original	Blank					
Start	CS2885		TSAS			CE	Original	Blank					

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

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



How to navigate the data collection form

You will see what data collection form you are viewing or 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

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

About the Census

Site details

You will need to check the Site details before you can go any further. The images below show the fields that you will need to confirm using your school accreditation details.

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

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

About the Census

Site details

Principal and contact details

Relevant Period

Student profile

Systems and processes

Checklist

Authorisation and declaration

Submit

The remainder of the form will depend on what you select under the *Student profile*. Once you have completed that section, the form will show all pages that you need to complete for the relevant site and mode of delivery.

Site details

You will see that all site details are pre-filled in the Census form based on 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](#). You can view school details as recorded on the Register via the [Non-State schools directory](#).

Completing the Site details page

Check the details you can see 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? <input type="text"/>	
<input type="button" value="OK"/>	

A new window will pop up. Choose 'Yes' or 'No' and then click 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? <input checked="" type="radio"/> 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

You will see that all school contact and principal details are pre-filled on the Census form based on information contained in the Register. If any of these details are incorrect, please correct them in the form by using the **Edit** button.

You do not 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 you need to change any details, click 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 whatever changes you need. Click the **OK** button once you have made these changes. The Register will be updated accordingly.

The Board will use the information you provide in the *Phone*, *Email* and *Web address* fields, if necessary, to contact the school. The phone number and web address are also published in the [Non-State schools directory](#). You should provide general contact details for the school or site 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 you need to make any changes, click 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 any changes you need. You may update the Register with the new details by selecting **Yes** for the last question, or you may leave them as they were shown prior to the edit if the principal is acting for a short period. In this case, select 'No'. Then click the **OK** button once you have made all the changes you need.

Please note that the Board only collects information on the school principal at the host centre. If the principal listed for an associated facility is incorrect for the host centre, update the details on the Census return for the host centre. Principal details for an associated facility cannot be updated through the Census form.

Contact person details

Select **Click here** to provide this information.

Contact person details

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

Full name	Info required!	Click here
Phone	Info required!	Click here
Email	Info required!	Click here
Position description	Info required!	Click here

Please provide contact details for the person who is best placed to give feedback on the Census experience. The Board will send out a survey following the Census to collect feedback on schools' experiences with the Census form, processes and associated resources. The feedback will be used to review the administration and collection of Census data.

Same as above?	Info required!	Click here
Full name	Info required!	Click here
Phone	Info required!	Click here
Email	Info required!	Click here
Position description	Info required!	Click here

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

Enter the full name, phone number, email address and Position description of the person who can assist with queries about the data in the first section.

It is important that you provide the correct email address because 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 of 3 or more students and greater than 10 per cent or a change of more than 50 students in certain categories compared to last year's data.

In the second section, provide contact details for the person who is best placed to give feedback on the Census experience. The Board will send out a survey following the Census to collect feedback on schools' experiences with the Census form, processes and associated resources. The feedback will be used to review the administration and collection of Census data. If the details are the same for Census and feedback contact, select **Same as above?**.

Click the **OK** button once you have entered all these details.

Census contact details

Fields marked * are mandatory.

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

* Full name	<input type="text"/>
* Phone	<input type="text"/> Please include area code.
* Email	<input type="text"/>
* Position description	<input type="text"/>

Please provide contact details for the person who is best placed to give feedback on the Census experience. The Board will send out a survey following the Census to collect feedback on schools' experiences with the Census form, processes and associated resources. The feedback will be used to review the administration and collection of Census data.

Same as above?	<input type="checkbox"/>
* Full name	<input type="text"/>
* Phone	<input type="text"/> Please include area code.
* Email	<input type="text"/>
* Position description	<input type="text"/>

OK

Click the **Next** button to continue.

Relevant period

The relevant period starts on the first day that students are supposed to attend the school in a calendar year.

It ends on 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 an 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.

Staggered starts

If the school has staggered starts for different years of schooling, provide the first day that a student was supposed to attend the school for the calendar year. For example, if the school starts with Year 7 and Year 12 on 27 January 2026 and then commences other years of schooling throughout the remainder of the week, enter 27 January 2026 as the start date. For any days that some students were not required to attend due to staggered starting dates, count them as absence beyond the control ('Student free day').

Staff professional development days

If the school has 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 supposed to attend the school for the calendar year. For example, if staff have to attend on Thursday 22 January 2026 and Friday 23 January 2026 but students start on Tuesday 27 January 2026, enter 27 January 2026 as the start date.

New school or New site opening close to Census Day

If a school or school site has commenced operations less than 11 days prior to Census Day, please contact the NSSAB Secretariat for advice on how to proceed, on telephone (07) 3513 6773 or email nssab.admin@qed.qld.gov.au.

Students who have attended a temporary special assistance site from the start of the school year until the opening of a new permanent site, may be able to be counted towards attendance for the permanent site. In this instance, please also contact the NSSAB Secretariat for advice.

A school or site opening after Census Day cannot be included in the Census.

Completing the Relevant period page

First day that students were to attend the school in	Info required! Click here
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 [redacted]

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 27 January [redacted] and then rolls out the other years of schooling throughout the remainder of the week, enter 27 January [redacted] 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, 21 January [redacted] to Monday, 25 January [redacted] and students start on Wednesday 27 January [redacted] enter 27 January [redacted] as the start date.

Relevant day for [redacted] (Census Day) [redacted]

Relevant period [redacted]

OK Cancel

Enter the *First day that students were to attend the school in 2026*. The form calculates the relevant period for the site.

When you have entered the date, click the **OK** button. Then click the **Next** button to continue.

Student profile

This section requires you to select the type (or types) of students at the site. You will see that this data is not pre-filled. What you select will depend on the types 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
- Students 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 from isolated (remote) zones
- Students from isolated (very remote) zones
- Ungraded students

Completing the Student profile page

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

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 from isolated (remote) zones

Students from isolated (very remote) zones

Ungraded students

No student at this site for this mode of delivery

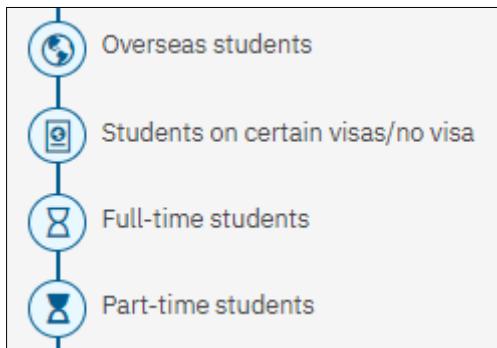
Please select Full-time and/or Part-time students.

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

As you select each checkbox, the relevant part of the Census form will appear so you can complete it. A particular section of the form will not appear unless you have selected its checkbox 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



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 from isolated (remote) zones
- Students from isolated (very remote) zones

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

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

Please note for students who need English as a Second Language (ESL) assistance, the school must have assessed them on or before Census Day to include them in the Census form. Do not include students who have not been assessed as needing ESL assistance on or before Census Day or whose last assessment is older than one year. Students with an ESL assessment current within 12 months of the Census date should be included. Documentation substantiating which ESL students you are including in 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 no students are attending the site for the relevant mode of delivery, select the last check box: *No student at this site for this mode of delivery*.

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 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

You will then be able to submit the form without entering any further school details. You will still need to complete the Authorisation and declaration section before you can submit the form.

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: Click here
Position	Info required: Click here
Phone	Info required: Click here
Email	Info required: Click here
Date	Info required: Click here

Authorisation & declaration

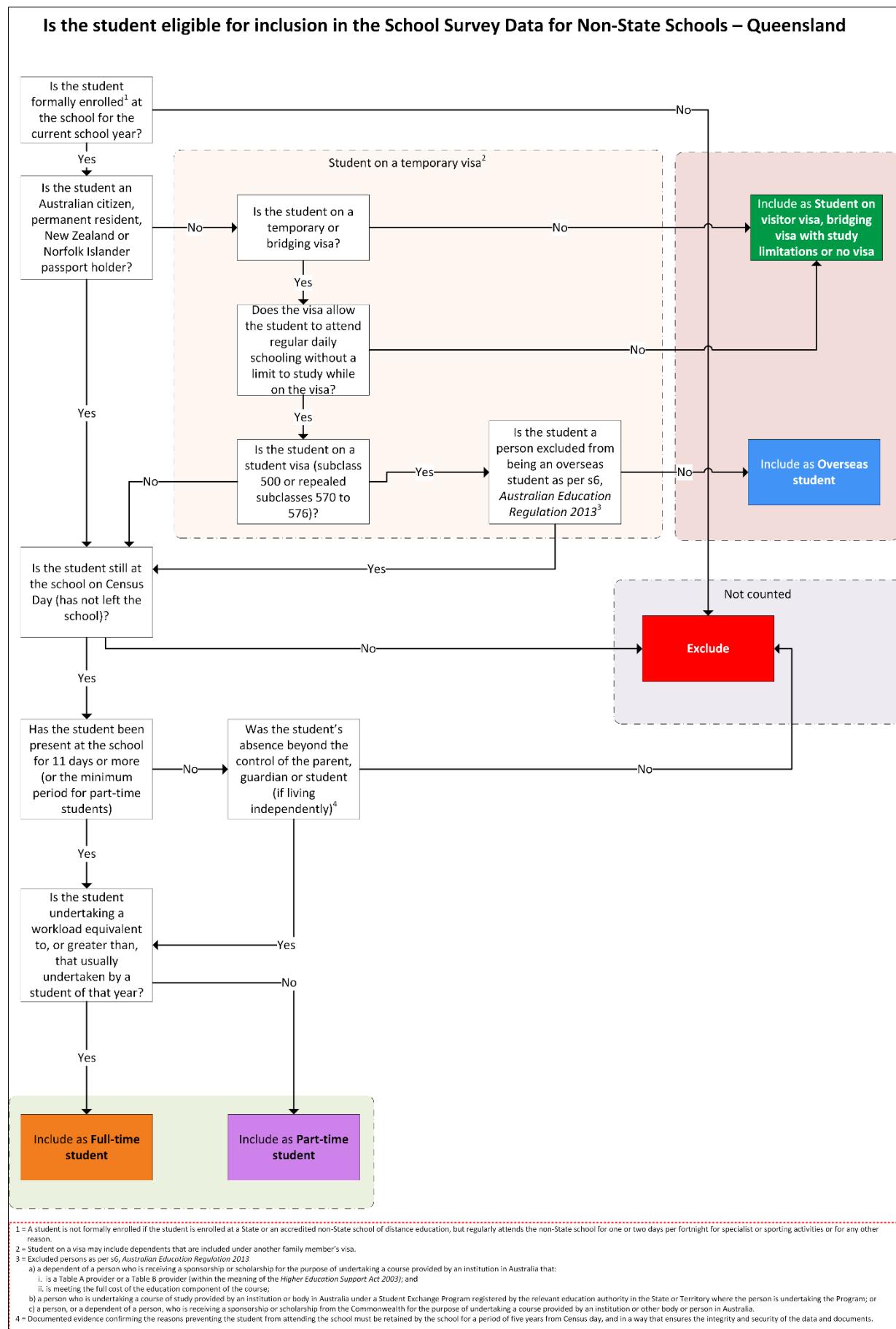
<input type="checkbox"/> Please confirm	I declare that the information provided is, to the best of my knowledge, a true and correct record of the affairs at <i>Arethusa College</i> and does not include data associated with overseas or no visa students, except in the sections Overseas students or No visa 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 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 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"> • 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.

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Instructions for completing School Survey Data for Non-State Schools — Queensland 2026

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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 you should report a student 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 their own right.** The child is the primary visa holder and can be enrolled only with a Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)-registered provider.
- **A child who is a dependant 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 dependant, 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 dependant under another family member's student visa. However, once a child is issued a student visa in their own right, the child may be enrolled, but only 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 dependant 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, must be registered as a provider of courses for overseas students on CRICOS.

Students must be recorded on the Commonwealth's Provider Registration and International Students Management System (PRISMS). Schools do this by issuing a Confirmation of Enrolment (CoE) at the time when they make an offer of enrolment. The student will submit the CoE to the Commonwealth Department of Home Affairs to apply for their student visa.

Information about conditions of any visa subclass is available at <https://immi.homeaffairs.gov.au>.

The conditions of a visa can be checked online through the Visa Entitlement Verification Online (VEVO) tool available at <https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions/check-conditions-online>.

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 they do not continue for more than 12 months. 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.

You should include exchange students 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 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.

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

Students to exclude

Please include overseas students **only** in the *Overseas students* section of the Census form. Do not include them in any other section.

The following students on visas are not classed as overseas students, so you should include them 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 dependant 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 dependant 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, **do not include overseas** students enrolled at the 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 about students to include in that section of the Census form only.

Completing the Overseas students page

If you selected *Overseas students* in the Student profile, you will need to complete this section. All boxes that you need to complete will appear red in colour and then turn white once you have completed them.

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 click the **Set empty fields to 0** button once you have entered all students to populate the remaining fields with zero (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.

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



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

In this section, you should include 'No visa' students or students who are on certain temporary visas that have limited study rights.

They may include:

- **a child on a visitor visa** that 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 limited study rights**
- **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 they must transfer to a CRICOS-registered school if 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

You should include the students listed above **only** in the section of the Census form called *Students on visitor visas, bridging visas with study limitations or no visa*. Do not include them in any other section.

The following students on visas are not classed as 'Students on visitor visas, bridging visas with study limitations or no visa', so you should include them as regular full-time or part-time students in the sections of the Census form about full-time or part-time study:

- 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 about students you should include 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, you will need to complete this section. All boxes that you need to complete will appear red in colour and then turn white once you have completed them.

Set empty fields to 0				
As at	Male	Female	Unspecified	Total
Prep Year	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Year 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Year 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Year 3	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Year 4	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Year 5	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Year 6	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total Primary	0	0	0	0

Set empty fields to 0				
As at	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 click the **Set empty fields to 0** button once you have entered all students to populate the remaining fields with zero.

The form will calculate the totals.

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

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

A student must meet four requirements for you to include them in the Census form as a regular student:²

1. The student (whether full 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.
4. The student must be an Australian citizen, permanent resident, or a person with appropriate resident status.

However, you can include 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) 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 they are living independently).

Here are some broad examples of reasons a student may be absent that are beyond the control of the student's parent/guardian, or the student themselves (if they are living independently):

- 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
- student is competing in an elite-level sporting competition.

While it is not possible to provide an exhaustive list of examples to cover all contingencies, see [Appendix 2](#) for some more detailed scenarios that sometimes arise 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 you have included them in the Census form, you must have documented evidence confirming the reasons that prevented the student from attending the school during this period.

You should list all full-time students who have not met minimum attendance requirements in the section of the form called *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 in which they are enrolled*.

You should list all part-time students who have not met their minimum attendance requirements in the section of the form called *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 in which they are enrolled*.

However, it is not possible to include full-time or part-time students, where those students have not attended the school by the Census Day, even where their absence might be for a reason beyond their control.

Note: All enrolment, attendance and related documentation that you use to complete 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.

² Please contact NSSAB Secretariat if you need further clarification regarding student definition.

Distance education students

Students doing only **part** of their course through a School of Distance Education are **not** categorised as distance education students. For example, they might be taking a subject through a School of Distance Education that is not available at their school, or they might be taking a subject available at the school that clashes with another subject they are studying.

For a governing body to be eligible to receive funding for distance education students, the school must be accredited by the Board to deliver education in distance mode. Please include students in this part of the form only if they meet the following criteria:

- They are distance education students living in Queensland.
- They are enrolled full time.
- They are undertaking a full-service delivery course in distance education.
- They were enrolled at least 11 days before Census Day (or less, if the delay was beyond the control of the parent or independent student).

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

Resident in Queensland

A student is deemed to be living or residing in Queensland if their 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 they are living independently).

You can still include 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, as long as their home address remains in Queensland during the time of travel and they do not temporarily or permanently relocate to another state or country. This concession applies only to short-term arrangements.

The school is responsible for keeping evidence confirming that the student's main place of residence remains in Queensland and that any interstate or overseas travel is a temporary arrangement. The evidence should make it obvious that the student is not resettling interstate or overseas, and that any travel is transient.

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.

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 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 Prep 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 Prep, considering the child's attributes.

The principal may enrol a child in Prep, regardless of their age, if the child has started education in another state or country that is equivalent to the Prep Year **and** if the principal considers the child ready for education in Prep, 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 an equivalent, unless the principal is satisfied that 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 Years 1 to 6.

Secondary students

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

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

Ungraded students are students attending a primary, secondary or combined primary/secondary school who are unable to be allocated to a particular year level. However, you should identify the students as either primary or secondary students for grant purposes.

To meet the requirements under the *Textbook and Resource Allowance* scheme, ungraded secondary students will need to be further classified as being either **under 15 years old** (equivalent to Years 7 to 10) or **15+ years old** (equivalent to Years 11 and 12) as at 1 January 2026. Payments under the scheme are made at one rate for Year 7–10 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.

The Census form uses the following acronyms:

Acronym	Definition
USP U15	Ungraded Special Unit/Class (Under 15 years of age, that is, equivalent to Year 7 to 10)
USP O15	Ungraded Special Unit/Class (Over 15 years of age, that is, equivalent to Year 11 and 12)
UNS U15	Ungraded Non-Special (Under 15 years of age, that is, equivalent to Year 7 to 10)
UNS O15	Ungraded Non-Special (Over 15 years of age, that is, equivalent to Year 11 and 12)



Full-time students

What is a full-time student?

A full-time student satisfies the student definition and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of the same year. This definition relates to workload and not to enrolment. A full-time student has a Full Time Equivalent (FTE) of 1.0.

You can include a full-time student if they are:

- formally enrolled at the school, and
- 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).

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

- the student attended the school for less than 11 days because of the student's absence from the school, and
- the student's absence was for a reason that was beyond the control of the student's parent or guardian, or 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 you have included a full-time student in the Census form who has attended the school for less than 11 days, you must have documented evidence confirming the reasons preventing the student from attending the school during this period. You should include all students who have not met minimum attendance requirements in the section of the Census form called *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 in which they are enrolled*.

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 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 their social and/or emotional welfare 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.

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:

- 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. A fee is generally paid to the School of Distance Education for that 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. Each school should record part-time students according to their FTE at their school with the expectation that total attendance will not exceed one FTE.

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

Students who are enrolled full time at a non-state school can take one or more subjects at a non-state school accredited for Distance Education or a state School of Distance Education if:

- the non-state school does not offer a subject, or
- the non-state school offers the subject, 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

Students may be engaged in study apart from 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 also 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
- any combination of the above.

Students to exclude

- 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 (however, you **may include** students if the absence was beyond the control of the student's parent or guardian, or student (if they are 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
- 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, which means the student's last day of attendance.

Completing the full-time students page

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

They will belong to the following category:

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 in which they are enrolled

If students fall into this category, answer 'yes' to 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 in which they are enrolled?*

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	
<p>* 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?</p> <div style="text-align: center;"> <input type="button" value="OK"/> </div>	

A new window will pop up. Provide the response 'Yes'. Click the **OK** button.

A new section will appear called *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 in which they are enrolled*.

Enter each full-time student who **did not attend for at least 11 days** during the relevant period into this section on the Census form. You will then be able to determine if they are eligible to be included in the full-time count of the Census.

Student identifier NB. This information must not explicitly identify any individual	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! Click here											

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

Fields marked * are mandatory.

* Student identifier	Minimum Period Full-time (MPF)	11
* Year Level	* Number of days attending (NDA)	
* Gender	* Number of days absent beyond control (ARBC)	
Relevant period (RP)	* 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)** – This is 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)** – This is always 11 days (pre-populated).
- **Number of days attending (NDA)** – Enter the number of days the student was attending the school from the first day of the school year until Census Day.
- **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.
- **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.
- **Eligible for inclusion as a full-time student** – This is automatically calculated. It 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 absences beyond the control 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'.

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
- 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
- School induction processes including diagnostic testing
- Unable to access materials for learning
- Other

Reasons available for Within Control:

- Planned travel / holiday
- Enrolled late, but reason was within control
- Transferred from other school, but reason was within control
- Unexplained absence
- School refusal
- Family reasons
- Financial reasons
- Other

Fields marked * are mandatory.

* Student identifier	12345	Minimum Period Full-time (MPF)	11
* Year Level	Year 7	* Number of days attending (NDA)	2
* Gender	Male	* Number of days absent beyond control (ARBC)	5
Relevant period (RP)	23	* Number of days absent within control (ARWC)	16

Eligible for inclusion as a full-time student No

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

Student illness Delay in return from planned travel due to reason beyond the control Illness of member of immediate family

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

Unexplained absence

OK

This student is not eligible to be included because the number of days attending and number of days absent beyond control do not add up to 11 days or more.

Fields marked * are mandatory.

* Student identifier	12345	Minimum Period Full-time (MPF)	11
* Year Level	Year 7	* Number of days attending (NDA)	2
* Gender	Male	* Number of days absent beyond control (ARBC)	21
Relevant period (RP)	23	* 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.

Student illness Delay in return from planned travel due to reason beyond the control Illness of member of immediate family

OK

This student is eligible to be included because the number of days attending plus number of days absent beyond control add up to 11 days or more.

You can enter as many students as you need to using 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 NB. This information must not explicitly identify any individual	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
12345	Year 7	M	23	11	2	21	0	Yes	Student illness, Delay in return from planned travel due to reason beyond the control, Illness of member of immediate family	 	
45678	Year 9	U	23	11	5	9	9	Yes	Funeral customs within student's community	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.

You can include all students where *Eligible for inclusion as a full-time student* reads 'Yes' in the overall full-time student count.

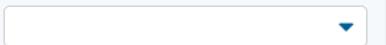
All full-time students were attending the school during the relevant period for the school for at least 11 days of the program or course of study in which they are enrolled

If all students fall into this category, answer 'no' to 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 in which they are enrolled?*.

[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'. Click the **OK** button.

Eligible primary and secondary full-time students

Enter all eligible full-time students into the section of the form called *Eligible primary full-time students (Prep Year to Year 6)* or the *Eligible secondary full-time students (Year 7 to Year 12)*, 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. Do not include in the form any students who are not eligible (for example, where the column *Eligible for inclusion in the Census as a full-time student* = **No**).

All boxes that you need to complete will appear red in colour and then turn white once you have completed them.

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

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

Once you have entered all students, you can click the **Set empty fields to 0** button to populate the remaining fields with zero.

The form will calculate the totals.

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



Part-time students

What is a part-time student?

A part-time student satisfies the student definition but undertakes a workload less than what a full-time student (as determined by the school) would usually undertake for that year. A part-time student has an FTE of less than 1.0.

You can include a part-time student if they:

- are formally enrolled at the school, and
- are 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 in which the student is enrolled during the relevant period. Remember that the relevant period is the number of days between the first day of the school year and Census Day. See more about the MPP from page 40.

You can also confirm that a part-time student has attended the school if:

- they attended the school for less than the MPP because they were absent from the school, and
- their absence was for a reason that was beyond the control of the student's parent or guardian, or the student (if they are 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 you have included them in the Census form, you must have documented evidence confirming the reasons preventing the student from attending the school during this period. List any students who have not met minimum attendance requirements in the section of the Census form called *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 in which they are enrolled*.

Students to exclude

- 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 **and** the absence was beyond the control of the student's parent or guardian, or the student (if living independently)
- 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
- 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 looking carefully at 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.

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 in which they are enrolled

If students fall into this category, answer 'yes' to 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 in which they are enrolled?*

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	
<p>* 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?</p> <p>OK</p>	

A new window will pop up. Provide the response 'Yes'. Click the **OK** button.

A new section will appear called *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 in which they are enrolled*.

Enter each part-time student who was **attending the school for less than the minimum period** during the relevant period into this section on the Census form. You will then be able to determine if they are eligible to be included in the part-time count of the Census.

Student identifier NB. This information must not explicitly identify any individual	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! Click here												

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

Part-time student

Fields marked * are mandatory.

* Student identifier	<input type="text"/>	* Part-time days (PTD)	<input type="text"/>
* Year Level	<input type="text"/>	Minimum Period Part-time (MPP)	<input type="text"/>
* Gender	<input type="text"/>	* Number of days attending (NDA)	<input type="text"/>
Relevant period (RP)	<input type="text" value="23"/>	* Number of days absent beyond control (ARBC)	<input type="text"/>
		* Number of days absent within control (ARWC)	<input type="text"/>
Eligible for inclusion as a part-time student		<input type="text"/>	

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 days \times (11/23) = 6.22 days - rounded up to 7 days

OK

A new window will pop up. Enter all of the information that is 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)** – This is 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 **relevant period**. For example, if a student attends 4 days per week Monday to Thursday and the school started the school year on Tuesday 27 January 2026, then the PTD is 19.
- **Minimum Period Part-time (MPP)** – This is automatically calculated from the relevant period and PTD (see example below).
- **Number of days attending (NDA)** – Enter the number of days the student was attending the school from the first day of the school year until Census Day.
- **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.
- **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.
- **Eligible for inclusion as a part-time student** – This is automatically calculated from the **relevant period, 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 absence beyond the control that you have stated in **ARBC**. For example, if a student was absent for 10 days in total and 2 days were absences beyond the control, select a reason from *Beyond Control Reason/s* using 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 are not listed, choose 'Other'.

Formula MPP

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

To determine the MPP, divide 11 by the number of days in the relevant period and multiply this number by the number of days the student is enrolled to attend the school on a part-time basis during the relevant period. The MPP must be rounded up to a whole number.

Formula: MPP = PTD x (11/RP)

PTD means the number of days during which a program or course of study in 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 Tuesday 27 January 2026, so the relevant period for that school is 24 days. For Levi, there are 20 days in his educational program over the relevant period. This is his PTD.

$$MPP = 20 \text{ days} \times (11/24)$$

$$= 8.71 \text{ days rounded up to 9 days.}$$

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.

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 in which they are enrolled

If all part-time students fall into this category, answer no' to 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 in which they are enrolled?*

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'. Click the **OK** button.

Eligible primary and secondary part-time students

Enter each eligible part-time student individually into the section of the Census for called *Eligible primary part-time students (Prep Year to Year 6)* or *Eligible secondary part-time students (Year 7 to Year 12)*. Include the **Yes** students from the section of the Census form called *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 in which they are enrolled*.

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
------------	--------	-----------------	-----------------	----------------	-----

Click the **Add** button.

Primary part-time student

Fields marked * are mandatory.

* Year level	<input type="text"/>
* Gender	<input type="text"/>
* Hours attending	<input type="text"/>
* Hours full-time	<input type="text"/>
FTE calculated	<input type="text"/>

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 they attended during the reference period by the part-time student, and
- number of hours they 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. Please do not include any students who are not eligible (for example, where the column *Eligible for inclusion in the Census as a part-time student* = **No**) anywhere in the form.

Students you enter 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, Students from isolated zones and boarding 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	0.00
Year 1	0	0	0	0	0	0	0	0	0.00
Year 2	0	0	0	0	0	0	0	0	0.00
Year 3	0	0	0	0	0	0	0	0	0.00
Year 4	0	0	0	0	0	0	0	0	0.00
Year 5	0	0	0	0	0	0	0	0	0.00
Year 6	0	0	0	0	0	0	0	0	0.00
Total	0	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	0.00
Year 8	0	0	0	0	0	0	0	0	0.00
Year 9	0	0	0	0	0	0	0	0	0.00
Year 10	0	0	0	0	0	0	0	0	0.00
Year 11	0	0	0	0	0	0	0	0	0.00
Year 12	0	0	0	0	0	0	0	0	0.00
Total	0	0	0	0	0	0	0	0	0

Summary - Eligible part-time students

M - Male F - Female U - Unspecified

As at	Headcount				FTE			
	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 relevant period.

English as a Second Language (ESL) assistance

ESL students are students whose first language or dialect is not Standard Australian English and who require additional support to develop proficiency in English. These students need assistance with written and/or spoken English to fully access the curriculum.

Include an ESL student on the Census form if they have been assessed as requiring ESL assistance on or before Census Day and the assessment is no older than one year, regardless of whether they are currently receiving support. The principal is the final decision-maker in determining a student's need for ESL assistance. However, any qualified person, such as a specialist ESL or learning support teacher, can conduct this assessment.

Schools must identify students requiring ESL support at least on an annual basis. This can be done through various methods, including:

- Observation and analysis of work samples by the classroom teacher.
- Observations of the student by the principal or other qualified teacher.
- Results of targeted assessment, such as *National Languages and Literacy Institute of Australia ESL bandscales*.
- Any other appropriate process specific for ESL.

Schools must retain documentation supporting the principal's decision-making process, including the basis for identifying a student as needing ESL assistance. This documentation must be kept for at least five years from Census Day and stored securely to maintain the integrity and confidentiality of the data and documents.

Many Indigenous students in Queensland have ESL learning needs. For some, their first language may be an Aboriginal or Torres Strait Islander language or Australian Kriol. Many of these students speak multiple languages or dialects before starting school.

Not all students whose first language is not English require ESL assistance. Schools must assess their proficiency in Standard Australian English at the local level to determine if support is needed for full participation 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 exclude

- students whose first language is English
- students whose English proficiency has improved to a level where they can fully participate in typical classroom activities
- students who primarily require remedial English tuition
- overseas students who require ESL assistance (refer to [Overseas Students](#) in these Instructions)
- 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
- [Catholic Education Queensland Limited](#) for other Catholic non-state schools (for example, RI/PJP schools), or

- the NSSAB Secretariat.

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 you need to complete will appear red in colour and then turn white once you have completed them.

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.

Once you have entered all students, populate the remaining fields with zero by clicking the **Set empty fields to 0** button.

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	Isolation (Remote) <input type="checkbox"/>
* Hours full-time	30	Isolation (Very remote) <input type="checkbox"/>
FTE calculated	0.80	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		
<input type="button" value="OK"/>		

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

Indigenous students

Indigenous students are 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 schools should discourage other parties from identifying a student's Indigenous status.

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 you need to complete will appear red in colour and then turn white once you have completed them.

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

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.

Once you have entered all students, you can populate the remaining fields with zero by clicking the **Set empty fields to 0** button.

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.

Fields marked * are mandatory.

* Year level	Year 3	ESL	<input type="checkbox"/>
* Gender	Male	Indigenous	<input checked="" type="checkbox"/>
* Hours attending	24	Isolation (Remote)	<input type="checkbox"/>
* Hours full-time	30	Isolation (Very remote)	<input type="checkbox"/>
FTE calculated	0.80		

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

Students from isolated zones

Student identification

Identifying the number of students from isolated areas of Queensland attending each non-state school assists the government in allocating the needs component of recurrent assistance. Student isolation is based on the student's home address when they are not attending school.

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

You can view a [map of student isolation](#) on the next page.

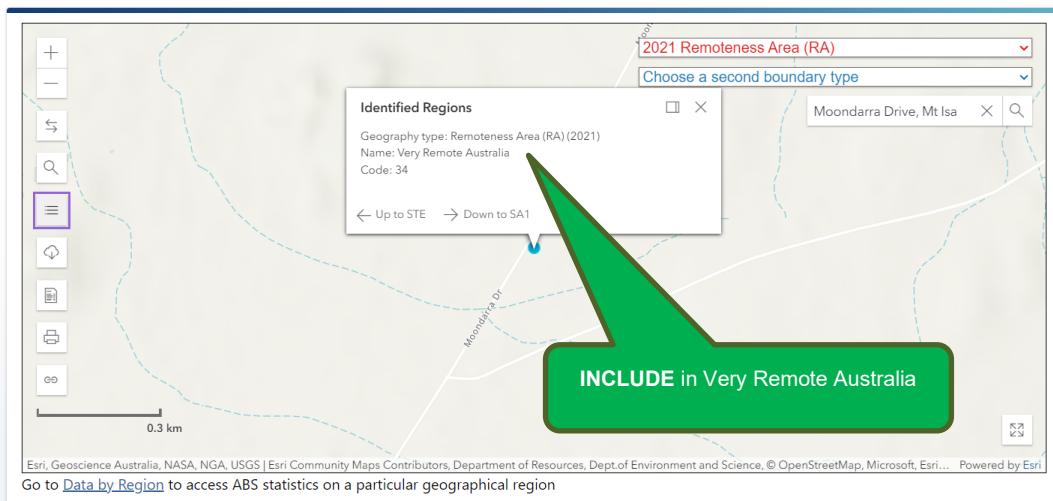
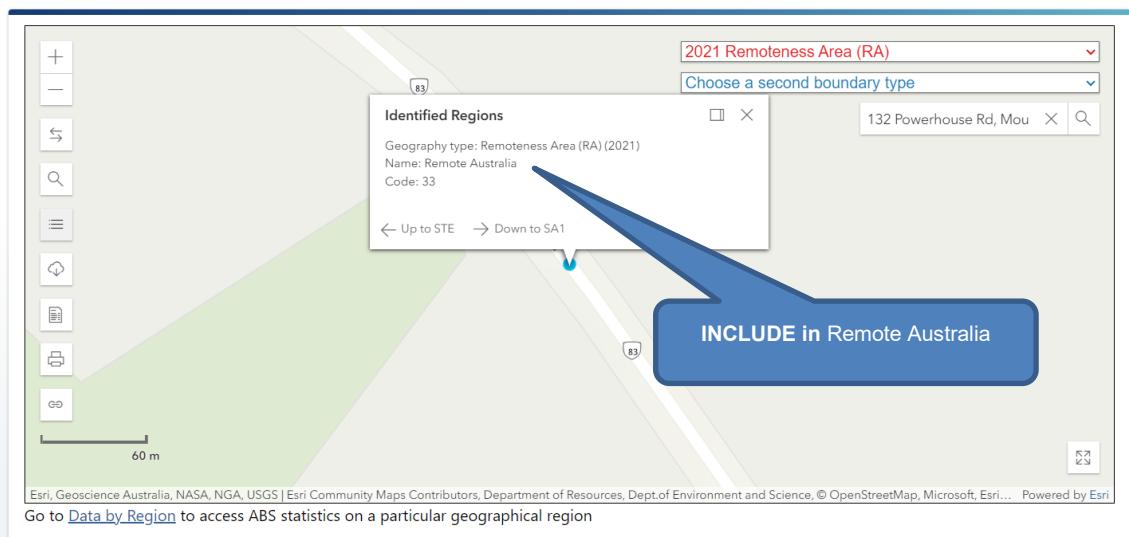
You should include only students whose home address is designated **Remote Australia** or **Very Remote Australia** in this section of the Census form.

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 <https://dbr.abs.gov.au/absmaps/index.html>. Choose 2021 Remoteness Area (RA) as

the Boundary Type, type the address into the address box, and click the Search icon. Then, click the box, which will bring up the region.



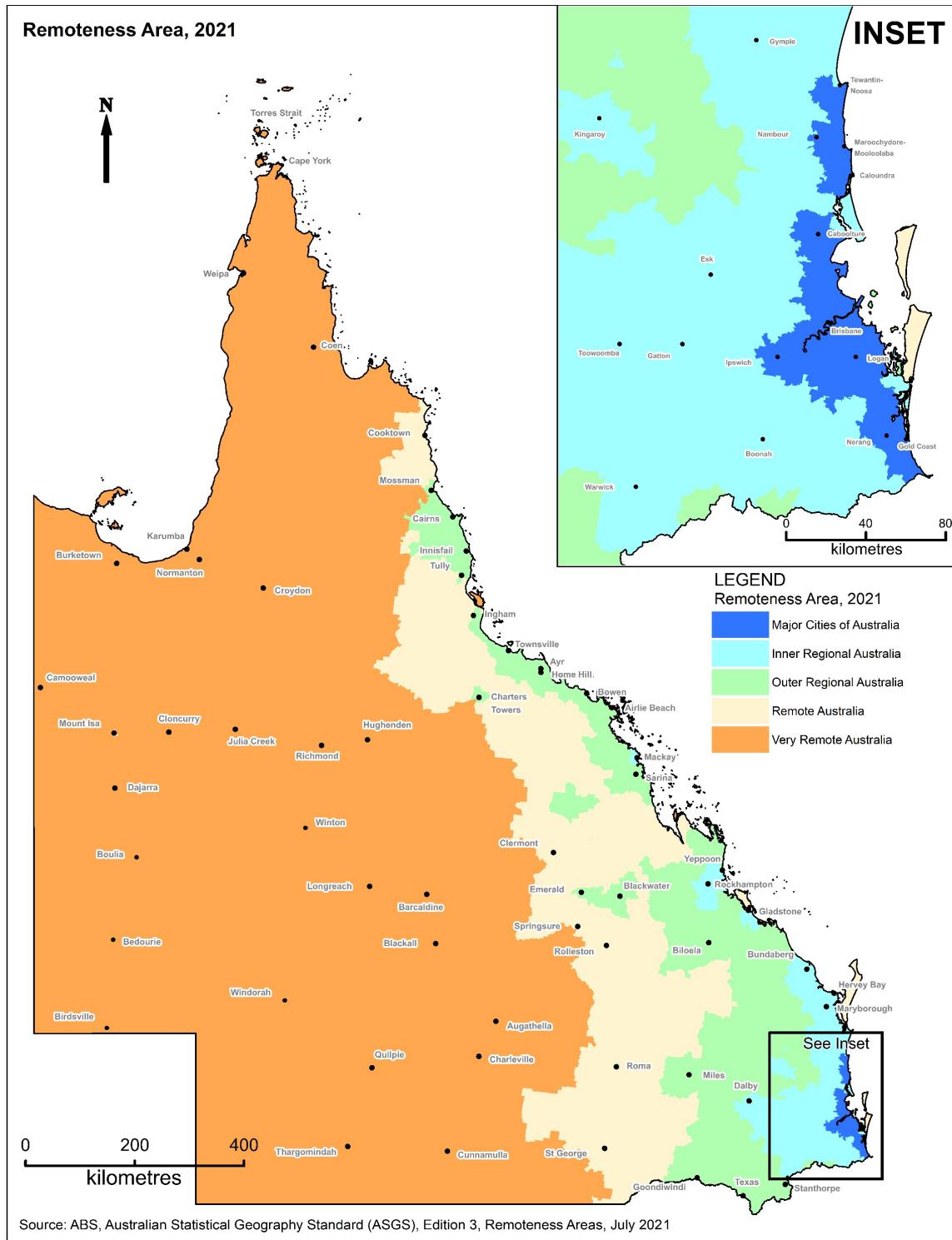
Examples of the address searches:



Schools should retain the results of these searches for audit purposes.



Queensland Government Statistician's Office



<http://www.qgso.qld.gov.au>

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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 have any questions about a student's eligibility, please contact the [NSSAB Secretariat](#).

Students to exclude

- 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).

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 they are not attending school.

All boxes that you need to complete will appear red in colour and then turn white once you have completed them.

Eligible primary full-time students							Eligible secondary full-time students								
As at		Male	Female	Unspecified	Total	Isolation (Remote)	Isolation (Very remote)	As at		Male	Female	Unspecified	Total	Isolation (Remote)	Isolation (Very remote)
Prep Year		1	1	1	3	0	1	Year 7		5	5	0	10	0	1
Year 1		1	1	0	2	1	1	Year 8		5	3	0	8	1	0
Year 2		1	1	2	4	0	1	Year 9		3	6	0	9	0	0
Year 3		2	0	0	2	1	1	Year 10		0	5	0	5	1	0
Year 4		0	2	0	2	0	0	Year 11		3	1	1	5	0	0
Year 5		0	3	0	3	1	0	Year 12		3	3	0	6	0	1
Year 6		0	3	0	3	0	0	Total Secondary		19	23	1	43	2	2
Total Primary		5	11	3	19	3	4								

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.

Once you have entered all students, you can populate the remaining fields with zero by clicking the **Set empty fields to 0** button.

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

STUDENTS FROM ISOLATED ZONES

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

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 you click 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 that has been approved by the Board.

You should include the boarding student enrolment counts at the school the students are attending rather than where the residential facilities are located.

Students to include

- 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 approved by the Board.

Students to exclude

- boarding students who do not attend the school for tuition, unless the Board has approved a formal agreement
- 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).

Boarding fee concessions

You should use data from **2025 only** throughout this section on boarding fee concessions. It is the most recent data on the pattern of boarding fee concessions for a full year. Remember to round **all money amounts to the nearest dollar**.

The over-arching goal is to provide 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).

Do not include concessions for other reasons. For example, schools may give concessions for church membership, for students who are children of staff members, or as sporting or academic scholarships. But do not include these here unless there is also economic hardship.

For those schools where the boarding students are attending another school, contact the NSSAB Secretariat for clarification when you are completing this section. They will help make a decision according to the agreement of fees and concessions administration.

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 you need to complete will appear red in colour and then turn white once you have completed them.

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* who are boarding according to their year of schooling. The number of boarding students cannot exceed the number of students in the year level.

Once you have entered all students, you can populate the remaining fields with zero by clicking the **Set empty fields to 0** button.

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	Isolation (Remote)	<input type="checkbox"/>
* Hours full-time	30	Isolation (Very remote)	<input type="checkbox"/>
FTE calculated	0.80	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 you click the **OK** button, the part-time student's FTE will be added to the summary Boarding column.

Accredited for Boarding, no Boarding student enrolments

If the school is accredited for boarding, but has no boarding student enrolments in 2026, please enter zero for all boarding fields. Entering zero will not cause a validation error.

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. You should include any boarding students in 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 are eligible for funding for boarding, should complete this section.

Secondary Boarding fee concessions			
Year level	Average Boarding Enrolment	Boarding Fee (\$)	Notional Boarding Fee Income
Year 7	6	14000	\$70,000
Year 8	8	14000	\$112,000
Year 9	3	14000	\$42,000
Year 10	2	14000	\$28,000
Year 11	2	14000	\$28,000
Year 12	1	14000	\$14,000
Total	21		\$294,000

2025 Average Boarding Enrolment: Schools should use the data on boarding enrolments provided in the 2025 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 2025, 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.

2025 Boarding Fee: This is 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): This figure is obtained by multiplying the *2025 Average Boarding Enrolment* by the *2025 Boarding Fee* for each year level.

Totals (Calculated)

Total Average Boarding Enrolment	0.0
Total Notional Boarding Fee Income	\$0
Notional boarding fee per student	\$0

Total Average Boarding Enrolment (2025) (calculated): This figure is calculated by adding all the individual year-level enrolments at *2025 Average Boarding Enrolment*.

Total Notional Boarding Fee Income (2025) (calculated): This figure 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): This figure is calculated by dividing the *Total Notional Boarding Fee Income (2025)* by *Total Average Boarding Enrolment (2025)*.

Next add in the *Accounting method* by clicking on the **Click here** button.

Accounting method

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

Boarding fee concessions - Accounting

* Accounting method used for the financial figures in this section

Accrual accounting

Cash accounting

OK

Cancel

If you select the 'Accounting method' from the drop-down options, complete the information required.

Boarding fee concessions - Accounting

* Accounting method used for the financial figures in this section

Accrual accounting

Accrual accounting

* Total boarding fee concessions, including actual bad debt 'write-off' to provision account (2025 school year)

0

* Boarding fee concessions granted for church membership

0

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

0

OK

Cancel

Accrual accounting only:

Total boarding fee concessions, including actual bad debt 'write-off' to provision account (2025 school year): This part obtains all boarding fee concessions, including bad debt provisions that apply to the 2025 school year.

BOARDING STUDENTS & BOARDING FEE CONCESSIONS

Boarding fee concessions granted for church membership (2025): This is the amount that has been granted as concessions for church or parish membership during 2025.

Boarding fee concessions for all non-hardship/non-sibling reasons (2025): This is the amount that 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.

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

Accrual accounting	
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 you are selecting 'Cash accounting' from the drop-down menu, 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

BOARDING STUDENTS & BOARDING FEE CONCESSIONS

Cash accounting		
	Total boarding fees collected for 2025	\$10,000
	Notional boarding fee concessions to ALL students in 2025 (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

Total boarding fees collected for 2025: These are fees collected as boarding fees for 2025. The figure should be readily derived by examining a 2025 financial statement. It should include monies collected in 2025 that relate to the 2025 school year.

Notional boarding fee concessions to ALL students in 2025 (calculated): This figure 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 2025 minus Boarding fee concessions for church membership/ non-hardship/non-sibling reasons (2025).

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 2025

If you do not have any boarding fee concession data available from 2025, please enter zero 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 so they can 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 you are required to complete will appear. As you complete this section and move through the various cells, you can either enter the information or select from the drop-down options.

Systems and processes

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

OK

Cancel

Electronic

If you have selected 'Electronic systems', the following fields will be available for you to complete.

Systems and processes

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

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?

Paper-based

If you have selected 'Paper-based systems', the following fields will be available for you to complete.

Systems and processes	
What system(s) is/are used by the school to record enrolment and attendance data?	Paper-based systems
Paper-based systems	
Where are enrolment and attendance lists stored (paper-based systems)?	
Is the storage (paper-based systems) secure?	

Combined electronic and paper-based

If you have selected 'Combined electronic and paper-based systems', the following fields will be available for you to complete.

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?	
Paper-based systems	
Where are enrolment and attendance lists stored (paper-based systems)?	
Is the storage (paper-based systems) secure?	

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

Click 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

You must check all boxes in the checklist, including those where you have not recorded any enrolments. Checking these boxes verifies that you have carefully checked school records to determine whether or not you have enrolments in all needs categories.

Completing the Checklist page

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

<input type="checkbox"/> Please confirm	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.
<input type="checkbox"/> Please confirm	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.
<input type="checkbox"/> Please confirm	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.
<input type="checkbox"/> Please confirm	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.
<input type="checkbox"/> Please confirm	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.
<input type="checkbox"/> Please confirm	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.
<input type="checkbox"/> Please confirm	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.
<input type="checkbox"/> Please confirm	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.
<input type="checkbox"/> Please confirm	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.

Click 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 you still need to enter some information in that section.



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

<p style="text-align: center;">Authorisation and declaration</p> <p style="text-align: center;">Please provide all required information and resolve all validation errors.</p> <p style="text-align: center;">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.</p>

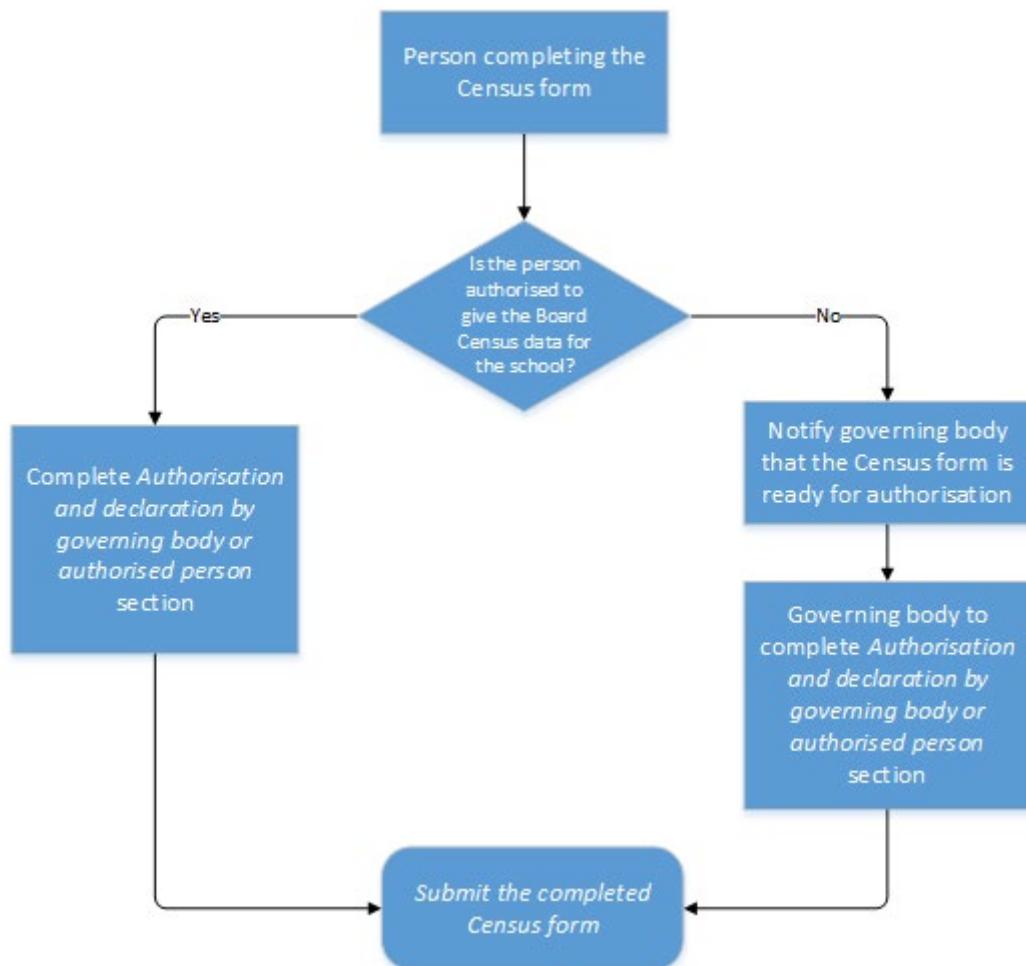
The *Authorisation and declaration*, and the submission of the Census form, must be done by the person authorised by the governing body (the ‘authorised person’) to submit school Census data on behalf of the governing body.

The authorised person must 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, you should contact the governing body to let them know the Census form is ready to be authorised and submitted. 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 you should follow 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 should 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
- The Corporation of the Synod of the Diocese of Brisbane: Anglican Schools Commission, c/- Mr Nick Gentner at ngentner@anglicanchurchsq.org.au
cc Mr John Gregg at jgregg@anglicanchurchsq.org.au
- The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane: Brisbane Catholic Education Centre, c/- Ms Michelle Fitton at mfitton@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
- The Roman Catholic Trust Corporation for the Diocese of Rockhampton: Rockhampton Catholic Education Office, c/- Ms Amanda Houston at amanda.houston@rok.catholic.edu.au
cc Ms Jo-Anne Perry at joanne_perry@rok.catholic.edu.au
Mr Michael McCusker at director@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
- The Roman Catholic Trust Corporation for the Diocese of Townsville: Townsville Catholic Education Office, c/- Ms Jodi Larsen at jlarsen@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.

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	<input type="text"/>
* Position	<input type="text"/>
* Phone	<input type="text"/> Please include area code.
* Email	<input type="text"/>
* Date	<input type="text"/>

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"/> 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="text"/> and does not include data
<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="text"/> of the Non-State Schools Accreditation Board, through the Board Secretariat, Census data for the school on behalf of the
<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:	<input type="text"/> and does not include data
	<ul style="list-style-type: none">• 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.	<input type="text"/> and does not include data

Click 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 you still need to enter information in that section.



A red triangle means there are one or more errors in that section. Errors may be 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, you are ready to submit the form.

To submit the form, click 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

Clicking on this button will submit the completed form to the Board. Once you have submitted the form, you will not be able to make further changes, unless the NSSAB Secretariat contacts you.

You will receive a receipt by email to the authorised user who submitted the data collection form, indicating that it has been received. The email provides a receipt number for future reference.

Census Feedback Survey

The Board is continually looking for ways to improve how it administers the Census and collects data. After completion of the Census program, a link to a short Census feedback survey will be sent to the person nominated in this form to give feedback on the Census experience. NSSAB uses the information it collects in this survey to improve and refine the Census from a user perspective.

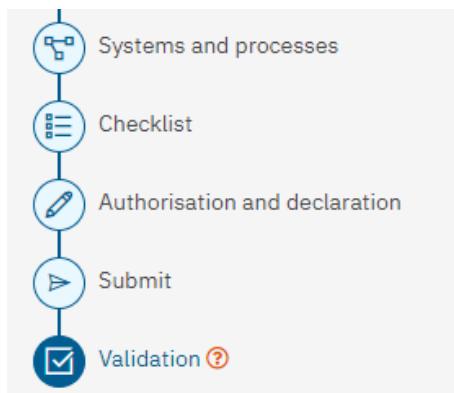
Validation

The system sends a validation email automatically for any Census form that indicates a variance of 3 or more students and greater than 10 per cent or a change of more than 50 students in certain categories compared to last year's data. This email will go to whichever address you provided for the contact person for enquiries about the data.

Check the variances in the email and log back in to [NSSAB Online Services](#) to:

- either confirm that the numbers are accurate and provide a reason for the change in numbers from the previous year, or
- advise that a resubmit is required.

You can find the validation request in the left-hand progress indicator.



To start a validation response, click **Edit** or **Click here** under *Validation response*.

Validation response	Validation status
<p>Response Info required! Click here</p> <p>Explanation Info required! Click here</p> <p>Edit</p> <p><small>It would be appreciated if you could submit your response by close of business on *</small></p>	<p>Requested ↓ In progress ↓ Ready to authorise ↓ Ready to submit ↓ Submitted ↓ Completed</p>

A new window will appear where you can provide your response.

The variances are displayed under the heading *Variances*. Please note that the variances already consider any new years of schooling that commenced in 2026. The students enrolled in any new years of schooling have been deducted from the total number for validation purposes.

Validation response

Variances

Response

Resubmit required

Explanation

Provide explanation

OK

Cancel

Resubmit required

Select 'Resubmit required' if you find an error in the data and need to adjust the Census return for the site and mode of delivery.

Explain why you need to resubmit in the *Explanation* field and click the **OK** button.

Response

Resubmit required

Explanation

Once you have given a reason for the resubmission, click the **Change status to Ready to authorise** button.

Validation response

Response	Resubmit required
Explanation	
Edit	
Change status to Ready to authorise	

Refer to [Authorisation and declaration \(Validation\)](#) to continue.

Continue with [Resubmission draft created](#).

Provide explanation

If the data is correct, select *Provide explanation*. Explain the variance in the *Explanation* field.

Response	Provide explanation	▼
Explanation	<div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div>	

Authorise the validation. Refer to [Census form submission flowchart](#) for information about who can authorise the Census form and validations.

Authorisation and declaration (Validation)

Authorisation and declaration

Authorised person name	Info required! Click here
Email	Info required! Click here
Date	Info required! Click here
Declaration	Info required! Click here
Edit	

Fill in the authorisation details and click the **OK** button.

Authorisation and declaration	
<p>Fields marked * are mandatory.</p> <p>* Authorised person name <input type="text"/></p> <p>* Email <input type="text"/></p> <p>* Date <input type="text"/></p> <p>Declaration <input type="checkbox"/> I declare that the information provided is, to the best of my knowledge, a true and correct record of the affairs at this school.</p> <p style="text-align: center;">OK</p>	

Once authorised, submit the validation. Click the **Submit** button.³

Submit

Please click the button below to submit the response to the Board.

[Submit](#)

³ A school user can submit the validation only if the user is the authorised person for the Census for the school.

Further information required

If you have provided an explanation regarding the variances and NSSAB Secretariat staff have further questions or require additional clarification, NSSAB Secretariat staff will request further information. The contact person will receive an email that the NSSAB Secretariat requires further information.

Log into [NSSAB Online Services](#) to respond to the additional information request.

Further information requests

21 October
04:33pm
2022

Request by

Can you please provide more information on the increase in primary students.

[Provide a response](#)

To provide a response, click the **Provide a response** button. A new window will appear.

Update status

Further information required → Further information submitted

Comment

[Submit](#)

Provide your further information in the Comments field and click the **Submit** button.

The response will appear in the section *Further information requests*.

Further information requests

21 October
04:33pm
2022

Request by

Can you please provide more information on the increase in primary students.

25 October
01:58pm
2022

Response by

Further information

NSSAB Secretariat staff will review this information. Once they are satisfied with the explanation you have provided, they will complete the validation. If they still require further information, they will send a new further information request.

Resubmission draft created

If you have advised that you need to resubmit because you have found an error in the data you submitted, the NSSAB Secretariat will review your request and create a new resubmission draft.

Please note: you will need to log back into [NSSAB Online Services](#) to access the resubmission draft.

The draft will be a copy of the original submission. Make any changes you need, then complete the [Checklist](#), [Authorisation and declaration](#) and [Submission](#).

The validation of the original submission will be completed as all further validations will apply to the subsequent resubmission.

Completed

If you do not need to provide any further information or complete another resubmission draft, NSSAB Secretariat staff will complete the validation.

Check the status of all validations

You can check the status of all validations for the schools, sites and modes of delivery that you have access to by going to the Census overview.

There are three columns that relate to validations:

- Validation status
- Validation status updated
- Validation response due

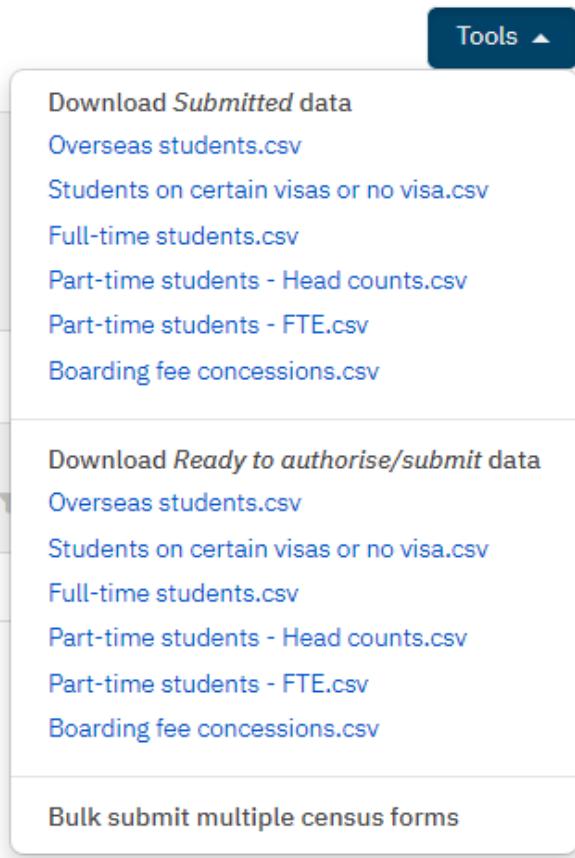
The validation status can be as follows:

Status	Description
Requested	The validation email has been sent and is awaiting a response from the governing body or school user.
In progress	Governing body or school user has started completing the field (i.e. start typing even if not saved).
Ready to authorise	Details of the person authorising the validation need to be provided.
Ready to submit	Validation has been authorised and is ready to be submitted.
Submitted	Validation has been submitted and needs to be reviewed by NSSAB Secretariat staff.
Further information required	NSSAB Secretariat staff have requested further information.
Further information submitted	User has submitted further information that needs to be reviewed by NSSAB Secretariat staff.
Completed	Either a new submission draft has been created or NSSAB Secretariat staff have accepted the explanation provided.

Tools

The Online Census has built-in tools that might assist a governing body and school while they are completing the form or after they have submitted it. You can find the **Tools** menu on the top right-hand side of the Census homepage.

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



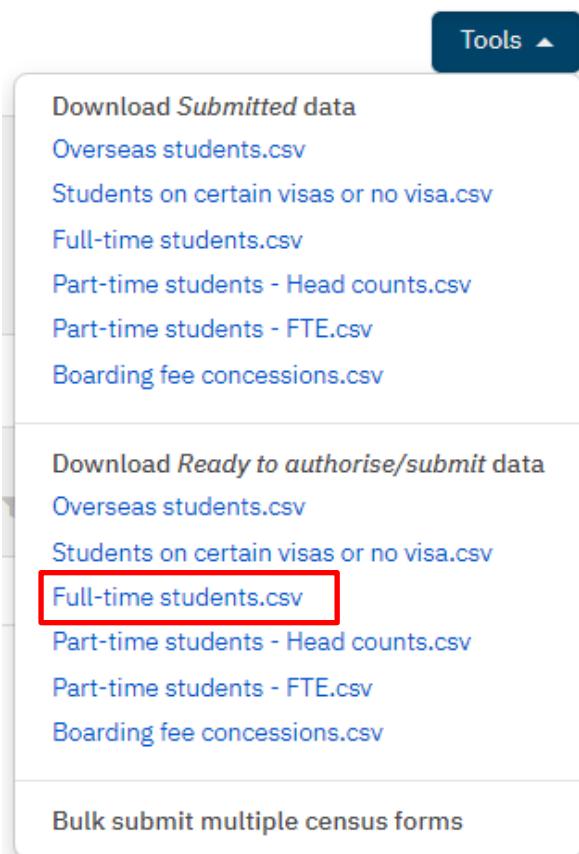
You can perform the following tasks:

- 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 submitting the form, to download a copy of the raw data (csv format) after submitting the form, or submitting 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’.

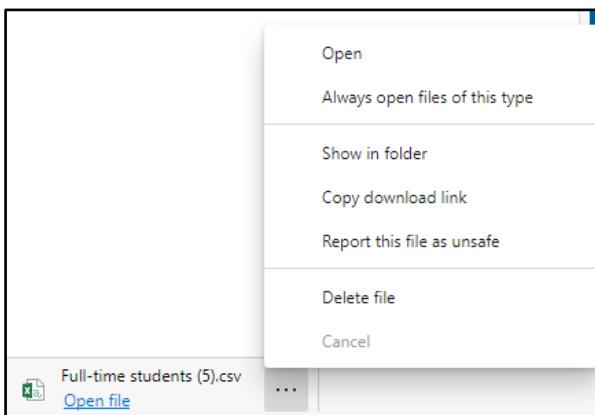


The screenshot shows a 'Tools' menu with the following structure:

- Download Submitted data**
 - [Overseas students.csv](#)
 - [Students on certain visas or no visa.csv](#)
 - [Full-time students.csv](#)
 - [Part-time students - Head counts.csv](#)
 - [Part-time students - FTE.csv](#)
 - [Boarding fee concessions.csv](#)
- Download Ready to authorise/submit data**
 - [Overseas students.csv](#)
 - [Students on certain visas or no visa.csv](#)
 - [Full-time students.csv](#) **(This link is highlighted with a red box)**
 - [Part-time students - Head counts.csv](#)
 - [Part-time students - FTE.csv](#)
 - [Boarding fee concessions.csv](#)
- Bulk submit multiple census forms**

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.

The csv file

If there is no data because 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	SiteCode	Delivery	CensusYear	CensusVersion	CensusId	Prep_M	Prep_F	Prep_U	Y1_M	Y1_F	Y1_U	Y2_M	Y2_F	Y2_U	Y3
1	SiteCode	Delivery	CensusYear	CensusVersion	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'.

Tools ▾

Download Submitted data

[Overseas students.csv](#)

[Students on certain visas or no visa.csv](#)

[Full-time students.csv](#)

[Part-time students - Head counts.csv](#)

[Part-time students - FTE.csv](#)

[Boarding fee concessions.csv](#)

Download Ready to authorise/submit data

[Overseas students.csv](#)

[Students on certain visas or no visa.csv](#)

[Full-time students.csv](#)

[Part-time students - Head counts.csv](#)

[Part-time students - FTE.csv](#)

[Boarding fee concessions.csv](#)

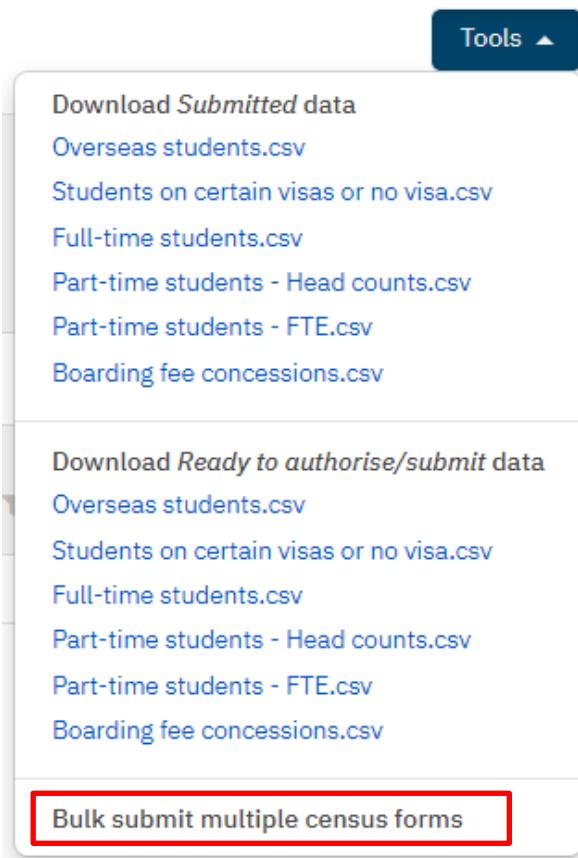
Bulk submit multiple census forms

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 you have completed them without errors and have filled in the Authorisation and declaration. 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 you are ready to submit.

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.

Submit the selected census forms

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.

Click the **Submit the selected Census forms** button.

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.

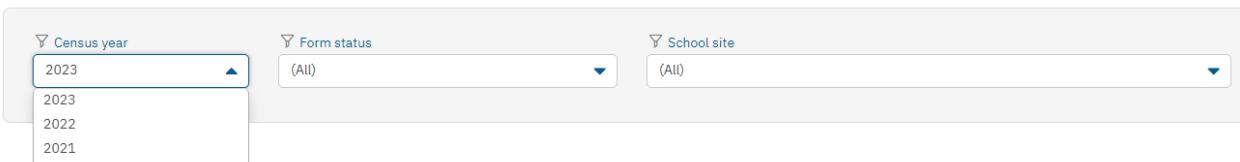
Census feedback

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.

View previous years' Census submissions

Data submitted through the online Census in previous years can be accessed by clicking on the drop-down menu under 'Census year'.



The screenshot shows a user interface for searching previous Census submissions. It features three dropdown menus: 'Census year' (with options 2023, 2022, 2021, 2020, and 2019), 'Form status' (with option '(All)'), and 'School site' (with option '(All)'). The 'Census year' dropdown is currently open, displaying the year 2023 as the selected value.

APPENDIX 1

Further guidelines – distance education

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

Overview

In respect of the Census, a student is taken to be enrolled as a distance education student at a distance education school 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
- 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.

Distance education students are those who:

- are living in Queensland
- are enrolled full time
- are undertaking a full-service delivery course in distance education, and
- were enrolled at least 11 days before Census Day (or less if the delay was beyond the control of the parent or independent student).

Only these students should be included in this part of the Census form. Part-time distance education students are not eligible to be included in the Census.

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 include the following:

- 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.
- The school's teachers make regular contact with the student.
- The school's teachers regularly monitor the students' learning achievements.
- 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.

Refer to Appendix 2 for a Non-exhaustive list of examples regarding attendance to identify whether a student may be included in the Census for reasons beyond the control of the student's parent / guardian, or the student (if they are living independently).

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

If a student is travelling interstate or overseas and their home address remains in Queensland during the time of travel, schools should still include them as an enrolled student of distance education if they continue to undertake a full-service delivery course in distance education and fulfil all other required distance

education criteria. **However**, the arrangement must be temporary, and the student must not have relocated their 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-month work contract in another country. Sam has been studying via distance education for two years. To maintain his continuity of learning, Sam's parents want him to keep studying via distance education while they are temporarily working overseas. Their usual place of residence remains in Queensland and they are intending to return home as soon as the contract has finished.

Decision: Sam is eligible to be included in the Census as long as his enrolment meets all other distance education requirements. The overseas travel is temporary and there is no change in the family's 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 because 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-month 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 because the family is relocating to another state (even though temporarily). Martine qualifies to attend school 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 a school uses to complete 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.

You can include in the Census a student who has attended the school for less than the prescribed number of days between the first day that students are to attend the school at the start of the school year and ending on Census Day, if the student's absence was for a reason that was beyond the control of:

- the student – if the student is living independently of their parents or guardian, or
- the student's parent or guardian.

If you have included any student in the Census who has attended the school for less than the prescribed number of days, you must have 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 they are 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 regarding attendance

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.

These examples are reasons for absence beyond the control of the student's parent/guardian, or the student (if they are living independently):

- natural disasters (e.g. 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
- student is competing in an elite level sports competition
- induction processes including diagnostic testing
- student is unable to access materials for learning
- school is unable to commence operations due to delay in construction / completion / certification

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

Multiple examples or circumstances may apply during the relevant period for a student. An example stating that the student can be included or counted in the Census 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 they were attending the school plus the absences that were beyond the control do not add up to 11 or more.

Student is enrolled late, but before Census Day

You should include an enrolled student whose enrolment takes place late, but before Census Day, if the student did not attend 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 they are living independently).

Natural disasters – cyclone, bushfire, flood

You **should include** an enrolled student if the student could not attend school⁴ for the prescribed number of days due to a natural disaster (for example, cyclone, bushfire, flood), even if the student has not attended the school on or before Census Day.

Example: Full-time enrolment – eligible

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

Decision: Peter is eligible to be included in the Census because the flood is beyond the control of his parents.

Example: Full-time enrolment – not eligible

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

Decision: Sanjay is not eligible to be counted in the Census because his non-attendance was within the control of his parents.

Student transferring from a state, another non-state school or home education

You **should include** an enrolled student if the student has transferred from another school (state or non-state) or home education and has not been able to⁴ attend school for the prescribed number of days, even if the student has not attended the school before or on Census Day.

Example: Full-time enrolment – eligible

Roger was previously enrolled at 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 at the school. Because of delays in moving out of the family home in Tasmania, finding a home near the parent's work and Roger's school, and travelling interstate, Roger has attended three available days of school since arriving.

Decision: Roger is eligible to be included in the Census because the time it took to move to Queensland was beyond the control of his parents.

Example: Full-time enrolment – eligible

Tania was previously enrolled at a state school, but she experienced excessive bullying at the beginning of the school term. 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. The school has documented evidence to support the transfer decision due to bullying.

Decision: Tania is eligible to be included in the Census because the bullying was beyond the control of her parents.

Example: Full-time enrolment – eligible

Murdock's parents enrolled him at a school (School A) because a place was not available at their school of choice (School B). During the days before the Census, a place became available at School B, and the parents immediately enrolled Murdock at this school. The day that Murdock's parents accept the enrolment at School B is five

⁴ must be for a reason that met the 'Beyond the control' test

school days before Census Day, and he starts attending School B on that day.

Decision: Murdock is eligible to be included in the Census at School B because the timing of his enrolment and attendance 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 was not enrolled at School A on Census Day.

Example: Full-time enrolment – not eligible

Annette was previously enrolled at a state school in Queensland very close to a non-state school. Three days before Census Day, Annette's parents decide to end her enrolment at the state school and enrol her at the non-state school instead, which she attends for all three days.

Decision: Annette is not eligible to be counted in the Census because the family's decision to change Annette's school enrolment was within their control.

Note: If Annette stopped being enrolled at the state school because of bullying, this scenario would fit under student emotional and behavioural issues regarding meeting the minimum attendance requirements and the 'Beyond the control of' test.

Student illness

You **should include** an enrolled student if the student is unable⁴ to attend school for the prescribed number of days due to a medical condition (verified by supporting evidence, for example, record of parental contact or medical certificate), even if the student has not attended the school on or before Census Day.

Student travel (for example, holidays)

You **should not include** an enrolled student if the student has not attended the school for the prescribed number of days due to planned travel (for example, holidays) from the start of the school year to Census Day.

However, you **should include** an enrolled student if the student has been absent because of planned travel (for example, holidays) during the summer holidays and has not been able, due to unforeseen circumstances⁵, to return as planned so they can attend school for the prescribed number of days, even if the student has not attended the school on or before Census Day.

Example: Full-time enrolment – eligible

Vanessa is a student enrolled at the school. She travelled with her family to a remote part of Indonesia over the summer holidays. The family planned to return home on the third day of the first school term, so that Vanessa could attend school from that day onwards. However, that part of Indonesia experienced a catastrophic earthquake. The earthquake prevented the family from returning home until two days before Census Day, which meant that Vanessa was able to attend the school for those two days only.

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

Example: Full-time enrolment – eligible

Simon is a student enrolled at the school. He travelled overseas with his family during the summer holidays. They planned to return home so that Simon could attend school on the first day of Term 1. However, all return air flights were cancelled for several weeks, which prevented the family from returning home until five days before Census Day. Simon was able to attend the school for four days.

Decision: Simon is eligible to be included in the Census because the flights being cancelled was beyond the control of his parents.

Example: Full-time enrolment – not eligible

Suzie is currently enrolled at the school and went to California with her family over the summer holidays. Accommodation and return airfares were more than twice the

⁵ 'Unforeseen circumstances' must be for a reason that meets the 'Beyond the control of' test.

price during the school holidays, so the family decided it would be more affordable to leave in late January and return to Australia on 18 February. This decision saved them thousands of dollars and meant that they could go ahead with the family holiday. 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 because the family's decision to spend time overseas during the school term was within their control. Decisions based on financial impact do not meet the 'Beyond the control of' test.

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

Skye is a student enrolled 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 so she can continue to study. The parents will pay the full tuition fee to the school for that six-month period.

Decision: Skye is not eligible to be included in the Census even though Skye's non-attendance may satisfy the exemption from attendance test under section 185A. (Section 185A says that the child cannot attend the school, or it would be unreasonable in all the circumstances to require the child to attend the school.) Skye is not eligible because the parents' decision to travel around Australia does not meet 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 <https://ppr.qed.qld.gov.au/attachment/exemptions-from-compulsory-schooling-and-compulsory-participation-procedure.pdf>.

Student suspension from attendance

You **should include** an enrolled student if the student has attended the school for less than the prescribed number of days because they have been suspended under a student disciplinary arrangement applying to the school.

Enrolled student is competing in an elite level sports competition

You **should include** an enrolled student if the student has attended the school for less than the prescribed number of days because they are participating in an elite-level sporting competition.

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

Example: Full-time enrolment – eligible

Brooke is a student enrolled at the school. She has attended the school for five days but has been absent because she is competing in a national junior golf competition. Competing at this time has prevented her from meeting the 11 days of attendance required for her to be included in the school's Census.

Decision: Brooke is eligible to be included in the Census because the junior golf competition is a national elite-level sporting competition, and the scheduling is beyond the control of her parents.

Student emotional and behavioural issues

You **should include** an enrolled student if the student has attended the school for less than the prescribed number of days, but they have been absent because of the student's emotional issues or behaviour (or both). However, an officer of the school must be actively and consistently working with the student to encourage them to attend.

Example: Full-time enrolment – eligible

Nathan is a student at a special assistance school. He was previously enrolled at the

nearby state school, but he ended up being excluded because of behavioural issues. Since starting at the special assistance school at the beginning of the school year, Nathan's attendance has been erratic. The school has been contacting the home by phone and email, and staff have visited the home to encourage Nathan to attend school more regularly. The school has kept records of every time they tried to contact the family.

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

Example: Full-time enrolment – eligible

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

You **should include** an enrolled student if the student has not been able to attend⁶ for the prescribed number of days because of the illness or death of a member of the student's immediate family (such as a parent, guardian, grandparent, sibling). The mental or physical illness, or the death, of the family member must be substantiated (for example, by a parent/guardian). You should include the enrolled student even if the student has not attended the school on or before Census Day.

Family reasons

You **should include** an enrolled student 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 they are living independently). Some of these reasons include child safety, domestic violence, custody or legal matters.

You **should not include** an enrolled student 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 they are living independently).

Delay in construction/ completion/ certification of the school

You **should include** an enrolled student if the student has attended the school for less than the prescribed number of days because the school is a new site and has been unable to commence operations due to a delay in construction/ completion/ certification of the school.

Example: Full-time enrolment – eligible

Olivia is a student enrolled at a new school. Due to a delay in the contractors obtaining materials, the planned building works were not completed on time. This meant that the school did not commence operations until five days before the Census Day and meant Olivia was only able to attend the school for those five days.

Decision: Olivia is eligible to be included in the Census because the delay in the construction of the school was beyond the control of her parents.

⁶ must be for a reason that met the 'Beyond the control of' test

APPENDIX 3

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

Overview

Including a student in this part of the Census depends on whether the school's principal has decided an enrolled student is classified as a student **requiring ESL tuition** or not.

The school should assess relevant students and have documented evidence to support the principal's decision about 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 who is eligible to be included on the Census for requiring ESL tuition **should be included** if, on or before Census Day, the school's principal has formed an opinion that the student requires ESL tuition at the time of the Census. The principal must document their reasons with substantiating evidence. The assessment must be no older than one year.

Example: ESL tuition – eligible

Marie is a student enrolled at the school. Marie speaks Aboriginal English and is not fully proficient in Standard Australian English. The school's principal has determined that Marie should receive ESL tuition.

Decision: Marie is eligible to be counted as a student requiring ESL tuition because the principal has determined, on or before Census Day, that Marie requires ESL tuition and has documented their reasons for forming that opinion.

Example: ESL tuition – eligible

Linh is a student enrolled at the school. Linh's parents moved to Australia late last year. Linh is 14 years old and is in Year 8, the second year of secondary education. The school's principal has assessed Linh's English proficiency and decided that Linh should receive ESL tuition.

Decision: Linh is eligible to be counted as a student requiring ESL tuition because the principal has determined, on or before Census Day, that Linh requires ESL tuition and has documented their reasons for forming that opinion.

Example: ESL tuition – eligible

Olivia is a student enrolled at the school. The school's principal assessed Olivia's English proficiency in October last year and decided that Olivia should receive ESL tuition.

Decision: Olivia is eligible to be counted as a student requiring ESL tuition because the principal has determined, within one year prior to Census Day, that Olivia requires ESL tuition and has documented their reasons for forming that opinion.

Example: ESL tuition – not eligible

Kevin is a student enrolled at the school. Kevin's parents migrated to Australia from China when Kevin was five years old. Neither of his parents speaks English. Kevin is now in Year 6 and he speaks, reads and writes English fluently.

Decision: Kevin is not eligible to be counted as a student requiring ESL tuition because he is proficient in Standard Australian English.

Example: ESL tuition – not eligible

Erick is a student enrolled at the school. Erick's parents migrated to Australia when Erick was five years old. Erick is in Year 1. The school's principal has not assessed whether Erick requires ESL tuition.

Decision: Erick is not eligible to be counted as a student requiring ESL tuition because the principal has not determined, on or before Census Day, that Erick requires ESL tuition.

Example: ESL tuition – not eligible

Hamish is a student enrolled at the school. In January last year, the school's principal assessed Hamish's English proficiency and determined that he required ESL tuition. However, Hamish's English proficiency has not been reassessed again since that time.

Decision: Hamish is not eligible to be counted as a student requiring ESL tuition because his English proficiency has not been assessed within one year prior to Census Day.

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 <u>Migration Regulations 1994</u> , section 5A107.
Associated facility	For a multi-site school, a subsidiary site.
Attending the school	Attending the program or course of study in 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	Person appointed by the Non-State Schools Accreditation Board under the <u>Education (Accreditation of Non-State Schools) Act 2017</u> , 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) where the absence could not have been prevented by the parent/guardian or the student (if living independently).
Board	The Non-State Schools Accreditation Board – the Board was established under the now repealed <u>Education (Accreditation of Non-State Schools) Act 2001</u> and continues under the <u>Education (Accreditation of Non-State Schools) Act 2017</u> .
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 on the substantive visa they previously held (if applicable).
Census data	Data that a governing body of an accredited school must give the Non-State Schools Accreditation Board under the <u>Education (Accreditation of Non-State Schools) Act 2017</u> , section 168. These data must be provided within seven days after the day (the relevant day) prescribed in the <u>Education (Accreditation of Non-State Schools) Regulation 2017</u> , section 28.
Census Day	Last Friday in February of each year under the <u>Education (Accreditation of Non-State Schools) Regulation 2017</u> , 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 each other's presence for that purpose but communicate with each other in writing, by print or by electronic means, as defined under the <u>Education (General Provisions Act) 2006</u> , Schedule 4. A school must be accredited to offer distance education as a mode of delivery, as defined under the <u>Education (Accreditation of Non-State Schools) Regulation 2017</u> , section 12.
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 <u>Australian Auditing and Assurance Standards</u> .
ESL	English as a Second Language, also known as EAL/D (English as an additional language or dialect).
FTE	Full-time equivalent (the fraction of a full-time workload that a part-time student undertakes).
Full service delivery	Program of delivery by schools accredited to offer distance education. Students comply with requirements around communicating with the school for the purpose of participating in the program and completing and returning assigned work.
Full-time student	A student participating full time under section 235 of the <u>Education (General Provisions Act) 2006</u> .
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.

Term	Meaning/description
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 <u><i>Education (Accreditation of Non-State Schools) Regulation 2017</i></u> , section 27(4).
Minimum period (MP) also minimum period full-time (MPF)	For full-time students, 11 days – refer to the <u><i>Education (Accreditation of Non-State Schools) Regulation 2017</i></u> , section 29(2).
Minimum period part-time (MPP)	For part-time students, as defined in the <u><i>Education (Accreditation of Non-State Schools) Regulation 2017</i></u> , section 30(4).
Minister	Queensland Minister for Education and the Arts.
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 continues under the <u><i>Education (Accreditation of Non-State Schools) Act 2017</i></u> .
NSSAB Secretariat	The administrative office providing executive support to the Non-State Schools Accreditation Board.
Overseas student	Overseas student as defined under the <u><i>Australian Education Act 2013</i></u> , 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.
Prep Year	Preparatory Year of schooling.
Prescribed number of days	Attendance for at least 11 days of the program or course of study in which a student is enrolled – refer to <u><i>Education (Accreditation of Non-State Schools) Regulation 2017</i></u> , 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, in which the student is enrolled, is taught in the relevant period.
QCAA	Queensland Curriculum and Assessment Authority, a statutory body established under the <u><i>Education (Queensland Curriculum and Assessment Authority) Act 2014</i></u> .
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 <u><i>Education (Accreditation of Non-State Schools) Regulation 2017</i></u> , section 28 (see Census Day).
Relevant period (RP)	Defined in the <u><i>Education (Accreditation of Non-State Schools) Regulation 2017</i></u> , section 26 as 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.
Students with special needs	Refers to English as a second language (ESL) students and Indigenous students.
Temporary special assistance site	For a multi-site school, a site used for the school to provide, on a temporary basis, special assistance.
Underage Prep	A student who does not meet the minimum age requirements, as defined under the <u><i>Education (General Provisions) Regulation 2017</i></u> , section 17.
Ungraded students	Ungraded students are unable to be allocated to a particular year level. In the Census, these students are to be identified as primary or secondary students for grant purposes. Secondary students must also be classified as either under 15 years of age (Years 7 to 10) or 15+ years old (Year 11 and Year 12).