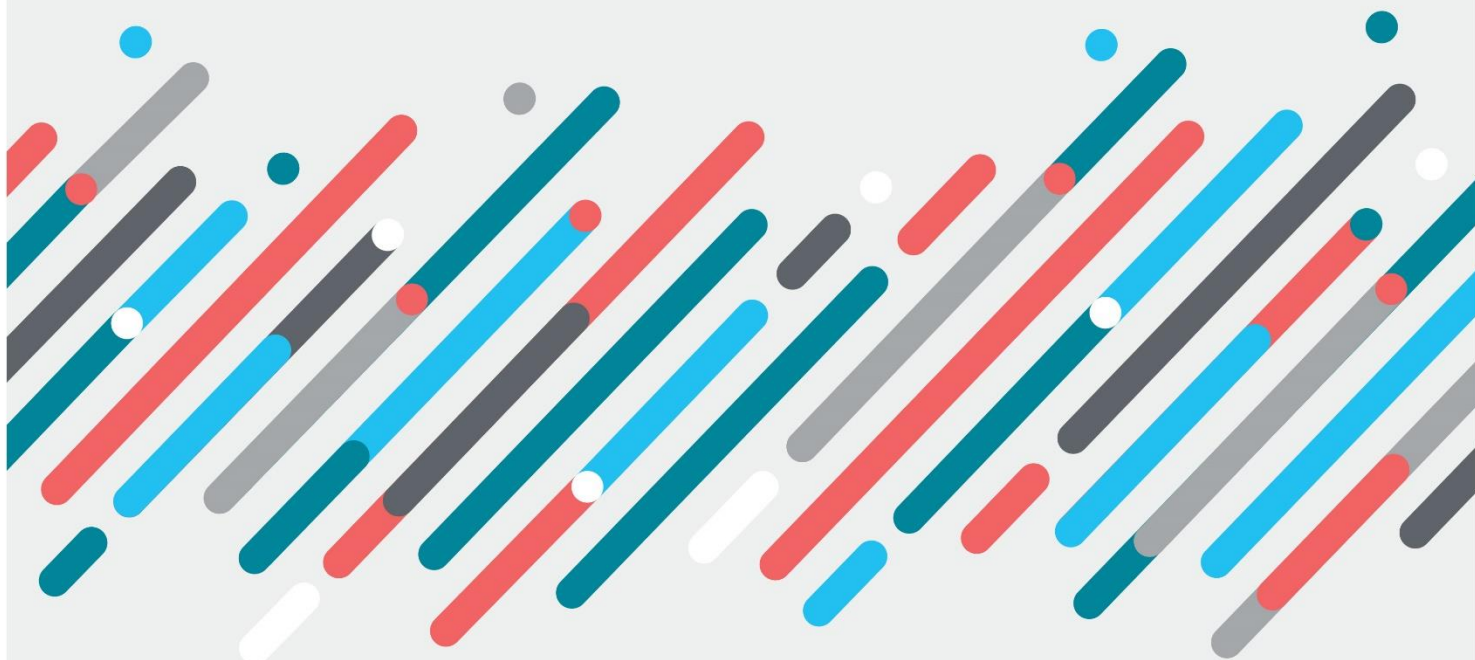




Australian Government
Department of Education

2023 Special Circumstance Handbook



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The document must be attributed as the (2023 Special Circumstance Handbook) Version 2

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Purpose

To provide guidance for schools submitting a special circumstance application for students who did not attend during the [Census reference period](#) but otherwise meet the Non-Government Schools Census (the Census) eligibility requirements. Schools can apply to have these students individually considered for inclusion in the Census through a special circumstance application.

Due date

Special circumstance applications **must** be submitted by 11:59pm (AEST) on Friday 18 August 2023.

Applications must be emailed to specialcircumstances@education.gov.au

Finding the application

The special circumstance application form is available to download on [SchoolsHUB](#).

Census reference period

The Census reference period is the 20 school days leading up to, and including Census Day, Friday 4 August 2023. School holidays, public holidays, and weekends are not part of the 20-day Census reference period. Pupil free days within the Reference Period do count towards these 20 days.

Who should read this handbook?

This handbook is for schools and approved authorities completing a special circumstance application for the 2023 Non-Government Schools Census. This handbook will assist in:

- completing the application
- understanding the required supportive documentation
- submitting the application.

Before starting

Before commencing the application, read the [Non-Government Schools Census Requirements](#) to check the eligibility criteria for reporting students in the Census. Under Section 9B (1) of the *Australian Education Regulation 2013* (the Regulation), these are students:

- who are enrolled at the school on [Census Day](#) (Friday 4 August 2023) for the school for the year
- whose enrolment is for education at a level specified for the school in the approval of the approved authority for the school
- who have a pattern of regular attendance at the school, or at school generally, during the year
- whose attendance is, for at least one day during the [Census reference period](#) for the school for the year.

If the students meet all the criteria above, a special circumstance application **does not** need to be completed. These students **must** be reported in the 2023 Non-Government Schools Census.

Special circumstance application 2023

Minor adjustments have been made to provide greater clarity based on feedback and frequently asked questions. This includes updated wording in various sections of the 2023 special circumstance handbook and 2023 special circumstance application form.

Who to include in an application

Under Section 9B (1) of the Regulation, a special circumstance application can be submitted for determination by the Minister (or delegate) for students:

- who are enrolled at the school on the [Census Day](#) (Friday 4 August 2023) for the school for the year
- whose enrolment is for education at a level specified for the school in the approval of the approved authority for the school
- who have a pattern of regular attendance at the school, or at school generally, during the year
- who did not have attendance for at least one day during the [Census reference period](#) for the school for the year.

Who not to include in an application

A special circumstance application is for students who **did not have attendance** at the school during the [Census reference period](#) but are otherwise eligible for the Census. This includes students who:

- are enrolled, but did not attend in the school year leading up to and including [Census Day](#)
- last attended the school before [Census Day](#) and will not be returning until 2024 or later
- unenrolled or ceased attending the school prior to [Census Day](#)
- are not eligible to enrol at a school based on relevant state and territory requirements
- did not study school subjects (from foundation [Year 1 minus 1] to Year 12) in 2023
- are on a visa which prohibits them from engaging in studies as a condition of their visa
- are on a visitor's visa and in Australia for less than 6 months
- do not study any school subjects and only participate in apprenticeships, English as a second language courses, TAFE courses, tertiary subjects, work placements, or a combination
- are on exchange and at the school for a period shorter than 6 months
- are on exchange and have completed their formal schooling in their own country.

Assessment criteria

Under Section 9B (4), a special circumstance application is assessed based on the below criteria:

- students who are enrolled at the school on the [Census Day](#) (Friday 4 August 2023) for the school for the year
- students who **did not attend** for at least one day during the [Census reference period](#) for the school for the year
- the period or periods of attendance by the student at the school, or at school generally, during the year
- the pattern of attendance by the student at the school, or at school generally, during the year
- whether the student is, or will be included in the [Census Day](#) enrolment of another school for the year
- for any period of non-attendance by the student – the steps taken by the school to engage the student in the relevant level of education.

Supportive documentation

Supportive documentation **must** be provided for each student to corroborate the details provided in a special circumstance application.

When considering the type of supportive documentation, the department is seeking evidence to demonstrate the student has and will continue to be engaged in education by the school for the year, whilst meeting the [assessment criteria](#).

For students with a regular pattern of attendance throughout 2023 (except the absence over the [Census reference period](#)), this will be more straightforward.

Suggestions on what to include in the application

Table 1 provides suggested documentation to demonstrate the reasons for the absence and the steps taken by the school to engage the student in education throughout the absence.

Providing these documents does not guarantee the student will be accepted. However, it will allow the department to make a more informed decision based on the application. Please include any additional documentation that will assist with the application.

Each student is assessed as a separate application and each student will receive an individual outcome following the assessment of the school's 2023 special circumstance application(s).

What not to include in the application

All supportive documentation **must be de-identified** by removing the student's legal name, contact information and physical or postal addresses. There are certain documents the department is unable to accept due to their sensitive nature, such as:

- student court rulings
- domestic violence orders
- photographs of the student.

If the department receives any sensitive material, the application will still be assessed. However, any sensitive documents will immediately be deleted and not considered in the assessment process.

Suggested documents to include

The most important component of each application is assembling the supporting documentation which demonstrates why it is appropriate for a student to be added to a school's Census.

As each student's circumstance is different, supportive documentation will need to be provided that caters to each student and their current circumstance.

Table 1: Suggested documentation for various circumstances

Circumstance	Suggested supportive documentation
Student on a family holiday over the Census reference period	<ul style="list-style-type: none"> authorised signed leave form records showing regular schoolwork engagement during absent period.
Student is temporarily attending another school in Australia for the duration of the Census reference period	<ul style="list-style-type: none"> authorised signed leave form notice from the 'away' school declaring they will not report the student in their Census for that year communication with the student's parent or guardian showing a clear intention for the student to return to school in 2023 after attending the 'away' school.
Student is absent during the Census reference period due to an illness (including COVID and mental health)	<ul style="list-style-type: none"> medical certificates covering the period of absence communication with the student's parent or guardian showing a clear intention for the student to return to school in 2023 records showing regular schoolwork engagement during absent period student attendance record report or letter from a medical professional (de-identified) supporting the student's absence an agreed return to school plan for the student evidence to support the school has been regularly engaging with the student, parents, or guardians during the absent period.
Student is absent during the Census reference period while partaking in sorry business or grief leave	<ul style="list-style-type: none"> Written communication with either the student's parent, guardian, community representative, leader or principal confirming when the student is expected to return in 2023.
Student is absent during the Census reference period while partaking in elite sport or entertainment industry	<ul style="list-style-type: none"> authorised signed leave form communication with the student's parent or guardian showing a clear intention for the student to return to school in 2023 records showing regular schoolwork engagement during absent period if a separate tutor or education program has been used during the absence, evidence to support the schoolwork engaged in by the student was provided by the school evidence to support the school has been regularly engaging with the student, parents, or guardians during the absent period.
Student is a school refuser and has not attended school for a prolonged period including the Census reference period	<ul style="list-style-type: none"> communication with the student's parent or guardian showing a clear intention for the student to return to school in 2023 records showing regular schoolwork engagement during absent period an agreed return to school plan for the student.

Outcome process

For each 2023 special circumstance application, the department sends an acknowledgment email to the author of the application advising the successful registration of the application. If no communication is received within 2 business days, please contact the department.

The department may wish to contact the school if there are questions about the application and therefore it is important to provide the contact details of the most appropriate person to contact. Failure to make contact may result in the application not being considered for inclusion in the Census.

The review process of all applications commences from Friday 18 August 2023. Upon conclusion, the author of the application and the schools approved authority representative will be provided an outcome letter for each individual student. During this time, additional contact does not need to be made with the department until an outcome is provided.

There are 3 possible special circumstance outcomes:

- **Accepted:** the department has determined that a special circumstance applies, and the student is eligible to be included in the Census. The department will update the school's Census with any accepted students.
- **Not Accepted:** the department has refused to determine the student as eligible for inclusion in the Census. A reason for not accepting the application will be provided. The most common reasons the department may not accept an application are:
 1. insufficient supporting documentation
 2. unclear return date of the student to the school
 3. no confirmation the student's 'away' school did not report them in the Census
 4. no pattern of regular attendance at the school, or at school generally, during the year
 5. insufficient documentation demonstrating the steps taken by the school to engage the student in the relevant level of education.
- **Eligible for Census:** the department has determined that a special circumstance application was not required, as the student was initially eligible for inclusion in the Census. The department will update the school's Census with any eligible students.

Appeal process

If you do not agree with the decision made by the Minister (or delegate) under section 120 of the *Australian Education Act 2013* (The Act), you may request an internal review to appeal the outcome of a **Not Accepted** student.

If you wish to seek an internal review, you **must** apply in writing and set out the reasons for the application within 30 days from the date of the outcome letter. All internal reviews are conducted by an independent internal review officer who was not involved in the original decision.

There is no standard format for internal review applications, however, there is opportunity to provide additional supporting documentation to demonstrate why the student should be accepted.

For an internal review, please provide the following:

- why you consider the original decision to be incorrect
- your original application and its supporting documentation
- any new supporting documentation.

Internal review applications **must** be sent to internalreview@education.gov.au.

Legal obligations

Providing false or misleading Census information to the Commonwealth is a serious offence and may result in prosecution under Section 137.1 of the *Criminal Code Act 1995*.

Recordkeeping

Approved authorities **must** maintain records verifying the eligibility of all students reported in the Census and special circumstance applications for a minimum of 7 years. This is a requirement under section 37 of the Regulation.

Census post enumeration

The Census post enumeration process is a follow-up exercise to validate whether Census information provided by schools is accurate, complete, and dependable. It forms part of the department's [Schools Funding Assurance Framework](#).

The department visits a sample of non-government schools each year and verifies the accuracy of their Census information by assessing their enrolment records and other supporting documentation. If errors are found in a school's Census return, the department may correct the enrolment information of that school and update its funding entitlement.

Participation for schools selected in the Census post enumeration process is a requirement under the Regulation.

Privacy notice

As personal information is being provided to the department, schools **must** provide parents or guardians with a copy of the department's [privacy notice](#). The privacy notice provides information on how the department will manage the personal information collected in a special circumstance application.

The department uses information collected in a special circumstance application under our [privacy policy](#). The department collects, holds, uses, and discloses personal information for a lawful purpose that is necessary or related to one or more of our functions or activities or where otherwise required or authorised by law.

The department will only use personal information for secondary purposes where we are able to do so in accordance with the *Privacy Act 1988*. For queries and information about privacy-related matters, please email privacy@education.gov.au.

For more information

We are here to help. If you have any queries, contact us by:

- emailing specialcircumstances@education.gov.au
- calling 1800 677 027 (Option 3)
- submitting a support request through [SchoolsHUB](#)
- visiting [SchoolsHUB](#).

How to complete your 2023 application

The special circumstance application is a multi-tab Excel spreadsheet that is available to download on [SchoolsHUB](#). The application has the following tabs:

1. Getting Started
2. Contact Details
3. Special Circumstance Form
4. Student Information
5. Location AGEID Lookup
6. Help and Support.

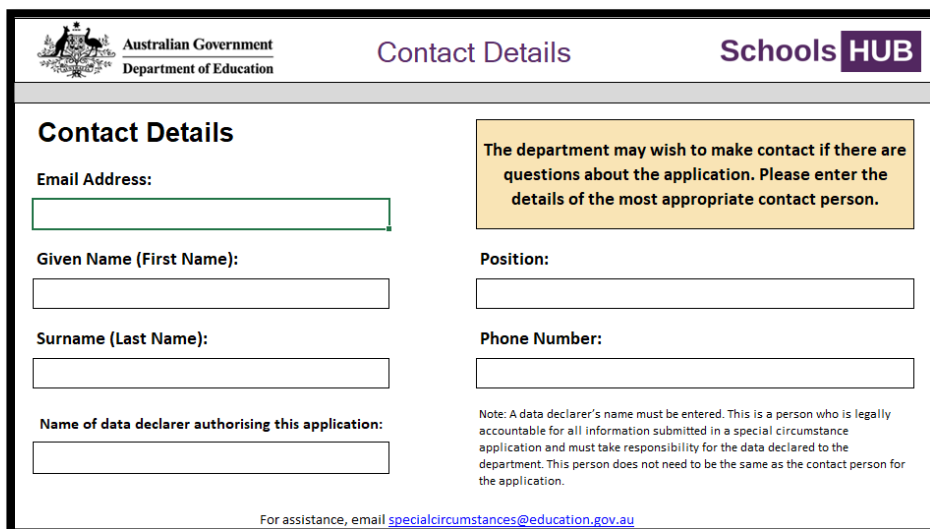
1. Getting Started

This tab provides basic instructions and useful links that does not require any added information.

2. Contact Details

This tab is for the school to provide contact details for the most appropriate person the department can contact regarding details within the application. Image 1 shows a screenshot of the Contact Details tab.

A data declarer's name must be entered. This is a person who is legally accountable for all information submitted in a special circumstance application and must take responsibility for the declaration of data to the department. This person does not need to be the same as the contact person for the application.



The screenshot shows the 'Contact Details' tab within the 'Schools HUB' interface. The header includes the Australian Government Department of Education logo and the 'Schools HUB' branding. The main content area is titled 'Contact Details' and contains several input fields: 'Email Address:', 'Given Name (First Name):', 'Surname (Last Name):', 'Name of data declarer authorising this application:', 'Position:', and 'Phone Number:'. A yellow callout box states: 'The department may wish to make contact if there are questions about the application. Please enter the details of the most appropriate contact person.' A note at the bottom explains the role of the data declarer. At the very bottom, there is a link for assistance: 'specialcircumstances@education.gov.au'.

Image 1: A screenshot of the Contact Details tab

3. Special Circumstance Form

This tab is where the application is completed. There are 3 sections. Enter the location AGEID in cell A4, fill out [Application Details \(1-11\)](#) and [Student Characteristics \(12-22\)](#), which combined is 22 columns to complete before submitting to the department. Image 2 shows a screenshot of the special circumstance application form.

2023 Special Circumstance Application

Schools HUB

This application and all supporting documentation must be emailed to specialcircumstances@education.gov.au by Friday 18th August 2023. Please read the 2023 Special Circumstance Application Handbook before proceeding with an application. The 2023 Special Circumstance Handbook is available to download on SchoolsHUB.

Location AGED **State** **Location Name**

0 **---** **That is not a valid location AGED**

STUDENT CHARACTERISTICS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Confirm primary information has been given to parents/guardians (Y)	Student identifier (Use a student identification number to identify the student. This information can not explicitly identify any individual.)	Confirm student is enrolled in Census Day (4 August 2023) (Y)	Date the student first attended school in 2023 (dd/mm/yyyy)	Date the student last attended school in 2023 (dd/mm/yyyy)	How many school days was the student absent BETWEEN the dates in columns 4 and 5?	Date the student is expected to return to school (dd/mm/yyyy) or "Unknown"	Confirm supporting documents have been included in the application (Y)	Is the student expected to attend another school during their absence? (Y/N)	Confirm the "new school" did not report the student or that the combined FTE does not exceed 2.5 (attach supporting documents if not) (Y/N)	Confirm the student has NOT been reported in this location in 2023 Census (Y)	Gender (M/F/N)	Age as at 1 July 2023 (dd/mm/yyyy)	Year level (If the student is in Foundation enter 0) (0-12)	Weekend (0-1-1-0) (Y/N or N/A)	Indigenous Type (Y/N or N/A)	Education Type (Y/N or N/A)	SBD - Category of Disability (Cognitive, Physical, Sensory, Social, Emotional, None)	SBD - Level of Adjustment Required (SBD, Supplementary, Substantial, Intensive, None)	Students on Visa (Y/N)	View Subsidies Number or N/A	Overseas Student (Y/N)

Image 2: A screenshot of the 2023 special circumstance application form

4. Student Information

For each student, there are 2 questions to be answered. Information **must** be entered into the special circumstance form prior to answering these questions and the student identifier will prefill in the student information tab with empty fields to be completed.

All explanations provided and any supportive documentation included **must be de-identified**. Do not include legal names, contact information or physical or postal addresses.

1. Briefly explain the circumstances surrounding the student's absence?

Provide a brief (maximum 100-word) explanation of the student's absence and why the student did not attend during the [Census reference period](#). This explanation will assist the department in assessing a special circumstance application to identify key facts surrounding the student's absence.

2. Describe the steps taken by the school to engage the student in education during this absence?

Provide a brief description of how the school engaged the student in education during the student's absence. This information is a key part of the [assessment criteria](#) to determine the student's eligibility for a special circumstance application. For longer periods of absence, more extensive engagement is expected.

For both explanations, it is recommended to type the response in Microsoft Word and paste into the Student Information tab to minimise formatting technicalities.

See image 3 for examples of the type of responses expected from schools under Student Information to explain the circumstances of an absence and how the school engaged with the student during this absence. The department has created these to assist you.

Australian Government Department of Education, Skills and Employment		Schools HUB
Student Information		
<p>For each student, there are two additional questions to be answered. You will need to enter their information into the Special Circumstance Form first (blue tab), then you will be able to answer the questions below. The student identifier will prefill here based on the information in the blue tab.</p> <p>All explanations provided and any supportive documentation included must be de-identified. Do not include legal names, contact information or physical/postal addresses.</p> <p>Provide a brief (maximum 100-word) explanation of the student's absence and why the student did not attend during the 20-day Census Reference Period as well as provide a short description of how the school engaged the student in education during the student's absence. <i>It is recommended to type the response in Microsoft Word and paste into the Student Information tab.</i></p>		
Student Identifier	Briefly explain the circumstances surrounding the student's absence?	Describe how the school engaged the student in education during this absence? (Note: For longer periods of absence, more extensive engagement is expected) Please attached supportive documentation for each student
Student 1	Student on holiday from 1st July 2022 - 4th September 2022. An authorised leave form has been signed by the parent/guardian and the principal.	The school created an education pack for the student to work through while on holiday. Evidence of this is contained in an email to the parent/guardian and the signed authorised leave form (both attached).
Student 2	This student has not attended school physically since March 2022 when they were involved in a motor vehicle accident. The student is still in hospital and a long-term recovery plan has been created for the student's return to school. The student is currently still enrolled at the school and has participated in a few classes remotely from the hospital.	The school has been in regular contact with the parent/guardian to get updates on the student's recovery and to develop an education plan to continue the student's engagement in education when their health allows. Recently a plan was created for weekly schoolwork to be completed by the student at the hospital on a school laptop and a teacher reaches out to the student every Friday to check the student's progress. This plan is being re-evaluated after the student's next doctor's consultation. See medical certificate to demonstrate the student is unable to return to school until further notice.
Student 3	This student last attended school on 27th May 2022 and is expected to return October 2022. The student is absent due to sorry business and has returned to country.	See attached email from parent/guardian. It is culturally respectful not to contact the student or family during sorry business time.
Student 4	The student has had sporadic attendance throughout 2022 and last attended school physically on 1st May 2022 and is currently refusing to attend school.	The school has been in regular contact since May 2022 with parent/guardian to discuss strategies to reengage the student at school (see attached email communication with parent/guardian). The school regularly offered a variety of services for the student to engage, such as learning support officer, referral to an educational psychologist and a self-paced remote learning online module (see email attached). The school is proposing a gradual return to school plan (see attached) with the parent/guardian however the student has not yet agreed to a return.

Image 3: Examples of responses expected from schools under Student Information

5. Location AGEID Lookup

The location AGEID is the **only** AGEID that can be used in the special circumstance application. If the school AGEID is known and not the location AGEID, use the Location AGEID Lookup tab. This tab **does not** need to be completed for submission and is **only** a reference tool to identify the location AGEID.

Enter the school's AGEID into the Location AGEID Lookup tab (shown in image 4) and this will show up to 19 location records. If there are more than 19 locations in the organisation's structure and you are unable to find the AGEID required, please email specialcircumstances@education.gov.au. Image 4 shows a screenshot of the Location AGEID Lookup tab.

Australian Government Department of Education		Schools HUB																																																												
Location AGEID Lookup																																																														
<p>School AGEID: <input type="text" value="0"/></p>																																																														
<p>Please enter a valid school AGEID number in the box to the left</p> <table border="1"> <thead> <tr> <th>Location AGEID</th> <th>Name</th> <th>Suburb</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>			Location AGEID	Name	Suburb																																																									
Location AGEID	Name	Suburb																																																												
<p>Instructions:</p> <p>Note: This tab does not need to be completed to submit an application, it is a reference tool to identify the location AGEID.</p> <p>The location AGEID is the only AGEID that can be used in a Special Circumstance Application. If the school AGEID is known and not the location AGEID, use the Location AGEID Lookup tab.</p> <p>Enter a school's AGEID into the Location AGEID Lookup tab and this will show up to 19 location records.</p> <p>If there is more than 19 locations in the organisations structure or unable to find the AGEID required, contact us by calling 1800 677 027 (Option 3) or email specialcircumstances@education.gov.au.</p> <p>Once the location AGEID is known, proceed to the Special Circumstance Form tab and enter the location AGEID in the top left-hand corner.</p>																																																														

Image 4: Screenshot of the Location AGEID Lookup tab

Once the location's AGEID number is known, enter the AGEID into the white field in the special circumstance form tab in cell A4. If the location has a match, the location name will show in cell C4 with a green tick on the right of the screen.

If the school's location does not match, a 'this is not a valid AGEID' message will appear in cell C4 and a red cross on the right of the screen. Image 5 shows a screenshot of the Special Circumstance Form tab.

Location AGEID	State	Location Name
AGEID	STATE	Location

APPLICATION DETAILS

STUDENT CHARACTERISTICS

Image 5: Screenshot of the Special Circumstance Form tab

Application Details (1-11)

Application Details (1-11) is to assess the student's eligibility for a special circumstance application.

1. Confirm privacy information has been given to parents or guardians

As the application potentially includes personal information, parents or guardians **must** be provided with a copy of the department's [privacy notice](#). The notice will provide information about why data is collected and the purpose it may be used. Answer **must** be 'Y' (Yes).

2. Student identifier

Each student in the application **must** have a student identifier that **must be de-identified** of any legal name or contact information and any legal identification of students **must not** be provided to the department. The student identifier can be any set of numbers best suited for the school to identify the student without providing any identifiable information.

If there are multiple students in the application, please title each piece of supporting documentation with the corresponding student identifier. This ensures the department can link each document with each student application.

3. Confirm student is enrolled on Census Day, Friday 4 August 2023

If a student is not enrolled on [Census Day](#), they are not eligible to be included in a special circumstance application or the Census. In column 3, confirm 'Y' (Yes) if the student is enrolled at the school on [Census Day](#) (Friday 4 August 2023).

4. Date the student first attended school in 2023

The date the student first attended school this year. This date **must** be in 2023 and before [Census Day](#). Answer in a DD-MM-YYYY format (e.g. '28-01-2023').

5. Date the student last attended school in 2023

The date the student last attended school prior to [Census Day](#). This date **must** be before the [Census reference period](#) and after the date provide in column 4. Answer in a DD-MM-YYYY format (e.g. '28-04-2023').

6. How many school days was the student absent between the dates in columns 4 and 5?

The number of school days the student was absent **between the dates in columns 4 and 5**. This does not include school holidays, public holidays, days absent prior to first attending school in 2023, or days absent since last attending.

7. Date the student is expected to return to school in 2023

The first day the student is expected to attend school following their current period of absence. This date **must** be after [Census Day](#). Answer in a DD-MM-YYYY format (e.g. '17-08-2023') or 'Unknown'.

8. Confirm supporting documents have been included in the application

Supportive documentation **must** be provided for each student to corroborate the details provided in a special circumstance application.

When considering the type of supportive documentation, the department is seeking evidence to demonstrate the student has and will continue to be engaged in education by the school for the year whilst meeting the [assessment criteria](#).

When submitting the application, all supportive documentation **must be de-identified** and correctly titled with the corresponding student's identifier. Answer 'Y' (Yes). The department will not approve an application without supporting documentation.

9. Is the student expected to attend another school during their absence?

This is for students that are attending another school registered for Commonwealth recurrent funding in Australia. Check with the department if there is uncertainty about whether a school is registered. If a student regularly attends both schools, their combined Full Time Equivalent workload (FTE) **must not** exceed 1.0 (Column 15). Answer **must** be 'Y' (Yes) or 'N' (No).

10. Confirm the 'away school' did not report the student or that the combined FTE does not exceed 1.0

If answering 'Y' (Yes) in column 9, supportive documentation about the student's attendance at the other school **must** be provided. These documents **must** clarify if the other school reported the student in their Census.

10.1 For students temporarily attending another school during the Census reference period

The student cannot be reported at both locations if the student is only temporarily attending. The schools **must** decide who reports the student. Supportive documentation from the 'away school' confirming the student was not reported in their Census is required.

10.2 For students regularly attending multiple schools throughout the year

If a student regularly attends multiple schools throughout the year and is **only** attending the 'away school' during their absence over the [Census reference period](#), the school may include the student in the application. The supporting documentation for this student **must** confirm how the 'away school' reported the same student FTE in their Census. The combined FTE **must not** exceed 1.0. The department will check the Census information from both schools and may seek further confirmation. If 'N' (No) was answered in column 9, enter 'N/A'.

11. Confirm the student has NOT been reported in this location's 2023 Census

All students in the application **must** be excluded from the school's Census. The department will not accept an application or the school's Census if a student has not been excluded. Answer 'Y' (Yes).

Student Characteristics (12-22)

Student Characteristics (12-22) is a mandatory field and provides specific information if the approved student is added to the schools Census by the department. Information about these characteristics is available in the [Non-Government Schools Census Requirements](#).

12. Gender

This is the gender the student identifies with. Answer **must** be 'M' (Male), 'F' (Female), or 'X' (Indeterminate, Intersex or Unspecified).

13. Age as at 1st July 2023

This is the age of the student as on 1 July 2023. This age **must** be a whole number and not a birth date.

14. Year level

The student's year level at the school's location. If a student is in foundation (the year level prior to Year 1), enter '0'. This **must** be a whole number between 0 and 12.

15. Workload

This measures the student's full-time equivalent workload (FTE). Students attending school on a full-time basis have an FTE of 1.0. Part time students have an FTE less than 1.0 which represents their regular weekly workload (for example, a student attending 4 days a week has a 0.8 FTE).

This **must** be a number to one decimal place between '0.1' and '1.0'.

16. Indigenous

The Indigenous column is where to report students of Aboriginal or Torres Strait Islander descent who self-identify as and are acknowledged by the community in which they live as being of that descent.

If parents have chosen not to identify a student as being Indigenous or non-Indigenous, report the student as Indigenous non-stated. Answer **must** be 'Y' (Yes), 'N' (No), or 'N/S' (non-stated).

17. Education type

Education type is specifying whether a student is a Day, Boarding, or Distance Education student. See the Education Type section in the [Non-Government Schools Census Requirements](#) for information.

For a student to be defined as Distance Education, this can **only** be used for a school who is approved by the relevant state or territory for distance education. A student who participates in remote learning is not defined as a Distance Education student. Answer **must** be 'D' (Day), 'B' (Boarding), or 'DE' (Distance Education).

18. SWD – level of adjustment needed

If the student has a disability, this measures the level of adjustment the school makes to address the functional impact of the disability. For information on reporting students with disability, refer to the [2023 NCCD Guidelines](#). Answer **must** be 'QDTP,' 'Supplementary,' 'Substantial,' 'Extensive,' or 'None.'

19. SWD – category of disability

The category of disability is the main driver or focus of the adjustments being provided for the student to support their learning. If 'None' was answered in column 18, also answer 'None' in column 19. For more information on reporting students with disability, refer to the [2023 NCCD Guidelines](#). Answer **must** be 'Cognitive,' 'Physical,' 'Sensory,' 'Social-Emotional,' or 'None.'

20. Student on visa

Any student not an Australian citizen is a student on visa. This includes both permanent residents and New Zealand citizens. Answer **must** be either 'Y' (Yes) or 'N' (No).

21. Visa subclass number or N/A

Visa subclass is the subclass number of a student's visa in effect on [Census Day](#). Answer **must** be a whole number (for example '800') if the student is on a visa. Answer 'N/A' (not applicable) if the student is an Australian citizen.

22. Overseas student

Overseas students are students on a visa and permitted to travel to Australia for undertaking education. All overseas students are students on visas.

Check the students on visa and overseas student section in the [Non-Government Schools Census Requirements](#) for information. Answer **must** be 'Y' (Yes) or 'N' (No). If answering 'Y' (Yes), column 20 **must** be 'Y' (Yes).

Format checking

In the final column of the spreadsheet, a red cross (✖) appears after initial data is entered. This will turn to a green tick (✔) after all columns in the required format are completed. If all columns have been completed and there is still a red cross, double check the answers against the above requirements. The columns causing the formatting issue for any row will be highlighted in red. If there is still a red cross and all the above requirements are correct, please contact the department. Image 6 shows a screenshot of format checking in the final student characteristics columns.

STUDENT CHARACTERISTICS										
12	13	14	15	16	17	18	19	20	21	22
Gender (M/F/X)	Age as at 1 July 2021 (whole number)	Year level (If the student is in Foundation enter 0) (0-12)	Workload (0.1-1.0)	Indigenous (Y/N/ or N/S)	Education Type (D/B/DE)	SWD Level of Adjustment Needed (QDTP, Supplementary, Substantial, Extensive, None)	SWD - Category of Disability (Cognitive, Physical, Sensory, Social-Emotional, None)	Student on Visa (Y/N)	Visa Subclass number or N/A	Overseas Student (Y/N)
F	8	2	1.0	N	D	None	None	Y	500	Y

Image 6: Screenshot of format checking in in the final student characteristics columns