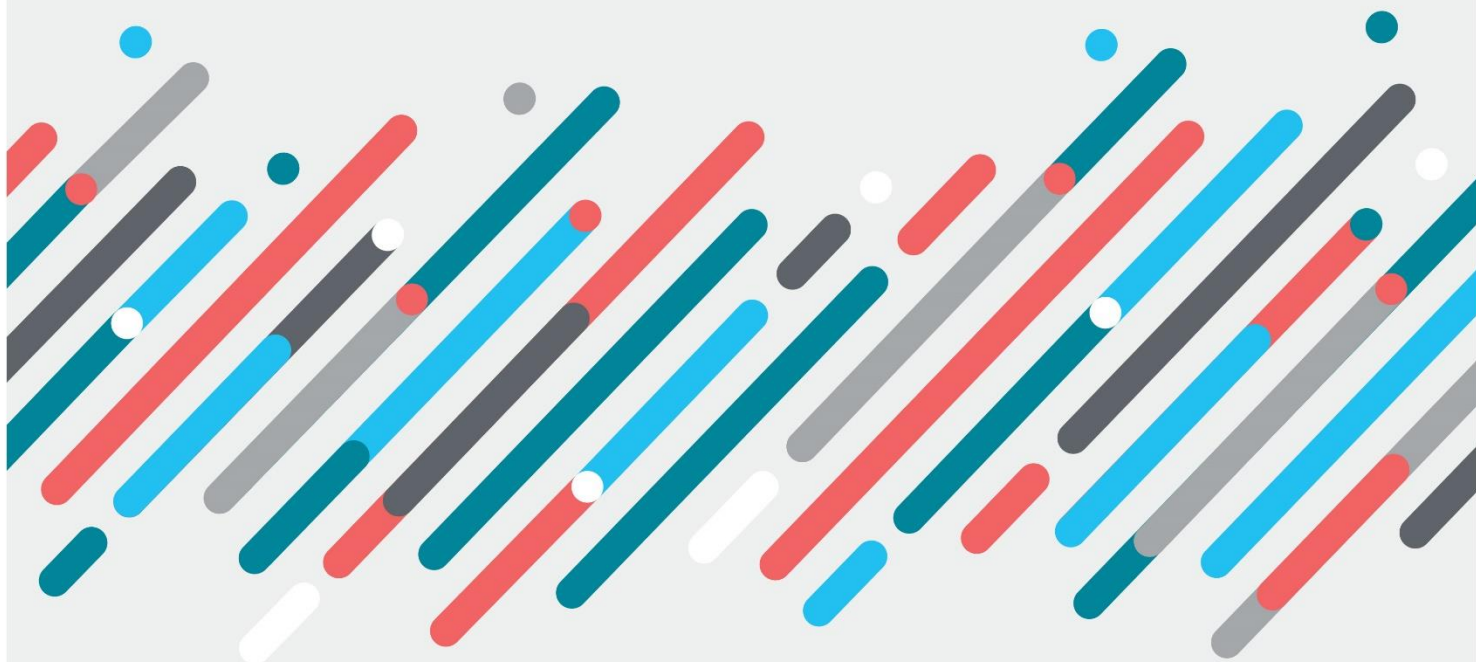




Australian Government
Department of Education

2024 Census special circumstances handbook



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The document must be attributed as the (2024 Census special circumstances handbook)

Contents

2024 CENSUS SPECIAL CIRCUMSTANCES HANDBOOK	1
Purpose	4
Census reference period	4
Due date	4
Finding the application.....	4
Who should read this handbook?	4
Before starting.....	4
2024 Census special circumstances application.....	5
Who to include in an application	5
Who not to include in an application	5
Assessment criteria	5
Privacy notice	6
Supporting documentation	6
Suggestions on what to include in the application	6
What not to include in the application	6
Outcome process	8
Appeal process	8
Legal obligations.....	9
Recordkeeping.....	9
Census post enumeration	9
How to complete your 2024 application	10
1. Getting Started.....	10
2. Contact Details.....	10
3. Special Circumstance Form	10
4. Student Information.....	11
5. Location AGEID Lookup.....	12
Application Details (1 to 11).....	13
Student Characteristics (12 to 22).....	15
Format checking	16

Purpose

This handbook provides guidance for schools submitting a census special circumstances application (special circumstances) 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 circumstances application.

Census reference period

The census reference period is the 20 school days leading up to and including census day Friday 2 August 2024. School holidays, public holidays, and weekends are not included in the 20-day census reference period. Pupil-free days and scheduled staff-development day(s) are included.

Due date

A special circumstances application **cannot** be submitted until the conclusion of the 20-day census reference period (Friday 2 August 2024) and **must** be emailed to specialcircumstances@education.gov.au by **11:59 pm (AEST) Friday 16 August 2024**.

Finding the application

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

Who should read this handbook?

This handbook is for schools and approved authorities completing a special circumstances application for the 2024 non-government schools census. This handbook will assist in:

- completing and submitting an application
- understanding the required supporting documentation.

Before starting

Before commencing an application, download the [2024 Non-government schools census requirements](#) to check the eligibility criteria for reporting students in the 2024 non-government schools census. Under section 9B(1) of the Australian Education Regulations 2023 (the Regulations), students are eligible to be reported in the census if they:

- are enrolled at the school on census day (Friday 2 August 2024)
- are enrolled in a year level the school is approved to provide at that location
- have a pattern of regular attendance at the school, or at school generally, during the year
- attend the school for at least one day during the census reference period.

If a student meets all the criteria above, they are eligible to be included in the census. Under section 9B(3) of the Regulations, if **only** the first 2 criteria are met, a special circumstances application may be submitted for this student.

2024 Census special circumstances application

In 2024, we have made minor updates to this handbook and application form, based on user feedback.

Who to include in an application

Under section 9B(5)(b) of the Regulations, a special circumstances application can be submitted for determination by the Minister (or delegate) for students who:

- are enrolled at the school on [census day](#) (Friday 2 August 2024)
- are enrolled in a year level the school is approved to provide at that location
- **did not have** a pattern of regular attendance at the school, or at school generally, during the year
- **did have** a pattern of regular attendance at the school, or at school generally, during the year (aside from the period of non-attendance during the [census reference period](#))
- who **did not** attend the school for at least one day during the [census reference period](#) (for students who did not attend for at least one day, equivalent to their usual full-time equivalent [FTE] during the [census reference period](#), a special circumstances application will be required).

Who not to include in an application

A special circumstances application is for students who **did not attend** the school during the [census reference period](#) for at least one day but are otherwise eligible for the census.

This **does not** include students who:

- unenrolled or ceased attending the school prior to [census day](#)
- will not be returning to school after [census day](#)
- will not be returning to school until 2025 or later
- are not eligible to enrol at a school, based on relevant state and territory requirements
- did not study school level subjects (from foundation [Year 1 minus 1] to Year 12) in 2024
- are on a visa which prohibits them from engaging in studies as a condition of their visa
- are on a visitor 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 thereof
- 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

Section 9B(4) of the Regulations sets out what a special circumstances application is assessed on. In summary this is:

- 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
- any other matter the Minister (or delegate) considers relevant.

Privacy notice

As personal information is being provided to the Department of Education, schools **must** provide parents or guardians a copy of the department's [privacy notice](#). The privacy notice sets out how we will manage the personal information collected in a special circumstances application.

The department uses information collected in a special circumstances 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, activities or where otherwise required or authorised by law.

We 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, email privacy@education.gov.au.

Supporting documentation

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

When considering the type of supporting 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](#). The department will not approve an application without supporting documentation.

Suggestions on what to include in the application

The most important component of each application is the supporting documentation to demonstrate why it is appropriate for a student to be added to the census. Table 1 provides suggested documentation to demonstrate the reasons for an absence and describing 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 but will allow the department to make an informed decision based on the application. As each student's circumstances is different, supporting documentation **must** be provided for each student and their circumstances.

What not to include in the application

All supporting documentation must be **de-identified** and **must not** explicitly identify the student under section 50(4) of the Regulations. The student's legal name, contact information, physical and postal addresses must be removed. 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 we receive any sensitive material, the application will still be assessed; however, any sensitive documents will be immediately deleted and not considered in the application assessment.

Table 1: Suggested documentation for various circumstances

Circumstances	Suggested supporting documentation
<p>Student on a family holiday over the census reference period</p>	<ul style="list-style-type: none"> • authorised signed leave form • records demonstrating regular schoolwork engagement during the absent period • communication with the student’s parent or guardian outlining the dates the student will be absent and whether the parent has granted permission for the school to engage with the student in education during the absent period. Note: for longer holiday periods of absence, more extensive engagement is expected.
<p>Student is temporarily attending another school in Australia for the duration of the census reference period</p>	<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 2024 after attending the 'away' school.
<p>Student is absent during the census reference period due to an illness</p>	<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 2024 • records demonstrating regular schoolwork engagement during the 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.
<p>Student is absent during the census reference period while partaking in sorry business or grief leave</p>	<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 2024.
<p>Student is absent during the census reference period while partaking in elite sport or entertainment industry</p>	<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 2024 • records demonstrating regular schoolwork engagement during the absent period • if a separate tutor or educational program has been used during the absence, evidence to support the schoolwork engaged in by the student was provided by the school and not the tutor • evidence to support the school has been regularly engaging with the student, parents, or guardians during the absent period.
<p>Student is a school refuser/school can’t, and has not attended school for a prolonged period including the census reference period</p>	<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 2024 • records demonstrating regular schoolwork engagement during the absent period • an agreed return to school plan for the student.

Outcome process

For each 2024 special circumstances application, we will send a receipt to the applicant, verifying the successful registration of the application. If you have not received the confirmation email within 2 business days, please contact specialcircumstances@education.gov.au.

We may also wish to contact the school if there are questions about the application. 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 due to insufficient or unclear supporting documentation.

Upon conclusion of assessment of the special circumstances application, the applicant and the school's approved authority representative will be advised of the assessment outcome for each individual student. During this time, there is no need to contact us until an outcome is provided.

Assessment will result in one of 3 special circumstances outcomes:

- **Accepted:** the department has determined special circumstances apply, and the application has been accepted. The department will update the school's census with any accepted students.
- **Not accepted:** the department has determined a special circumstances application has not been accepted and a reason will be provided. The most common reasons for this 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 describing the steps taken by the school to engage the student in the relevant level of education.
- **Eligible for census:** the department has determined a special circumstances application is not required, and 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 disagree or are unsatisfied 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.

If you wish to seek an internal review, you **must** apply in writing and set out the reasons for your application within 30 days from the date of this 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.

Internal review applications should include:

- information on 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 circumstances applications for a minimum of 7 years. This is a requirement under section 37 of the Regulations.

Census post enumeration

Further information on the census post enumeration can be found in the [2024 Non-government schools census requirements](#).

For more information

We are here to help. If you have any questions:

- email specialcircumstances@education.gov.au
- call 1800 677 027 (select option 3, then option 1)
- submit a help and support request through [SchoolsHUB](#)
- visit [SchoolsHUB](#).

How to complete your 2024 application

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

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

1. Getting Started

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

2. Contact Details

In this tab, provide details of the most appropriate person to be contacted in relation to the application. Image 1 shows a screenshot of the Contact Details tab. A data declarer's name must be entered who is the person legally accountable for all information submitted in a special circumstances application and who 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.

Image 1: Screenshot of the Contact Details tab

3. Special Circumstance Form

This tab is where you will complete the application. There are 3 sections. Enter the location AGEID in cell A4 and fill out [Application Details \(1 to 11\)](#) and [Student Characteristics \(12 to 22\)](#). All 22 columns must be completed before you submit it to the department. Image 2 shows a screenshot of the Special Circumstance Form tab.

Image 2: Screenshot of the 2024 Special Circumstance Form tab

4. Student Information

For each student, there are 2 questions to answer. Information **must** be entered into the Special Circumstance Form tab prior to answering these questions. The student identifier, which is a set of numbers best suited for the school to identify the student without providing any identifiable information, will prefill in the Student Information tab with empty fields to be completed. All explanations provided and any supporting documentation must be **de-identified** and **must not** explicitly identify the student under section 50(4) of the Regulations. The student’s legal name, contact information, physical and postal addresses must be removed.

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 help us assess a special circumstances 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 circumstances application. For longer periods of absence, more extensive engagement is expected.

For both explanations, we recommended you 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 to explain the circumstances of an absence and how the school engaged with the student during this absence. We have created these to assist you.


 Student Information Schools HUB 		
<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. It is recommended to type the response in Microsoft Word and paste into the Student Information tab.</p>		
Student Identifier	Briefly explain the circumstances surrounding the students 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 27thMay 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 a learning support officer, referral to an educational phycologist 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 tab

5. Location AGEID Lookup

The location AGEID is the **only** AGEID that can be used in a special circumstances 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** used to identify the location AGEID.

Applications must be made by location and reference the location AGEID. Schools with multiple locations must submit a separate application for each location.

Enter the school's AGEID into the Location AGEID Lookup tab – 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, email specialcircumstances@education.gov.au. Image 4 shows a screenshot of the Location AGEID Lookup tab.

School AGEID:

Please enter a valid school AGEID number in the box to the left

Instructions:

Note: This tab does not need to be completed to submit an application, it is a reference tool to identify the location AGEID.

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.

Enter a school's AGEID into the Location AGEID Lookup tab and this will show up to 19 location records.

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.

Once the location AGEID is known, proceed to the Special Circumstance Form tab and enter the location AGEID in the top left-hand corner.

Location AGEID	Name	Suburb

Image 4: Screenshot of the Location AGEID Lookup tab

Once you know the location's AGEID number, enter the location AGEID into cell A4 of the Special Circumstance Form tab. If the location has a match, the location name will show in cell C4 with a green tick in column W.

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 in column W. Image 5 shows a screenshot of the Special Circumstance Form tab - Location AGEID Input.

Location AGEID	State	Location Name	
AGEID	STATE	Location	✔

APPLICATION DETAILS | STUDENT CHARACTERISTICS

Image 5: Screenshot of the Special Circumstance Form tab – Location AGEID Input

Application Details (1 to 11)

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

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

As the application potentially includes sensitive personal information, parents or guardians **must** be provided a copy of the department's [privacy notice](#) before a student's application is submitted. The notice provides the parent or guardian with information about why data is collected and its intended purpose. Answer **must** be 'Y' (yes).

2. Student identifier

Each student in the application requires a student identifier that can be any set of numbers best suited for the school to identify the student without providing any identifiable information. The student identifier must be **de-identified** and **must not** explicitly identify the student under section 50(4) of the Regulations. The student's legal name, contact information, physical and postal addresses must be removed.

If there are multiple students in the application, title each piece of supporting documentation with the corresponding student identifier. This ensures the department can correlate each document with the corresponding student application. If the supporting documentation does not include the student identifier, we will return the application and request you amend and resubmit the documents.

3. Confirm student is enrolled on Census Day, Friday 2 August 2024

If a student is not enrolled on [census day](#), they are **not** eligible to be included in a special circumstances application or the census. In column 3, confirm 'Y' (yes) if the student is enrolled at the school on [census day](#) (Friday 2 August 2024).

4. Date the student first attended school in 2024

The date the student first attended school this year. This date **must** be in 2024 and before [census day](#). Answer in a DD-MM-YYYY format (e.g. '28-01-2024').

5. Date the student last attended school in 2024

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. '28-04-2024').

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 2024, or days absent since last attending.

7. Date the student is expected to return to school in 2024

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. '17-08-2024') or 'Unknown'.

8. Confirm supporting documents have been included in the application

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

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

When submitting the application, all supporting documentation must be **de-identified** and **must not** explicitly identify the student under section 50(4) of the Regulations. The student's legal name, contact information, physical and postal addresses must be removed and correctly titled with the corresponding [student's identifier](#). Answer 'Y' (yes). We 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 Australian Government recurrent funding. Contact schools@education.gov.au if you are not sure if the 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, supporting documentation about the student's attendance at the 'away' school **must** be provided. These documents **must** clarify if the 'away' 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. Supporting documentation from the 'away' school confirming the student was not reported in their census is required as supporting documentation.

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. We 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 2024 census

All students in the application **must** be excluded from the school's census. We will not accept an application or the school's census if a student has been included. Answer 'Y' (yes).

Student Characteristics (12 to 22)

Student Characteristics (12 to 22) is a mandatory field and provides specific cohort information if the approved student is added to the school's census by the department. Information about these characteristics is available in the [2024 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 2024

This is the age of the student as on 1 July 2024. 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.

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. NCCD – 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 a disability, refer to the [NCCD Guidelines](#). Answer **must** be 'QDTP', 'supplementary', 'substantial', 'extensive', or 'none'.

19. NCCD – 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 [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 a 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 who are permitted to travel to Australia for undertaking education. All overseas students are students on visas within the visa subclass range of 500-599.

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 Special Circumstance Form tab, all rows between 9-58 have been coloured in **GREY**. Once data has been entered successfully into each column for each row, the cells will be coloured **GREEN**.

Each row must be **GREEN** prior to submitting an application.

If any data is missing, the department will return the application and request the application form be amended and resubmitted before the due date. Image 6 shows a screenshot of format checking.

											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 privacy 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 on Census Day: 2 August 2024 (Y)	Date the student first attended school in 2024 (dd/mm/yyyy)	Date the student last attended school in 2024 (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 "away school" did not report the student or that the combined FTE does not exceed 1.0 (attach extra supporting documents if "Y") (Y or N/A)	Confirm the student has NOT been reported in this location's 2024 Census (Y)	Gender (M/F/X)	Age as at 1 July 2024 (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/R/DE)	NCCD - Category of Disability (Cognitive, Physical, Sensory, Social-Emotional, None)	NCCD Level of Adjustment Needed (ODP, Supplementary, Substantial, Extensive, None)	Student on Visa (Y/N)	Visa Subclass Number or N/A	Overseas Student (Y/N)
Y	1234	Y	1-Jan-2024	1-Jul-2024	60	1-Sep-2024	Y	N	N/A	Y	M	5	0	1.0	N	D	None	None	N	N/A	N

Image 6: Screenshot of format checking