



# 2024 Student Attendance (STATS) Collection Data Specification

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# 1 Change history summary

The following is a summary of the changes to the specification for 2024 STATS:

- Updated text for accuracy and consistency of terminology throughout the documents.
- Updated dates to reflect the 2024 calendar year.
- Updated STATS Data Attribute table and XML example code for 2024.

## 2 STATS technology support and standards applied

### 2.1 STATS through SchoolsHUB

Users submit their data to the SchoolsHUB STATS collection using one of the following methods:

- Data upload – Upload an XML format file to a location’s record by selecting the **Data upload** tab.
- Manual data entry – Enter attendance data for a location one cohort at a time.

#### Important

Schools uploading their attendance data to SchoolsHUB via file upload must ensure the upload file:

- is in XML format
- meets the data specification at [Appendix A](#)
- follows the [Data Business Rules](#).

### 2.2 STATS in Schools Interoperability Framework (SIF)

STATS is listed in the National Schools Interoperability Program (NSIP) Systems Interoperability Framework (SIF) (from 2022 onwards). SIF provides a data technical standard for the sharing and exchange of data in an accurate and consistent manner.

STATS has a data model in the SIF (AU) Data Model within the Australian Government Collections section.

STATS uses XML format as used by SIF. The Australian Government Department of Education (the department) will provide Microsoft Excel-based tools to assist with the creation of XML formatted data files for a single school location and multiple school locations. Alternatively, the data can be entered manually into SchoolsHUB. STATS’s data attributes are listed in [Appendix A](#).

### 2.3 STATS collection tools

SchoolsHUB accepts XML format aligned with the SIF model. STATS collection tools are a Microsoft Excel based tool. The Student Level collection tool can be used to create XML formatted data files for a single school location and the Cohort Level collection tool can be used for one or more school locations. The collection tools are updated each year and made available on SchoolsHUB. The collection tools assist schools that cannot create or download data in XML format.

### 2.4 National Standards for Student Attendance Data Reporting

This specification should be read in conjunction with the ACARA [National Standards for Student Attendance Data Reporting \(Third Edition, July 2020\)](#). Refer to ACARA’s document for additional detailed definitions or explanations. This data specification focuses on the reporting standards within ACARA’s documented requirements. The definitions for Year Level, Gender and Indigeneity are aligned to the [ACARA Data Standards Manual Student Background Characteristics](#).

During 2020, the Australian Curriculum, Assessment and Reporting Authority (ACARA) reviewed the [National Standards for Student Attendance Data Reporting](#) with all major stakeholders. This review did not substantially change the content of the standard. The standard was updated to cater for student absences due to the pandemic.

## 2.5 STATS and COVID-19

ACARA has provided advice on counting attendance for students affected by COVID-19 for various situations. This advice is available on the [SchoolsHUB STATS](#) page and on the ACARA [National Standards for Student Attendance Data Reporting](#) page.

# 3 Audience

This Student Attendance Collection (STATS) specification is useful for:

- data analysts and programmers in education sectors, jurisdictions, and school systems
- school software providers where their product supports STATS – organisations using the software are responsible for ensuring their software provider has a copy of this specification
- the department’s application developers
- individuals submitting their school’s STATS data within SchoolsHUB.

# 4 Collection overview

Schools are required to complete STATS for each of their locations as part of their obligations under the [Australian Education Act 2013](#) and the [Australian Education Regulations 2023](#).

Student attendance data is one of the measurements of schooling in Australia, agreed by all state, territory and the Commonwealth Ministers of Education.

STATS data is supplied to ACARA for several reporting purposes, including - publishing student attendance rates on the [My School](#) website and at the National, State/Territory and school sector levels in national reports ([National Report on Schooling in Australia](#) and the [Productivity Commission's Report on Government Services](#)).

## 4.1 About the collection

STATS collects student attendance rate data for full-time students in Years 1 to 10 attending regular and special non-government schools, by grade, gender and Indigeneity.

For more details on students included or excluded for the collection, see [Scope of the collection](#).

## 4.2 Reporting periods

STATS uses reference periods for collection of data. A reference period is the start date and end date to which the data provided relates. STATS has 2 reference periods which relate specifically – and only – to school days, and does not include non-school days (see definition of [School days in the reference period](#)):

- **Semester 1** (usually Term 1 and 2) – the first school day of the year up to and including last school day of Semester 1
- **Term 3** – the first day of Term 3, up to and including, the last day of Term 3.

## 4.3 Data submission and dates

The collection period in 2024 are:

- Semester 1 data opens for submission in SchoolsHUB on Wednesday 19 June 2024 and closes on Friday 2 August 2024.
- Term 3 data submission opens on Wednesday 11 September 2024 and closes on Friday 25 October 2024.

Data must be submitted by:

- Friday 2 August 2024 for Semester 1
- Friday 25 October 2024 for Term 3.

Key dates for the STATS 2024 collection are available on the [SchoolsHUB STATS](#) page.

#### 4.4 Who is responsible for providing data to the department

Each approved authority or approved system authority (an approved authority for systemic schools) is responsible for ensuring the data is provided to the department. The approved authority or approved system authority can determine how their school(s) and associated location(s) will submit data to the STATS collection and is responsible for advising their schools accordingly.

Non-systemic Catholic schools are considered to be independent schools for the purpose of the collection unless other arrangements are made by the school with their local Catholic approved authority.

#### 4.5 Which schools are required to complete the STATS collection

Non-government schools in Australia that receive Australian Government recurrent funding and have students eligible for STATS reporting (see [The student](#) section).

#### 4.6 Are all students included in the collection

Some students **must not** be included in the submission to the collection. These are:

- students in Foundation Year (Year 1 minus 1) and earlier programs
- students in Years 11 and 12
- part-time students (who are not full time at state level)
- distance education student
- home-schooled students
- Students no longer enrolled at the school for the entirety of the reference period. This includes expulsion or similar.

Note: Students enrolled full-time for only part of the reference period, but who ceased enrolment **are included** for the period they were enrolled at the school (i.e. include the days they attended the school).

## 5 Data collection level

Data is collected and submitted for each school location (formerly known as campus) in SchoolsHUB.

Each school **must** report data against each of their location's Australian Government Education Client Identifier (AGEID). This is called the Location AGEID and is a **number**.

## 6 Data form

The Student Attendance Collection table ([Appendix A](#)) summarises the required data for the collection. There are 6 possible cohorts for each Year Level:

- all male students (including Indigenous students)
- all female students (including Indigenous students)
- all gender X\* students (including Indigenous students)
- Indigenous male students only
- Indigenous female students only
- Indigenous gender X\* students only.

\*Gender X data is not published at that level of detail. ACARA applies a methodology to allocate this data to other gender categories.

The table provides the required data for XML using the SIF data model. The table has 4 groupings of attributes:

1. **Student Attendance Collection** – These are the overarching attributes that apply to all data submitted. They provide information about the collection year, the location’s approved authority and software used to collect the data.
2. **Student Attendance Collection Reporting List (one to many)** – These are the attributes of each location reported. These provide information about the location reporting the data and the primary contact for that location. The primary contact can be different for each location. This list has a ‘one to many’ relationship with the STATS Cohort Year Level List. This list must have at least one STATS Cohort Year Level record.
3. **STATS Cohort Year Level List (one to many)** – This is the attribute that describes the Year Level(s) being reported for the location. A location reports only those Year Levels with students enrolled in them. This list has a ‘one to many’ relationship with STATS Cohort List. This list must have at least one STATS Cohort record.
4. **STATS Cohort List (one to many)** – These are the specific STATS attributes that (with the Year Level) provide the required cohort data for each reported Year Level. A STATS Cohort Year Level record cannot have a duplicate. This implies that you cannot have 2 records with the same cohort characteristics of Year Level, Indigeneity, and gender.

XML example code is at the end of [Appendix A](#).

## 7 Data business rules

The Data Business Rules describe the specific data required and the associated business rules that apply to the data for this collection. The data variables, description, values or ranges, and format are summarised at [Appendix A](#).

### 7.1 The reference period

The reference period for the collection is either:

- Semester 1
- Term 3.

### 7.2 The school

The school must be a school as defined by the National School Statistics Collection (NSSC):

- ‘An education establishment which satisfies the following criteria:
  - Its major activity is the provision of full-time day:
    - Primary education

- Secondary education
  - Distance education
  - Special education.
- it is headed by a principal – or equivalent – responsible for its internal operations (a campus [location] may have a principal, but that does not make a campus a school), and
  - it is possible for a person to enrol and be active in a course of study for a minimum of 4 continuous weeks (excluding breaks for school vacations).’

### 7.3 The student

- The student **must** be enrolled full-time, at state level by sector, in Years 1 to 10 or as an ungraded student in the typical age group for students in Years 1 to 10 (i.e. 11MINUS or 12PLUS), during the reference period.
- The student’s attendance **must** be reported for all days they were enrolled at the school in the reference period. Students enrolling or ceasing partway through the reference period must have their attendance counted from the first day of enrolment to the last day of enrolment in the reference period. Students enrolled but who attend zero days in the reference period **must not be** included in the collection.
- The student **must** be counted once by the school for the reference period.
- The student **must not be** included in the data submission if the student is identified as not-in-scope (see [Are all students included in the collection](#))
- The student’s attendance **must** be reported against the combination of their:
  - Year level (1 to 10; or 11MINUS [primary ungraded] or 12PLUS [secondary ungraded] for special schools only)
  - Gender (M, F or X)
  - STATS Indigenous Student Type (T – Total students including Indigenous students; or I – Indigenous students only).
- Each combination of these factors is known as a cohort. Each reported Year Level may have up to 6 cohorts:
  - all male students (including Indigenous students)
  - all female students (including Indigenous students)
  - all gender X students (including Indigenous students)
  - Indigenous male students only
  - Indigenous female students only
  - Indigenous gender X students only.
- Note: ungraded students – an ungraded student is one who cannot readily be allocated to a year of education. Report ungraded students, based on their age, as either 11MINUS (11 years and under) or 12PLUS (12 years and older).

### 7.4 The data

When providing STATS data schools must:

- report attendance data against each location’s Australian Government Education Client Identifier (AGEID). The location AGEID is a number
- provide data at the cohort level. The cohort is set by the combination of Year Level; Male, Female or Gender X; Total Students or Indigenous-only students at each school’s location(s). Total students include all Indigenous students and all non-Indigenous students. There is a maximum of 6 student cohorts per Year Level. A Year Level may, or may not, have all cohorts

- determine and provide the number of school days in the reference period for each Year Level. This number may be different for the various Year Levels
- calculate the Possible school days for each full-time student enrolled during the reference period for the cohort. This number may be different for each student depending on how many days they were enrolled during the reference period. The aggregate of possible school days for all full-time students in each cohort must be provided.
- calculate the attendance days for all full-time students in each cohort during the reference period. The attendance days must be less than or equal to the number of Possible School Days. The attendance days can include partial attendance days (to 2 decimal points). Attendance days may be different for each student. The aggregate of attendance days for all full-time students in each cohort must be provided
- apply the incidents/absences guidance at Appendix B when determining:
  - possible school days for the cohort
  - the attendance days for a full-time student.
- calculate each full-time student's attendance as a percentage of attendance days (numerator) compared to possible school days (denominator). This value is used by the school to determine, for each cohort, 3 numbers. The school **must** provide the:
  - number of full-time students who attended school less than 90% of the possible school days, for those students in the reference period, for each cohort
  - number of full-time students who attended school greater than or equal to 90% of the possible school days, for those students in the reference period, for each cohort – see also Possible School Days for students who attend school 90% or more
  - aggregate of possible school days for full-time students with an attendance rate of 90% or more, for each cohort.

## 7.5 Treatment of unusual situations

This section describes the treatment of student attendance for 2 unusual situations.

### 7.5.1 Informal arrangement between schools

Where an informal arrangement exists between schools where a student attends multiple schools, but remains enrolled full-time at one school, all absences and attendances must be attributed to the main school.

Example: Michael may be enrolled full-time at School A but attends School B for specific classes (offered at School B but not School A). As School A is his full-time school, School A would record all Michael's absences and attendances at both schools.

### 7.5.2 Full-time students at state level

Where a student attends multiple schools part-time and those part-time amounts equal full-time (i.e. full-time at state level), then the student is considered as full-time for the purpose of student attendance.

Example: Alice is enrolled and attends School C for 3 full days each school week. Alice is also enrolled at School D and attends School D the other 2 full days each school week. The combination of both Schools makes Alice a full-time student at the state level for the purposes of STATS.

Students in this situation, whilst technically part-time at 2 schools, are overall a full-time student and should either have their attendance:

- included in each school's STATS response (for example, School C would count Alice's enrolment as 3 days in each school week in the reference period and her attendance against each of those days, and



School D would count Alice's enrolment as 2 days in each school week in the reference period and her attendance against each of those days)

- at both schools included in the STATS response from the school where Alice is enrolled most of the time (for example, in School C's response would include School D's data and Alice's attendance would not be recorded in School D's response).

It is recommended schools with full-time students at the state level determine how they will allocate the student's attendance.

## 7.6 Student absences

Incidents and absences affecting a student's attendance must be treated in accordance with guidance provided at Section 7 of the ACARA [National Standards for Student Attendance Data Reporting](#). A copy of this report is available at [Appendix B](#). For COVID-19 absences treatment, please see the information at [SchoolsHUB STATS page](#).

### 7.6.1 Part-day absences

Part-day absences are where a student arrives late for school or leaves school before the end of the school day. The duration and treatment of part-day absences may vary between jurisdictions and schools. Where a student is absent for part of the day from school, other than for an official school activity (for example, an excursion), then the student's attendance for that day should not equal a whole day of attendance. For STATS reporting, the student has attended for part of the day and only that portion of attendance must be reflected in the data.

ACARA has advised that any student day where the absence recorded is less than, or equal to 2 hours, it is to be reported as a whole day attended. Any student day where the absence recorded is greater than 2 hours, it is to be reported as a part day attended.

Part-day absences are to be reported as 0.5.

### 7.6.2 Boarding schools and student absence

Students enrolled at a boarding school who do not attend class or official school activities on a school day or part of the day (for example, due to illness) must be counted as an absence for that day or part of the day, as applicable to the specific situation.

For COVID-19 situations, please see the advice on the [SchoolsHUB STATS page](#).

## 7.7 School days in the reference period

School days are those days the school is conducting lessons or other official activities for the students. Generally, school days are weekdays. The number of school days in the reference period must not include any non-school days (see immediately below).

### 7.7.1 Non-school days

A non-school day is a day the school is closed, or lessons are not held for reasons other than a whole-of-school event (for example, a swimming carnival). When calculating the number of school days for the school and possible school days for a cohort of students, **exclude** the following non-school days:

- weekends
- public holidays
- school holidays
- religious holidays
- pupil-free days

- grade-specific non-school days (for example, moderation days, pupil-free days, teacher professional development days where students in the cohort are not required to attend school under the care of a relief teacher)
- extra-curricular activities done on a non-school day (for example, participation work experience programs during school holidays or on weekends)
- natural disaster or event which causes the school to close and where students are unable to travel to school (for example, severe weather events or state of emergency closure). In cases where the school is open, but the student is unable to travel to school, this is an absence and is not to be counted as a non-school day or an attendance day
- whole-of-cohort (for example, Year Level) or school closure due to a confirmed COVID-19 case (for example, school is closed for a deep clean after confirmation of a COVID-19 case at the school)
- other days on which student attendance at school is not required.

## 7.8 Attendance calculation

- The formula for calculating the attendance rate percentage (%) is as follows:

$$100 \times \frac{\text{Attendance days}}{\text{Possible school days}}$$

### 7.8.1 Actual Attendance days (numerator)

- The actual days (or part-days of) in attendance is the number of days that a student attends school over the collection period on possible school days.
- Attendance days must be equal to or less than the possible school days for the cohort.
- To calculate attendance days:
  - **Cohort of students:** Sum of possible school days minus sum of absent days for all students or a cohort of students.
  - **Each student:** Sum of days a student is present at school on each possible school day.
- The sum of the actual school days for all students in each cohort must be provided.

### 7.8.2 Possible school days (denominator)

- Possible school days are the number of days that a student is enrolled at school over the collection period. This means that students who enrol late or move school will have different numbers of possible school days.
- Possible school days must take into account the treatment of incidents and absences (see [Appendix B](#)).
- For each student, possible school days must be equal to, or less than the [School Days](#) in the reference period.
- The sum of possible school days for all students in each cohort must be provided.

Example scenarios for calculating possible school days is available in Section 6.3 of the ACARA [National Standards for Student Attendance Data Reporting](#).

### 7.8.3 Count of students with attendance rates less than 90%

This is a count of the number of full-time students who attended school less than 90% of the possible school days in the reference period for each cohort.

### 7.8.4 Count of students with attendance rate of greater than or equal to 90%

This is a count of the number of full-time students who attended school greater than, or equal to 90% of the possible school days in the reference period for each cohort.

### **7.8.5 Possible school days for students who attend school 90% or more**

The sum of the number of possible school days for those full-time students who attend school 90% or more (of the time) must be reported for each cohort.

## Appendix A: STATS data attributes

The Student Attendance Collection Data Attributes Table summarises the required data for the STATS collection. It is the responsibility of the organisation using student attendance software to ensure the software provider has a copy of the below to ensure the data is provided in the correct format.

Table 1: Student Attendance Collection Data Attributes Table

Student Attendance Collection Data Attributes Table						
SchoolsHUB Attribute Name	Description and Comments	Data type or code	Label	Mandatory (M) or Optional (O)	Data Validation	SIF Attribute
Ref ID	This is an XML reference ID and is not used by STATS Collection.	GUID	N/A	M		Ref ID
Collection Year	This is equivalent to Data Year in SchoolsHUB. Example, 2023	Integer	Year value	M	1. Up to 4 characters	Collection Year
Round Code	Identifies the reference period for the collection. Schools report each reference period as a separate submission at different times of the school year.	Text	STATSemester12024 STATSTerm32024	M		Round Code
Software Product	Product used to create the submission.	Text	N/A	M		Software Product
Software Version	Version of the software used to create the submission.	Text	N/A	M		Software Version

Student Attendance Collection Reporting List (one to many)						
SchoolsHUB Attribute Name	Description and Comments	Data type or code	Label	Mandatory (M) or Optional (O)	Data Validation	SIF Attribute
Location AGEID	Australian Government Department of Education Location AGEID.  NOTE: This is different to the School AGEID	Integer		M	<ol style="list-style-type: none"> <li>1. Minimum length 1 character</li> <li>2. Maximum length 5 characters</li> <li>3. Numeric only</li> </ol>	Commonwealth ID
Location Name	Name of the Entity who this submission is for.	Text		O		Entity Name
Primary Contact: First name	The first name of the person who is the primary contact for data queries related to this location. <b>Do not include salutations</b> (e.g. Mr, Mrs, etc)	Text		M	<ol style="list-style-type: none"> <li>1. Maximum length 30 characters</li> </ol>	Entity Contact: Given Name
Primary Contact: Last name	The last name of the person who is the primary contact for data queries related to this location.	Text		M	<ol style="list-style-type: none"> <li>1. Maximum length 30 characters</li> </ol>	Entity Contact: Family Name
Primary Contact: Position	The position of the person who is the primary contact for data queries related to this location.	Text		O		Entity Contact: Position Title

<p>Primary Contact: Phone</p>	<p>The phone number for the person who is the primary contact for data queries related to this location. Can be a mobile phone number or landline. <b>For landline, include the area code.</b></p>	<p>Text</p>		<p>M</p>	<p>1. Must equal 10 characters 2. Numeric characters only</p>	<p>Entity Contact: Phone Number</p>
<p>Primary Contact: Email</p>	<p>The email address of the person who is the primary contact for data queries related to this location.</p>	<p>Text</p>		<p>M</p>	<p>1. The value must be entered in the format "local@domain" with the following verification: a. 'Local' value can be alphanumeric including '+', '.', '-', '_', ':'. b. 'Domain' value can be alphanumeric and must contain at least one '.'. 2. Local value must not exceed 64 characters (excluding spaces). 3. Total value must not exceed 100 characters (excluding spaces).</p>	<p>Entity Contact: Email</p>

STATS Cohort Year Level List (one to many)						
SchoolsHUB Attribute Name	Description and Comments	Data type or code	Label	Mandatory (M) or Optional (O)	Data Validation	SIF Attribute
Year Level	<p>A record is required for each Year level with enrolments. Year Level code for graded year levels reflects SIF. 11MINUS was previously known as primary ungraded and 12PLUS was previously known as secondary ungraded. 11 MINUS and 12PLUS are valid entries for Special Schools only.</p> <p>11PLUS and 12MINUS are the expected values received from locations. If there are other values for these categories, they need to be mapped back to 11PLUS and 12 MINUS.</p>	1	Year 1	M	1. Minimum 1 character 2. Up to 7 characters	Year Level Code
		2	Year 2			
		3	Year 3			
		4	Year 4			
		5	Year 5			
		6	Year 6			
		7	Year 7			
		8	Year 8			
		9	Year 9			
		10	Year 10			
		11MINUS	11 years and younger			
		12PLUS	12 years and older			
STATS Cohort List (one to many)						

SchoolsHUB Attribute Name	Description and Comments	Data type or code	Label	Mandatory (M) or Optional (O)	Data Validation	SIF Attribute
Cohort ID	Identifier generated by the school system. Used by the department as a reference for contact with school when querying data.	Integer		M	1. Minimum 1 character 2. Up to 10 characters	Stats Cohort Id
STATS Indigenous Student Type	Indigenous status, either all students or Indigenous: T – Total Students ( <b>including</b> Indigenous Students) I – Indigenous Students only.	T	Total	M	1. 1 character	STATS Indigenous Student Type
		I	Indigenous			
Cohort Gender	As recorded at enrolment.	M	Male	M	1. 1 character only	Cohort Gender
		F	Female			
		X	X			
Schools Days In Reference Period	Number of school days for the cohort in Semester 1 / Term 3 (Cohort specific).  Must be within the ranges identified in the STATS Data Technical Specification for the collection year.	Integer; <b>no decimal places</b>		M	1. Must be > 0 2. Up to 3 digit values	School Days in Reference Period



	Tested against expected norms, Warnings will be given for values at the extremes of the norm. Error is given if over the extreme end of the norm.					
Possible School Days	<p>Sum of days all students in the cohort are enrolled during the reference period.</p> <p>Refers to full-time students only in each Cohort. This field must not contain decimal points.</p> <p>Must be in accordance with the calculations in the STATS Data Technical Specification for the collection year.</p>	Integer; <b>no decimal places</b>		M	<ol style="list-style-type: none"> <li>1. Must be &gt; 0</li> <li>2. Up to 5 digit values</li> </ol>	Possible School Days
Attendance Days	<p>Sum of attendance days for all students in the cohort during the reference period.</p> <p>Must be less than or equal to the number of Possible School Days. Can include partial attendance days.</p> <p>Must be in accordance with the calculations in the STATS Data Technical Specification for the collection year.</p>	Decimal up to 2 places		M	<ol style="list-style-type: none"> <li>1. Must be <math>\geq 0</math></li> <li>2. Minimum 1 digit value</li> <li>3. Up to 5 digit values plus 2 decimal places</li> </ol>	Attendance Days

<p>AttendanceLess90Percent</p>	<p>Count of full-time students in the cohort who attended school less than 90% of possible school days in the reference period.</p> <p>Number of students where <math>(\text{Attendance days} \div \text{Possible School Days}) \times 100 &lt; 90</math>.</p> <p>Must be in accordance with the calculations in the STATS Data Technical Specification for the collection year.</p>	<p>Integer</p>		<p>M</p>	<ol style="list-style-type: none"> <li>1. Must be <math>\geq 0</math></li> <li>2. Minimum 1 digit value</li> <li>3. Up to 4 digit values</li> </ol>	<p>Less 90 Percent Attendance</p>
<p>AttendanceGTE90Percent</p>	<p>Count of full-time students in the cohort who attended school for 90% or more of the possible school days in the reference period.</p> <p>Number of students where <math>(\text{Attendance days} \div \text{Possible School Days}) \times 100 \geq 90</math>.</p> <p>Must be in accordance with the calculations in the STATS Data Technical Specification for the collection year.</p>	<p>Integer</p>		<p>M</p>	<ol style="list-style-type: none"> <li>1. Must be <math>\geq 0</math></li> <li>2. Minimum 1 digit value</li> <li>3. Up to 4 digit values</li> </ol>	<p>Attendance Equal Or Greater 90 Percent</p>

<p>Possible School Days for Students with ≥90% Attendance</p>	<p>Sum of days enrolled for Students in the cohort with attendance rates of 90% or more.</p> <p>A subset of 'Possible School Days' used to calculate Full-time equivalent estimate. <b>This field must not contain decimal points</b></p> <p>Must be in accordance with the calculations in the STATS Data Technical Specification for the collection year.</p>	<p>Integer; <b>no decimal places</b></p>		<p>M</p>	<ol style="list-style-type: none"> <li>1. Must be ≥ 0</li> <li>2. Minimum 1 digit value</li> <li>3. Up to 5 digit values</li> </ol>	<p>Possible School Days GT 90 Percent Attendance</p>
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## XML Example Code

The following is an example of the XML code for STATS using the STATS SIF described above. *Please note the data in fields is example only and not related to a specific person or school (i.e. it is fictitious)*

The following is an example of the XML code for STATS using the STATS SIF described above. *Please note the data in fields is example only and not related to a specific person or school (i.e. it is fictitious)*

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```

2024 Student Attendance (STATS) Collection Data Specification

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## 2024 Student Attendance (STATS) Collection Data Specification

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## Appendix B: Treatment of incidents/absences

**Source:** ACARA [National Standards for Student Attendance Data Reporting](#) (Third edition, July 2020) (section 7, p15-18).

For treatment of COVID-19 situations, please see ACARA's advice within the National Standards document.

### Treatment of incidents/absences

The table below provides a general description of incidents/absences that may be applicable to schools, how these incidents are to be treated and whether they should be included in the sum of possible school days. Note that actual descriptions in jurisdictions and sectors may differ. However, the general basis of the absence is the same. Also, not all descriptions may be applicable to all jurisdictions/sectors.

Please note, there is separate advice about counting student attendance in the COVID-19 situation. This advice is available on the [SchoolsHUB STATS](#) page.

Table 2: Treatment of incidents/absences

General description of incidents/absences	Treatment of absence Absent/Present/NA	Possible school days Included/ excluded
<p><b>A. Unexplained/unauthorised absences</b></p> <p>Absences where the school does not receive any explanation, or where the reason for absence is <b>considered unacceptable</b>. Includes absences such as:</p> <ul style="list-style-type: none"> <li>• Truancy</li> <li>• Unexplained</li> <li>• Without parent/guardian approval</li> <li>• Unacceptable explanations as determined by the school</li> </ul>	Absent	Included
<p><b>B. Religious/cultural absences</b></p> <p>Approved/notified absences due to recognised religious or ceremonial activity</p>	Absent	Included
<p><b>C. Parent-approved absences</b></p> <p>Includes absences such as:</p> <ul style="list-style-type: none"> <li>• Family event</li> <li>• Extended holidays</li> </ul>	Absent	Included
<p><b>D. Medical</b></p> <p>Approved/notified absences due to medical reasons. Includes absences such as:</p> <ul style="list-style-type: none"> <li>• Illness</li> <li>• External medical appointment with healthcare professionals, including counselling</li> </ul>	Absent	Included
<p><b>E. Disciplinary (Out-of-school)</b></p> <p>Disciplinary action that is <b>not</b> on school grounds. Includes suspensions but excludes internal suspensions (see F)</p>	Absent	Included
<p><b>F. Disciplinary (In-school)</b></p> <p>Disciplinary action that is <b>on</b> school grounds. Includes internal suspensions</p>	Present	Included
<p><b>G. Behavioural reasons</b></p> <p>Behavioural absences (e.g. disengagement). Excludes disciplinary action (see E or F)</p>	Absent	Included
<p><b>H. Bereavement</b></p> <p>Approved/notified absences due to bereavement. Includes absences such as:</p> <ul style="list-style-type: none"> <li>• Funeral</li> <li>• Personal bereavement</li> </ul>	Absent	Included
<p><b>I. School closed</b></p> <p>School closed for religious, public or other holiday. Includes absences such as:</p>	NA	Excluded

General description of incidents/absences	Treatment of absence Absent/Present/NA	Possible school days Included/ excluded
<ul style="list-style-type: none"> <li>• Unexpected temporary school closure</li> <li>• Strike action/industrial action</li> <li>• School unavailable</li> <li>• School choice</li> <li>• Individual school calendars</li> <li>• All classes cancelled for the day.</li> </ul>		
<p><b>J. Natural disaster/event</b> Natural disaster/event where students are unable to travel to school and school is closed. Includes instances such as:</p> <ul style="list-style-type: none"> <li>• Bushfires</li> <li>• Floods</li> <li>• Earthquakes</li> <li>• Pandemics.</li> </ul>	NA	Excluded
<p><b>K. Approved educational activity</b> Attendance at an approved/sanctioned school event where the student is not required to attend school. Includes absences such as:</p> <ul style="list-style-type: none"> <li>• Excursions</li> <li>• Flexible timetable</li> <li>• Attending another school or education centre</li> <li>• Vocational Education Training (VET) activities</li> <li>• Learning programs delivered remotely during a natural disaster/event.<sup>3</sup></li> </ul>	Present	Included
<p><b>L. Work experience programs</b> Approved participation in/attendance at work experience related programs. School is responsible for students on these programs.</p> <p>NSSC states that students' <i>time spent on work experience programs, as part of the school curriculum or program, should be treated as time in school.</i></p>	Present	Included
<p><b>M. Employment</b> Short-term employment. School is not responsible for students during this period; however, student remains officially enrolled.</p>	Absent	Included
<p><b>N. Explained other absence</b> Absences from school due to acceptable reasons, other than any of those listed in this table.</p>	Absent	Included
<p><b>O. Exemptions</b> Approved exemptions such as certificate of exemptions, only for exceptional circumstances. Reasons for exemptions must not conflict with other descriptions in this table. Includes approved short-term employment for NSW and SA such as employment in the entertainment industry where approval and exemption from class has been given by the appropriate school personnel.</p>	NA	Excluded

General description of incidents/absences	Treatment of absence Absent/Present/NA	Possible school days Included/excluded
<p>Note: Due to the low number of absences in this category, some jurisdictions may choose to include these absences as possible school days. Although this is not recommended, this has minimal impact to the national and jurisdictional attendance rate.</p>		
<p><b>P.</b></p> <p><b>P.1 Detention/Juvenile Justice/Suspension/Immigration Detention Centres – notified</b></p> <p>School is <b>notified</b> that student is at the relevant centre. See P.2 for notified absences.</p> <ul style="list-style-type: none"> <li>• WA: Student is enrolled in main school but is part of Immigration Detention Centre.</li> </ul>	NA	Excluded
<p><b>P.2 Detention/Juvenile Justice/Suspension/Immigration Detention Centres – not notified</b></p> <p>If school is <b>not notified</b>, then the student would be absent for ‘unexplained/unauthorised’ reasons.</p>	Absent	Included
<p><b>Q. Behaviour centre</b></p> <p>Absences of students who are moved to a behaviour centre, but who nevertheless remain enrolled in their main school. All data are attributed back to main school.</p>	Present	Included
<p><b>R. Tutorial Centres</b></p> <p>Absences at the main school for students who are moved to a tutorial centre but, who nevertheless remain enrolled in their main school.</p>	Present	Included
<p><b>S. Excluded</b></p> <p>Student is no longer enrolled at the school. This includes expulsion or similar.</p> <p>If the student has been identified as enrolled and attending at another school, then this non-attendance can be excluded from being reported. If after 6 weeks of consecutive days non-attendance a student cannot be located to confirm if they remain enrolled at the school, then this non-attendance is excluded from being reported.</p>	NA	Excluded

<sup>3</sup> Requires reasonable evidence that remote learning has occurred by way of return of schoolwork (paper or online) or participation in an online classroom or the teacher doing a roll call in another virtual form of way.

## Appendix C: School and Location AGEIDs

The concept of the School AGEID and Location AGEID are like head campus/campus AGEID with some differences.

The main differences are:

Old AGEID numbering system	New AGEID number system
School AGEID equalled Head Campus AGEID	School AGEID is the school as an entity.
Head Campus AGEID equalled Campus AGEID	Location AGEID is the AGEID for a school campus regardless of whether it is the main location of the school or not. Location AGEID remains consistent over time.
Main Location Flag	Main Location Flag identifies that the campus is the main/head campus of the school. Main location flag can be changed when needed. That is, it is not inherently tied to a school Location.

Example: Under the old numbering system

Description	Head campus AGEID	Campus AGEID
Head campus	12345	12345
Sub campus	12345	77890

Under the new numbering system

Description	School AGEID	Location AGEID	Main Location Flag
Location 1 (old Head Campus)	12345	52345	Yes
Location 2 (old sub campus)	12345	77890	No

The Head Campus AGEID becomes the School AGEID without any modification. The Campus AGEID at the Head Campus gets a ‘new’ Location AGEID. For existing schools, this is generally by adding 40000 to the Campus AGEID. For new schools and locations, AGEIDs are over 80000.

The Location AGEID’s previous Head Campus has the Main Location flag set against it. This flag can be changed to other Location AGEIDs of the school at any time. The other campus keeps its original ID number which are usually in the 77000 range.

The AGEID numbering can be thought of as a parent-child relationship with the School AGEID as the parent entity having one or more child Location AGEIDs, including the Main Location. Location AGEID relates to the physical location of the campus.

If the campus moves to a new physical location or if an extra campus is opened, then a new Location AGEID is required. This new Location AGEID will be linked to the parent school by the School AGEID.

If the Location becomes a school in its own right, the Location AGEID stays the same, a School AGEID for the new school is created and a relationship between the 2 is established with the main campus flag is set to the Location AGEID (assuming the school is a single location school).

## Appendix D: Data Specification Change History

Collection Year	Section	Changes
2024	Start of document	Updated <ul style="list-style-type: none"> <li>• title page dates.</li> </ul>
2024	Throughout	Updated: <ul style="list-style-type: none"> <li>• 2023 date references changed to relevant 2024 dates</li> <li>• formatting changes and typo corrections</li> <li>• updated links.</li> </ul>
2024	Appendix A	Updated: <ul style="list-style-type: none"> <li>• STATS Attribute Table</li> <li>• XML example code updated for 2024 roundcode.</li> </ul>