# INSTRUCTIONS FOR 2011 FEBRUARY SCHOOL CENSUS

## IMPORTANT INFORMATION

The 2011 February School Census will be held on **Monday 28 February 2011** and the census enrolment count will be used in the calculation of the 2011 Student Resource Package (SRP).


Schools should refer to the updated census guidelines for information on the eligibility of students for inclusion in census and SRP funding counts.

Schools are required to provide the following 2011 February Census returns:

| 1 | **Student Enrolment Census**: to be electronically transmitted by **close of business on Monday 28 February 2011** (refer to page 2). Returns can be submitted from Tuesday, 22 February 2011. **Returns submitted prior to 22 February 2011 will not be accepted.** Resubmissions will be allowed until 12:00pm on Monday 7 March 2011. |

### Census Enquiries

For issues regarding:
- Student enrolment census  
  Ph: (03) 9637 3225  Fax: (03) 9637 2830
- Teacher Recruitment Census  
  Email: census@edumail.vic.gov.au

CASES21 software/hardware issues:  
DEECD Service Desk  
Ph: 1800 641 943  Fax: 1800 672 148  
Email: servicedesk@edumail.vic.gov.au

International Student Program Unit:  
(visa and overseas student enrolment queries)  
Ph: (03) 9637 2990

Computers in Schools Census:  
Service Gateway  

Census website:  

Census documents will be available for viewing and downloading from this website. Updated information and advice will also be highlighted on this website as it becomes available.
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1  STUDENT ENROLMENT CENSUS
The following pages summarise procedures and changes relevant to the 2011 February School Census. Please pay particular attention to instructions for the class size collection on page 4 of this document.

1.1  PREPARATION OF STUDENT ENROLMENT CENSUS

Pre Census
- CASES21 Version V49 is required to produce the 2011 February School Census return.
- The CASES21 Enrolment Census Process Guide is available on the census website and has detailed instructions for producing the student enrolment census return.
- Schools unable to provide census data electronically should contact the Census Hotline on (03) 9637 3225 prior to census day.
- Schools need to ensure students are counted and classified correctly according to the updated census guidelines. Schools should also validate their data about one week before census day to allow sufficient time to process any census errors or warnings.
- Students who have not attended school up to census day in 2011 must not be included in a school’s February census count excepting if the student has been ill and the school has been providing them with appropriate work. In some circumstances, a school can receive a SRP funding adjustment for students returning to school after census day. Students must have returned to school by the end of the first week of term 2. These students must not to be included in February census counts. Applications for adjustments to SRP funding for late returning students must be made in writing to the Manager, Statistical and Demographic Information, DEECD. Refer to page 8 and 9 of the Guidelines for School Census – Counting Students for Statistical Returns 2011 for more detail.

Post Census
- Check in the week following census whether the student counts submitted on census day were, with the benefit of hindsight, correct. If the initial return was incorrect, resubmit a corrected return by midday, Monday 7 March 2011. See 1.6 below.

Completing your Student Enrolment Census Return
- Update new and existing student details including name, date of birth, gender, year level, time fraction, SRP funding status, home group, enrolment status (Active/Inactive/Future etc) and, for relevant students, Disability ID, visa and exit details using CASES21 programs: ST11001 or ST11001T (Enter or Modify Student Enrolment Detail); ST11020 (Exit a Student from the School); ST11009 (Re-enrol Left Students); and STRE11001 (Re-enrolled Student Information).
- Ensure attendance and absence details have been updated and processed.
- To run the CASES21 Census Application, go to CASES21 Students | Census | Processes and click on the Enrolment Census task.
- Click on the Continue button when the Welcome screen appears.
- Click on the Load Census Data button to populate the Census Return Details windows with Student Data and Warning/Error details. Students with errors/warnings are identified by an exclamation mark (!) and appear at the top of the Student Data window.
- Click on the Validation Report button to view and print the report. Verify and correct any data errors in CASES21. Acknowledge any warnings where the data is correct. Click on the Refresh Student Data button after all the changes have been made to student details in CASES21.
- Click on the Class tab (next to the Student tab) to create the class data component. This step is required for Primary/ Pri/Sec and Secondary schools only.
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- Click on the Generate Classes button or Add Class button to create classes. You need to resolve any class error/warnings before lodgement can proceed.
- Click on the Draft Report button to print and verify the information on all draft reports.
- Click on the Lodge Census Return button to invoke the lodgement wizard which will print final reports and create the electronic message file that will be transmitted via SDLS.

1.2 GETTING IT RIGHT

The Department of Education and Early Childhood Development has implemented various programs to encourage students to attend school to complete their schooling. All students who are both eligible to attend AND are attending school should be counted in the census. Schools must keep appropriate documentation to support each student’s eligibility for SRP funding and to support their inclusion in census counts.

Given that census counts form the basis of school funding allocations, it is important that schools take care to ensure that all students are counted accurately. You may find the following information helpful:


Ensure student details are up to date - census returns are only correct if all student details on the school's CASES21 system are correct and up-to-date when census reports are run.

Check students are counted correctly - exclude from census counts those students who fail census counting criteria including regular attendance criteria. Refer to the updated census guidelines for the appropriate documentary evidence required for the counting of irregularly attending students. Use the Student Audit List census report to verify whether students have been correctly included/excluded for census purposes.

The most common census errors have occurred when schools counted students who had either never attended in the current school year or had left prior to census day but their transfer had not been correctly processed at the time the initial census was run.

Where a student changes schools around census day, principals may need to negotiate to ensure the student is appropriately counted and funded in the census (maximum 1.0 FTE).

Use the census process checklists - these lists prompt schools of processes to follow in preparing and signing off the school census return. They also remind schools of the importance of maintaining good documentation to support the counting of students in the census. These checklists are available at http://www.education.vic.gov.au/management/schoolimprovement/censusdata.htm

Check the return in the week after census and resubmit if necessary - it is often difficult for schools to be sure on census day that absent students will return to school. Schools may submit a corrected return in the week following census day where subsequent information reveals that the initial return was incorrect.

1.3 ABSENCE PROCESSING

Accurate attendance records are critical to good school operation, to meet the school's duty of care to its students and to provide proof that students meet census counting criteria. Schools using the CASES21 or SARA absence modules should aim to process all daily absences before producing final census reports. However, it is understood that some large schools may find it difficult to process all census day absences prior to producing their student enrolment census return.
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Schools not using CASES21 or SARA absence modules should have an appropriate process in place to determine which students may not meet 80% regular attendance criteria. Schools using other electronic roll marking systems should ensure that they produce, check and retain the appropriate reports.

For audit purposes, print February rolls after absences have been entered. Ensure that all February absences are shown correctly. Schools using CASES21 should run the Report program ST21067 (Monthly Attendance Rolls by Home Group) under the Attendance module.

Appropriate checks are necessary to ensure CASES21 attendance records match teacher rolls so that computerised absence data can be relied upon. The census Significant Absences Report is designed to assist schools to identify which students may not meet 80% regular attendance criteria so that schools can exclude or appropriately follow-up and count these students in census returns.

Please note that approved absences must be supported by appropriate notes, usually from parents or guardians, or other documentary evidence that show the school has accepted the explanation for the absences. For students who do not meet the attendance criteria, schools can only count these students if they provide documentary evidence that show consistent efforts are being made to encourage attendance, and that the student is continuing at the school. Refer to the census guidelines on what documentary evidence needs to be kept.

1.4 CLASS DATA – Student Enrolment Census (regular schools only)

Class data for 2011 for individual schools will inevitably attract media attention. The electronic collection of class size data is undertaken through the CASES21 Census Application. The information required is identical to the 2010 collection.

Primary Classes

Provide details for each regular class group. Include each student at the school in only one class. Students with an FTE less than 0.5 would generally not be included in the class size return.

A number of primary schools have adopted/implemented varying class structures during the school week, generally involving smaller classes for the teaching of literacy and numeracy. In these situations, the following definition will again be used to identify the class size to be reported in the February Census:

count the class size as that which exists for the majority of the time and which includes the time spent teaching literacy and numeracy and which the school community relates to as a class grouping

Examples:

(i) School A has 100 students in Prep–2 and breaks into 5 classes of 20 students for the first 4 hours of each day. During this time all literacy and numeracy teaching takes place. For the rest of the day there are 4 classes of 25 students. Any school reports or contact with the parent is through the morning classroom teacher. The school should provide details for the five morning classes as 5 separate classes each with 20 students and one teacher on the class size return.

(ii) School B has 100 students in Prep–2 in 4 classes of 25 students each. An additional 0.8 FTE teacher assists the 4 classroom teachers by providing additional classroom support. His/her time is spread equally across all 4 classes. (0.2 FTE per class). In this case the school should provide details for each of the
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four classes as separate classes on their class size return but should indicate that each class has 1.2 FTE teachers. (See additional teaching support below).

Secondary Classes
Details are required for all English classes. Students not studying English are excluded from the class size return. Only in exceptional circumstances (such as a secondary student taking two year levels of English concurrently) should a student be counted in more than one class.

Additional Teaching Support
Where an individual class has regular additional teaching support (such as when a class has a main teacher with additional support for some part of the school week), include the additional teacher’s Full Time Equivalent (FTE) in the total teacher FTE for that class on the electronic census class size return. Count the teaching support for a morning or afternoon as 0.1 FTE. For other time periods, estimate the total FTE assuming 3 hours is equivalent to 0.1 FTE.

For example, a class which has an additional teacher for two mornings per week should be recorded in the class size return as having 1.2 FTE teachers. A class which has one main teacher and an additional teacher for two hours each morning (10 hours per week) should be recorded as having 1.3 FTE.

For the purposes of calculating the average class size, these partial time fractions are disregarded. They do however provide an indication of extra support provided to the class.

All Classes
• Where you believe that your class size return requires further explanation or may not satisfactorily reflect your class arrangements, please mention this in the comments section of Step 3 of the lodgement wizard process when you are completing the Student Enrolment Census return.
• Refer to the CASES21 Enrolment Census Process Guide for detailed instructions for creating class size information.
• The CASES21 Census Application provides an option to create classes from homegroups. This option is only appropriate if all students in a class are in the same home group. Schools with composite classes who use different homegroups for each year level within a class (such as a 3/4 class where the Year 3 students are in home group 3A and the Year 4 students are in home group 4A) should not create these classes from homegroups.
• Classes will only be created from homegroups for all students in the years Prep to 10. English classes with students in Years 11 or 12 are to be manually entered.
• If home groups are appropriate for all or most classes in the school, use the option to create classes from home groups then delete those classes that are inappropriate. Manually enter the correct classes where homegroups are not appropriate. Refer to Section 10 of the CASES21 Enrolment Census Process Guide for detailed instructions on recording class data.
1.5 VCE AND EQUIVALENT STUDIES

For school census purposes, the Victorian Certificate of Applied Learning (VCAL) is considered equivalent to the VCE.

The time fraction of students undertaking VCE/VCAL is checked during the enrolment audit process. Factors considered include the number of units being undertaken, student attendance, whether the student is enrolled at only the one school or is also undertaking other studies such as correspondence tuition at the Distance Education Center of Victoria (DECV).

For further details on determining the correct full time equivalent time fraction for VCE/VCAL students, refer to the updated census guidelines.

Adult students: All students aged 21 and over as at 1 January 2011 must be recorded in CASES21 as non-SRP funded.

1.6 RESUBMISSION OF AMENDED STUDENT ENROLMENT CENSUS RETURN

An enrolment verification program of 2011 February School Census returns will again be undertaken to ensure that census returns have been completed in accordance with the updated census guidelines and that the census counts are accurate.

In the week following the census, principals should review their original census return taking into consideration up to date information to confirm whether students have been counted correctly. Principals should re-check that all students included in the initial census counts were entitled to SRP funding and met attendance criteria. If necessary, please resubmit an amended census by 12:00pm (midday) on Friday, 7 March 2011.

Detailed instructions to assist schools in the resubmission of amended student enrolment census returns are provided in the CASES21 Enrolment Census Process Guide.
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2 TEACHER RECRUITMENT DIFFICULTY CENSUS

The Teacher Recruitment Difficulty Census asks schools whether or not they recruited teaching staff for the current school year, whether they experienced difficulties recruiting new teaching staff for the current school year, the subject areas and length of time of the difficult vacancy and the recruitment strategies they deployed for 2011.

This data will enable the Department to assess which localities and in which subject or specialist areas schools may be experiencing difficulties recruiting teaching staff. The Department uses the data when devising recruitment strategies to assist schools in overcoming these problems.

The Teacher Recruitment Difficulty Census is to be completed online at www.eduweb.vic.gov.au/forms/school/trd

Each school will need to use either the School Edumail account or the Principal Edumail account to login to the Teacher Recruitment Difficulty Census site. The site includes additional help information on how to fill in the census and provide troubleshooting assistance.

Enquiries relating to this collection should be directed to the Census Hotline by telephone on either 9637 3225 or by e-mail: census@edumail.vic.gov.au

The census needs to be completed electronically by all schools (even if nil return) by Monday 7 March 2011. If you cannot complete this census by the due date or require assistance, please contact the Census Hotline via the details noted above.

3 CENSUS OF COMPUTERS IN SCHOOLS

Schools are reminded that computer number details are required to be provided as part of the February Census process. Information about computers is to be provided as at census day, Monday 28 February for the 2011 census. Schools are required to submit computer numbers information by Monday 14 March 2011.

As in previous years the computer census data is to be entered online. The Computers in Schools website is at http://www.eduweb.vic.gov.au/computernumbers

Each school will need to use the School EduMail account to login to the website.

Information on computers in schools is required to assist with planning for, and reporting on, Information and Communications Technology (ICT) initiatives in Victorian government schools. To ensure accurate planning, particularly around the age profile of computers in schools, it is important that all computers in use are recorded, including older computers that are still in use.

Reports on school performance in the Census will be issued to Regional Directors, Principals, Technical Support to Schools Program Service Delivery Managers and the Office for Government School Education.

A comprehensive procedure for filling in and submitting the 2011 Computers in Schools Census will be available from the Computers in Schools website.

For further information, please direct all enquiries through the Service Gateway (https://www.eduweb.vic.gov.au/servicedesk).
### QUESTIONS RELATED TO ELIGIBILITY FOR COUNTING IN CENSUS

*Guidelines for School Census: Counting Students for Statistical Returns* advises schools on classifying students for eligibility for funding through the Student Resource Package (SRP) funding and on counting students in statistical returns. These guidelines can be found at [http://www.education.vic.gov.au/management/schoolimprovement/censusdata.htm](http://www.education.vic.gov.au/management/schoolimprovement/censusdata.htm) and includes additional **COMMON CENSUS QUESTIONS AND ANSWERS**.

### QUESTIONS RELATED TO CASES21

**Q1:** What version of CASES21 should I be using?

A: Version 49.

**Q2:** What programs should I run for census?

A: Use the CASES21 Census Application to produce the entire electronic file for the February school census. Go to Students | Census | Processes and click on the Enrolment Census task. Refer to the CASES21 Enrolment Census Process Guide for detailed instructions on how to produce the student enrolment census return. Once the file has been created it will be automatically transmitted by the new message handling system, SDLS.

**Q3:** I have accidentally exited the wrong student. How do I undo the exit so the student can be included in census counts?

A: If a student has been exited they are given the status of “Left”. You need to reinstate the student through program **ST11009 (Re-enrol Left Student)**. Check the “Return enrolment date” and ensure the correct date (usually the original enrolment date) for the student is recorded. Save the record to effect the reinstatement to set the status to “Active”.

**Q4:** What checks should I do before signing off on my student enrolment return?

A: Data from the student enrolment census return is used for resource allocation. It is essential that the school principal checks all printed reports to ensure that the reports display correct and up to date information. In particular, schools should check the FTE Enrolment Summary report to ensure FTE totals and part time information are correct. Where necessary, contact other schools also attended by your part time students to ensure the time fraction for individual students is agreed to by both schools and does not add to more than 1.

**Q5:** What is the difference between errors and warnings on the validation report?

A: Errors require action to amend details before census processing can proceed. Warnings are given when data may be incorrect - either amend details on CASES21 if there are data errors, or accept that the details are indeed correct, by acknowledging the warning through the Warning/Error window of the CASES21 Census Application. Schools can produce draft reports if there are no identified errors, even if warnings exist. Remember to refresh the student data after making changes in CASES21 to amend incorrect information.

**Q6:** I have a student counting as non-SRP funded. How do I identify the student? Does this matter?

A: Scan the Student Audit List - SRP Fund column to find students for which the SRP funded status is not blank. Non-SRP funded students are not included in the per capita funding calculations for the SRP. Only students such as Full Fee Paying Overseas Students or students who do not meet criteria for SRP funding such as all adult students should be coded as non-SRP funded.

**Q7:** A student who is NOT a fee paying overseas student is showing as N-OFP. What should I do?

A: Check residency and visa details have been entered correctly on CASES21. If details are correct, contact International Student Program Unit (03) 9651 3700 to check eligibility for SRP funding. If the student is eligible then go to the Demographics tab screen of CASES21 program **ST11001 or ST11001T (Enter or Modify Student Enrolment Detail)** and amend visa details. Set the “Eligible for SRP Funding” screen field to Y through the Finance tab screen of program **ST11001 or ST11001T**. Remember to refresh the student data in the
CASES21 Census Application to update the student’s details.

Q8: I amended student details on CASES21 but they do not appear to be reflected in my census data?
A: Any changes made to CASES21 that affect your census return will not be reflected until you refresh the student data. An automatic refresh of student data will be done before the lodgement process commences. This process is important to maintain up to date information for your census return.

Q9: I can’t get the counts right. What can I do?
A: Carefully check the Student Audit List, refer to the CASES21 Enrolment Census Process Guide then call the Census Hotline on 9637 3225. For further census related information, visit the website http://www.education.vic.gov.au/management/schoolimprovement/censusdata.htm