Data Standards Manual: Student Background Characteristics

For use by schools and school systems

test administration authorities and assessment contractors

Sixth edition

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acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

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1. BACKGROUND AND PURPOSE OF THE MANUAL

1.1 Background

The process of collecting student background information from parents using nationally agreed definitions of student background characteristics began in 2005. The original edition of this manual, titled *Data Implementation Manual for Enrolments for the 2005 and 2006 School Years*, was prepared to assist schools and systems in modifying enrolment forms and associated data collection and storage processes to enable reporting of student performance by the agreed background variables. Further editions of the manual were produced in 2007, 2008, 2009 and 2010.

The data collection requirements introduced in 2005 arose from state, territory and Commonwealth Ministers' agreement that all government and non-government schools would use common definitions of specified background variables when reporting on students' outcomes.

To date, national agreement has been reached on standard definitions for the following student background characteristics:

- sex
- Indigenous status
- socio-economic background
- language background*
- geographic location.

* The measure of students' 'Language background other than English' status is currently under review. Until the review is completed, the existing technical specifications for language background will continue to be used.

The technical specifications for collecting data for the first four of these variables are contained in this manual. (Geographic location is collected through a separate process.)

Nationally comparable measurement and reporting of student outcomes are crucial to determining the extent of improvement in student outcomes, particularly for students who may be educationally disadvantaged. This underlines the importance Education Ministers attach to the link between educational equity and student attainment. All Australian governments are committed to improving student outcomes from schooling, addressing social inclusion and closing the gap on educational disadvantage.

The collection, provision and publication of data on student outcomes and school performance is also essential for public accountability and to provide the evidence necessary to provide support for the continuous improvement of students, schools and education systems over time.

Reporting student outcomes data, disaggregated by student background characteristics, is a standard component of national reporting and applies to all government and non-government schools.

1.2 Purpose of the manual

The purpose of the manual is to provide guidance to schools and school systems for the collection of information on student background characteristics using nationally agreed, standard measures of the characteristics.

This edition of the manual is to be used by schools and school systems when enrolling students for the first time in the 2013 school year onwards or when collecting information, via special data collection forms, on those students participating in national assessments.

1.3 Who should use the manual?

The manual is for the use of **school and school system personnel responsible for**:

- **designing enrolment forms** and enrolment processes
- **collecting information from parents**
- **designing, maintaining or modifying student information storage and retrieval systems**
- **updating student records**
- **managing or coordinating** at the school level **students' participation in** full cohort literacy and numeracy **testing**, and national or international sample assessments.

The manual also provides information for **test administration authorities, testing services contractors, software providers and boards of studies**.

Not all schools need to use the manual. In some systems, the implementation of the required student data collection arrangements is a central responsibility.

Because implementation of the nationally agreed definitions of student background characteristics began in 2005, most school systems and schools will have already have in place the required data collection protocols. There are, however, a number of potential new users - that is, schools or school systems implementing the required data collection arrangements for the first time.

New users are most likely to be either:

- **new systemic or non-systemic non-government schools coming into operation**
- **schools changing their status or operation and schools providing new level(s) of schooling.**

Such schools may need to review and adjust their data collection tools and data processing procedures to implement in their collections the standards agreed for each data item. These users should refer to **Section 4 – Action required.**

2. NATIONAL ASSESSMENT, PERFORMANCE MEASUREMENT AND REPORTING

This section outlines the national assessment, performance measurement and reporting requirements as of 2012. Note these requirements may have changed or been updated since publication of this manual.

2.1 Council of Australian Governments (COAG) reform agenda

All Australian Education Ministers have previously agreed that consistent and comparable data are essential to improving the quality and accuracy of national monitoring and reporting of progress towards the achievement of national goals and targets at various points of schooling. The nationally comparable data will better meet the needs of parents, schools and school systems, and the wider community for information on the performance of students and schools; and assist governments in identifying where resources are most needed to lift attainment.

In 2008 the Council of Australian Governments (COAG), which comprises the Prime Minister, State Premiers and Territory Chief Ministers, agreed to a new reform agenda to ensure that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy. (For further information, see www.coag.gov.au)

In order to advance its reform agenda, COAG has produced a framework of agreed outcomes, indicative progress measures, targets and policy directions. These include a commitment to ensuring that schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.

The availability of information which allows disaggregation of data by student background characteristics, particularly by Indigenous status and socio-economic background, is essential to measuring and reporting progress towards achieving COAG agreed outcomes. The manual is a key document for improving the quality and national comparability of data available for this purpose.

2.2 Melbourne Declaration on Educational Goals for Young Australians

The *Melbourne Declaration on Educational Goals for Young Australians*, which was developed by State, Territory and Commonwealth Education Ministers in collaboration with the Catholic and independent school sectors, was released in December 2008, following consultation with the broader community. The Melbourne Declaration supersedes the 1999 *Adelaide Declaration on National Goals for Schooling in the Twenty-First Century* that provided the framework for nationally comparable reporting of students' outcomes for over a decade.

The Melbourne Declaration sets the direction for Australian schooling for the next ten years. A 'Four-Year Plan' to support the Declaration, developed in parallel with work undertaken through COAG and aligned with relevant COAG activities, was endorsed by all Australian Education Ministers in March 2009. The Melbourne Declaration and the Four-Year Plan can be found on the Standing Council on School Education and Early Childhood (SCSEEC) website at www.mceecdya.edu.au. (SCSEEC replaced the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECYDA))

2.3 Commonwealth–State financial arrangements for 2009–2012

National Education Agreement

Australian Government funding for government schools is currently being provided through the Intergovernmental Agreement (IGA) on Federal Financial Relations agreed in the COAG forum. The IGA is accompanied by a rationalisation of the number of payments to the states and territories for specific purpose payments and the creation of associated national agreements. The *National Education Agreement* (NEA), which came into effect on 1 January 2009 with the latest update on 25 July 2012, contains agreed objectives, outcomes, outputs and performance indicators, and clarifies the roles and responsibilities that guide the Commonwealth and the states and territories in delivering school education services.

The NEA provides the states and territories with increased flexibility in determining how education services, including services for students with special needs, which previously received funding support through the Commonwealth's targeted programs for schools are best delivered. It also provides an improved focus on the accountability and transparency of all schools for students' outcomes.

Schools Assistance Act 2008

Australian Government funding for non-government schools for 2009–2013/2014 will continue to be appropriated through the *Schools Assistance Act 2008*. Funding for non-government schools provides for recurrent and capital funding as well as targeted programs.

National Partnership Agreements and 'Closing the Gap'

The commitment of all governments to reducing disadvantage is being given effect through the additional National Partnership Agreements (on Low Socio-economic Status Communities, Literacy and Numeracy, and Improving Teacher Quality) and COAG reform directions to 'Close the Gap' in education outcomes between Indigenous and non-Indigenous students.

2.4 2012 performance reporting requirements

As parties to the NEA, all states and territories have agreed to a performance reporting framework, which includes collecting and publishing student and school data for the following three purposes:

- accountability to students, parents, carers and the community
- public accountability in support of COAG outcomes and targets
- providing an evidence base to support future policy reforms and system improvements, including directing resources to areas of greatest need.

In order to meet the mutually agreed outcomes within the NEA, supporting performance benchmarks will be monitored, assessed and reported publicly on an annual basis by the COAG Reform Council.

The COAG Reform Council was established to monitor, assess and report on the performance of the Commonwealth and the states and territories in achieving mutually agreed outcomes and performance benchmarks. In addition to providing annual performance reports to COAG, the COAG Reform Council highlights examples of good practice and innovative reforms. The Council is independent of individual governments and reports directly to COAG.

Each year, the COAG Reform Council reports publicly and to COAG on the performance of government against the objectives and outcomes of the NEA. The reports can be accessed at www.coag.gov.au.

The *Schools Assistance Act 2008* sets out the transparency and accountability requirements for non-government schools and school systems, including requirements relating to collecting and publishing student and school data. The accountability framework for the non-government sector is consistent with that set out in the NEA for government schools.

Performance reporting framework

The performance reporting framework encompasses the following elements:

a. streamlined and consistent reports on national progress, including:
    i. an annual national report to be published within twelve months of the end of the calendar year on the outcomes of schooling in Australia, covering the *Melbourne Declaration on Educational Goals for Young Australians* and the MCEECDYA *Measurement Framework for National Key Performance Measures* (KPM). (now known as the *Measurement Framework for Schooling*.)
    ii. the biennial COAG report on Overcoming Indigenous Disadvantage.

b. national reporting on the performance of individual schools to inform parents and carers, and for governments to evaluate school performance

c. schools providing plain language student reports to parents and carers, and making an annual report publicly available to their school community on the school's achievements and other contextual information.

The annual national report specified in (a(i)) above is the *National Report on Schooling in Australia* published by ACARA on behalf of SCSEEC.

The reporting on performance of individual schools specified in (b) above is undertaken through the *My School* website.

The reporting requirements also include a commitment by all government and non-government school systems and schools to report, by school sector, on the number of students who are provided with additional support, specifically students with disability and students with a language background other than English (including newly arrived migrants and refugees).

Measurement Framework for Schooling in Australia

The *Measurement Framework for Schooling in Australia 2010* was endorsed by MCEECDYA. School systems and schools will continue to meet the requirements of the framework, which sets out the basis for reporting progress towards the achievement of the Educational Goals for Young Australians, including through the provision of performance data. The core of the framework is a schedule setting out the key performance measures and an agreed collection and reporting cycle for the period 2010–2015. (The *Measurement Framework for Schooling* can be accessed on the ACARA website at www.acara.edu.au).

The Measurement Framework forms the basis for reporting on outcomes of schooling in the *National Report on Schooling in Australia.*

2.5 Development of an improved measure of students 'Language background other than English' (LBOTE) status for future use

Education Ministers have agreed that, as part of its program of developmental work, the Australian Curriculum, Assessment and Reporting Authority (ACARA), working with jurisdictions and the non-government sector, should develop a 'language background other than English' (LBOTE) measure that better identifies students whose language background has a measurable effect on their outcomes. With this in mind, ACARA established the English Language Proficiency Working Group in early 2012, to explore issues of consistent national reporting on the basis of levels of English language proficiency among LBOTE students, rather than simply on the basis of language background alone.

However, at least until such time as that work results in reporting changes which support development of such an alternative measure, the existing LBOTE measure will remain as the default indicator of linguistic background.

2.6 National Assessment Program (NAP)

The National Assessment Program (NAP), as endorsed by all Education Ministers, has both national and international components. It includes:

- annual full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9 (NAPLAN)
- triennial national sample assessments in science literacy (Year 6), information and communication technology literacy (Years 6 and 10), and civics and citizenship (Years 6 and 10)
- participation by samples of 15-year-old students in the Programme for International Student Assessment (PISA) conducted every three years by the Organisation for Economic Co-operation and Development (OECD) which assesses students' reading, mathematical and scientific literacy

- participation by samples of Year 4 and Year 8 students in the Trends in International Mathematics and Science Study (TIMSS) conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA) which assesses students' performance in mathematics and science.

Further information on both the national and international components of the National Assessment Program can be found on the National Assessment Program website at www.nap.edu.au.

2.7 National reporting on the performance of individual schools

The new agreements governing funding for government and non-government schools include a commitment to national reporting on the performance of individual schools.

The *My School* website contains statistical and contextual information on each school, including the characteristics of the school's student population and the school's capacity, and the numbers of its teaching staff. It also contains information on the performance of each school in the NAPLAN.

School have been assigned a value using the Index of Community Socio-educational Advantage (ICSEA) for making reasonable comparisons between schools. ICSEA is a purpose-built index, which places schools on a numerical scale by reference to their relative socio-educational advantage.

In addition to a set of school-level variables, ICSEA draws on student-level demographic variables. These variables can be either parent information data, comprising occupation, school education, and non-school education data provided directly to the school as part of the enrolment process; or census collection data, as provided to the Australian Bureau of Statistics (ABS) as part of the population Census, and taking into account a range of socio-economic factors derived from ABS Census data for the households from which the school draws its students.

It is important to distinguish between the use of ICSEA, as a broad measure used to determine socio-educational similarities between schools where the focus is on the school; and the two individual level measures of socio-economic background used for the monitoring and reporting of individual student outcomes – parental education and parental occupation.

Parental occupation group and parental educational attainment are used as two separate and distinct indicators of socio-economic background. This allows governments and school education authorities to evaluate the influence of socio-economic background on educational outcomes across and within jurisdictions, and to draw valid conclusions about the independent effects of other student background characteristics, such as Indigenous status, language background other than English or geographic location. (Section 4 emphasises the importance of improving the quality of data available on the two socio-economic background variables.)

2.8 Principles and protocols for reporting on schooling in Australia

All Education Ministers have agreed to a statement of principles and protocols to guide and inform the use and publication of data generated in the process of measuring the performance of schooling in Australia. The principles encompass such issues as protecting the privacy of individual students and teachers, including publication safeguards where the small size of a school population or of a specific student cohort may compromise individuals' privacy; and protocols to ensure that information on schools contains accurate and verified data, contextual information to aid interpretation of the information, and a range of indicators to provide a fair and balanced view of performance.

The document *Principles and protocols for reporting on schooling in Australia* can be accessed on the MCEECDYA website via www.mceecdya.edu.au.

3. NATIONAL ASSESSMENTS (as of 2012)

This section outlines the national assessment requirements for 2012. Information and dates post-2012 can be found at www.nap.edu.au.

3.1 2012 schedule of national assessments

In 2012 (as in 2008, 2009, 2010 and 2011), Year 3, 5, 7 and 9 students participated in the National Assessment Program — Literacy and Numeracy (NAPLAN).

The 2012 Sample Assessment program has both national and international elements:

- a sample of Year 6 students from government and non-government schools in all states and territories will be selected to participate in the National Assessment Program — Science Literacy (NAP–SL). Science literacy at secondary school level is measured through participation in PISA.
- a sample of 15-year-old students from government and non-government schools in all states and territories will be selected to participate in the OECD Programme for International Student Assessment (PISA).

3.2 2012 National Assessment Program — Literacy and Numeracy (NAPLAN)

The improvement of students' literacy and numeracy achievement is a key component of the national reform agenda with all Australian governments (Commonwealth, state and territory) seeking to increase the proportion of young people meeting basic literacy and numeracy standards, and improving overall levels of literacy and numeracy achievement.

Full cohort national literacy and numeracy testing of Year 3, 5, 7 and 9 students took place in May 2012. Schools are required to have obtained student background information from parents or guardians through the enrolment process for all students in those year levels. Schools and school systems implementing the required data collection arrangements for the first time and which have not yet integrated the requirements in their enrolment process will need to undertake special collections of student background information from students' parents using the question modules specified in this manual.

ACARA is responsible for national management of the NAPLAN tests. Test Administration Authorities are responsible for delivery and logistical services to schools at the state or territory level. In 2012, the test administration authority for all schools (government and non-government) will be the relevant state or territory education department or assessment agency. Handbooks setting out the detailed arrangements for Year 3, 5, 7 and 9 NAPLAN testing in 2012 was sent to each school by the relevant Test Administration Authority.

Further information on the national literacy and numeracy tests, including details of contacts for each state and territory Test Administration Authority and the sector organisations for Catholic and independent schools can be found on the NAP website at www.nap.edu.au.

3.3 National Assessment Program — Science Literacy (NAP–SL)

A sample of Year 6 students from government, Catholic and independent schools in every state and territory will be selected to participate in the National Assessment Program — Science Literacy in October 2012. This will be the fourth triennial assessment of science literacy.

The assessment will focus on students' ability to apply broad conceptual understandings of science to make sense of the world, understand natural phenomena and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions. Reports on the 2003, 2006 and 2009 assessments are available on the NAP website at www.nap.edu.au.

Schools are required to have collected student background data, in accordance with the specifications set out in this manual, from enrolment records. Some jurisdictions may provide this information at the system or central level for their sector. Other jurisdictions will require it to be provided at the school level.

ACARA is responsible for the NAP–SL tests. Contractors are engaged by ACARA to conduct the Year 6 Science Literacy Sample Assessment. The report of the assessment results will document students' attainment in relation to proficiency levels and standards, including the performance of specified groups of students. It will also report on student results by sex, Indigenous status, language background, socio-economic status categories and geographic location.

Those contractors contacted all schools selected to take part in the assessment in June 2012. A class of Year 6 students in each of the sample schools will be selected to participate in the assessment. Each school selected in the sample will nominate a school contact person who will receive detailed information on procedures for the administration of the tests. The government, Catholic and independent sectors in each state and territory will appoint liaison officers to communicate with schools or school systems on the conduct of the assessments.

3.4 OECD Programme for International Student Assessment (PISA)

Representative samples of 15-year-old students (in Years 9, 10 or 11) from government and non-government schools in all states and territories will participate in the OECD Programme for International Student Assessment (PISA).

PISA assesses skills in three domains: reading literacy, mathematical literacy and science literacy. Each cycle has a major focus on one of the domains, while the two minor domains for that cycle are covered in less detail. In 2012, PISA will focus the majority of the assessment on Mathematical Literacy.

While student performance in PISA is also reported for the various subgroups of students (students with language backgrounds other than English, Indigenous students, geographically remote students and students from different socio-economic backgrounds), the background data are collected from the students themselves, via a questionnaire developed using agreed international protocols to ensure quality and consistency across countries.

The OECD Secretariat has overall managerial responsibility for PISA. The administration and implementation of PISA at the national level in each participating country is overseen by a national project manager. The Australian Council for Educational Research (ACER) has been contracted as the national project manager for PISA 2012. Further information on PISA in Australia can be found on the ACER website at www.acer.edu.au.

4. ACTION REQUIRED

4.1 Data quality assurance – accuracy and completeness

Data for national reporting should be as accurate and complete as possible. Schools need to ensure that procedures for collecting student background information from parents, via enrolment forms or special data collection forms, are carefully considered and managed.

Schools or school systems are responsible for reviewing and adjusting their data collection tools and data processing procedures to ensure their collections include the agreed standard question modules for each data item.

Subsection 4.2 provides information for existing users of the manual. New users should refer to Subsection 4.3.

Data on student background characteristics associated with educational disadvantage need to be reliable, complete and robust. These data will be used to develop the evidence basis to support the achievement of national objectives aimed at reducing that disadvantage.

4.2 Existing users

NAPLAN test administration authorities and the contractor for the triennial sample assessments have raised concerns about the variable quality of student background data provided by some jurisdictions and sectors. Particular concern has been expressed about the substantial variation across jurisdictions and between sectors in the extent of incomplete data and, most notably, the high levels of missing data for the parental education and parental occupation data items.

In some school systems and schools, the collection of data for the parental education and parental occupation indicators has proved difficult. One problem identified as contributing to poor response rates from parents was the designation (either directly or indirectly) of the questions on enrolment forms seeking information on student background characteristics as optional or non-mandatory. Ministers' adoption of the parental education and parental occupation indicators reflected their agreement that the use of single measures applicable to individual students was the most appropriate way to monitor and report on the effects of socio-economic background (as distinct from other factors, such as Indigenous status, language background other than English or geographic location) on student outcomes.

State and territory education departments or assessment agencies, and non-government peak bodies, are urged to put in place more rigorous mechanisms to obtain the requisite student background data from schools. School systems and schools may need to adopt a variety of techniques for maximising responses rates, such as:

- where data are held at the school level, test administration authorities or assessment authorities making multiple contacts with school liaison officers prior to assessments to confirm the availability of data; and, where data are held centrally and appears incomplete, central agencies seeking the outstanding data from schools
- state and territory test administration authorities (in the case of full cohort NAPLAN assessments) or the assessment contractor (in the case of the national sample assessments) issuing reminders to school systems and non-government peak bodies of the obligations of their constituent schools to provide the requisite data
- schools, in turn, following up missing data and providing advice to parents, explaining, in positive terms, the rationale for collecting data on student background characteristics, and encouraging them to provide the information
- conducting a concerted information campaign encompassing all stakeholders to generate improved response rates for all the student background variables and, particularly, the parental education and parental occupation data items
- jurisdictions and sectors identifying individual schools with high levels of incomplete or missing data and, as necessary, providing support in the form of information on data collection, entry, storage and retrieval protocols and procedures that have proved effective elsewhere

- school systems emphasising the importance of having data on educationally disadvantaged groups of students available at the state and territory and individual school levels to provide an evidence base for intervention strategies or for directing additional resources
- as necessary, government systems or, in the case of non-government schools, state and territory Catholic Education Offices and Associations of Independent Schools, conducting briefings and workshops for key stakeholders and personnel.

'Indigenous status'

The accuracy of information on students' Indigenous status is paramount to creating the evidence base to inform the reform directions taken as part of the 'Closing the Gap' strategies and reporting on progress towards achievement of the COAG targets.

Existing users should ensure that responses to the 'Indigenous status' question are correctly coded for Indigenous and non-Indigenous students. Where a parent/guardian does not provide a response to the question, the response should not be left blank: it should be coded to the 'not stated' category.

Current coding indexes for 'Main language other than English spoken at home' and 'Country of birth of student' questions

Existing users need to ensure that data collected from parents for the 'Main language other than English spoken at home' variable is coded to the *1267.0 - Australian Standard Classification of Languages (ASCL), 2011*; and data collected from parents for the 'Country of birth of student' data item is now being coded to the *1269.0 - Standard Australian Classification of Countries (SACC), 2011*.

The ASCL (2011) made substantial changes to the classification by adding or separately identifying a number of languages, including Indigenous languages. In order to provide a more accurate and useful presentation of Australia's language profile, a number of languages or language categories were also reclassified. Attachment 3 provides further information on amendments to the classification and contains an electronic link to the coding index for the classification (in both alphabetical and numerical code order).

The SACC (2011) made only a small number of amendments to the classification, such as the addition or deletion of countries in response to world political change or changes in the names of countries. Schools or school systems were asked to carry out the necessary modifications to their student information systems in 2009 to ensure that, for enrolments from 2010, their data systems could accommodate the required fields for 'Country of birth' coding as per the SACC. Attachment 5 provides further information on amendments to the classification and contains an electronic link to the coding index for the classification (in both alphabetical and numerical code order).

Provision of data to test administration authority

Existing users should ensure that information has been obtained from the test administration authority for the relevant assessment on the agreed process and format for providing student background information for linking to students' test data. A checklist for existing users is provided at Attachment 1A.

4.3 New users

The key steps for schools or school systems collecting data for the first time using the nationally agreed definitions of student background characteristics are set out below.

Informing the school community of the data collection requirements and the rationale underlying the requirements

Schools or school systems need to advise new school communities that information is required from parents to enable nationally comparable reporting on student achievement, disaggregated by student background characteristics; and to compile student population profiles for performance reporting at the individual school level.

Information for parents should emphasise the importance of having complete data on all students, including those with student background characteristics known to be associated with educational disadvantage. The availability of the data at the state and territory and individual school levels provides an evidence base for monitoring the progress of all students and identifying the need for intervention strategies and, as appropriate, for directing additional resources to reduce the effect of disadvantage on student outcomes.

Revision of enrolment forms

Enrolment forms need to include the agreed question modules set out in Section 5 of the manual (Technical Specifications). **To ensure consistency in national reporting, the question modules must be used exactly as specified.** (Attachment 2 provides two samples of how the question modules might appear on enrolment forms.)

Use of special data collection forms

Schools or school systems which have not modified their enrolment forms to collect student background information using the agreed technical standards will need to use special data collection forms to collect the necessary information from parents of Year 3, 5, 7 and 9 students for linking to students' NAPLAN results and from parents of Year 6 and Year 10 students in those schools selected to participate in the National Assessment Program (NAP). Attachment 2 provides two sample special data collection forms using the agreed question modules.

Coding of 'Main language other than English spoken at home' and 'Country of birth' data using current editions of classifications

New users need to ensure that (a) responses to the 'Main language other than English spoken at home' question are linked to the *1267.0 - Australian Standard Classification of Languages (ASCL), 2011* coding index (see Attachment 3 and Attachment 4); and (b) responses to the 'Country of birth' question are linked to the updated *1269.0 - Standard Australian Classification of Countries (SACC), 2011* coding index (see Attachment 5 and Attachment 6).

Information for test administration authorities

Processes need to be in place for entering and coding data from enrolment forms to computer files or, where the student background data collection requirements have not been incorporated into the enrolment process, from special data collection forms so that the information can be readily provided to or accessed by:

- the test administration authority for the national literacy and numeracy tests (see Subsection 3.2)
- the assessment contractors engaged to conduct the sample assessment (see Subsection 3.3).

New users therefore need to ensure that information has been obtained from the test administration authority or assessment contractor for the relevant assessment on the agreed process for providing student background information for linking to students' test data.

Revision of student data storage system to include required fields

Section 5: Technical specifications provides details of the required question modules, together with guidance on how the responses should be coded and stored. The following details need to be checked:

- student data records include fields for all the information specified in Section 5
- the fields in electronic records meet the information system requirements specified in Section 5
- student background information is able to be retrieved in such a way that it can be linked to students' test data by the test administration authority or assessment contractor, for example, by means of a suitable unique student identifier.

Schools may provide information accompanying enrolment or special data collection forms explaining to parents the rationale for the collection of the student background data and the uses to which it will be put. They may also need to work with parents and have arrangements in place to follow up where forms are incomplete. In some cases, parents may need assistance in interpreting and answering some of the questions.

A checklist of key steps and tasks for new users is provided at Attachment 1B.

4.4 Help for schools

Government sector

The implementation of the data collection arrangements is managed centrally by state and territory education departments.

Catholic sector

In diocesan/systemic schools, implementation is managed at diocesan level.
In non-diocesan/non-systemic schools, implementation varies across states and territories. Please consult your Catholic Education Commission for further information.

Independent sector

Implementation in this sector is either at the individual school level or, where groups of independent schools are organised on a systemic basis (e.g. the Lutheran, Anglican and Seventh Day Adventist school systems), at the systemic level.

Contacts for schools

Within the **government** sector, the primary contacts for schools are:

New South Wales	Lucy Lu NSW Department of Education and Communities Phone: (02) 9561 8691, Email: lucy.lu@det.nsw.edu.au
Victoria	Susan Dennett Department of Education and Early Childhood Development Phone: (03) 9637 2175, Email: susan.dennett@edumail.vic.gov.au
Queensland	Adrian Seabrook Department of Education, Training and Employment Phone: (07) 3237 0730, Email: Adrian.Seabrook@deta.qld.gov.au
South Australia	Miriam Doull Department for Education and Child Development Phone: (08) 8226 1477, Email: miriam.doull@sa.gov.au
Western Australia	Dale Miller Department of Education Phone: (08) 9264 4668, Email: Dale.Miller@education.wa.edu.au
Tasmania	Andrew Oakley Department of Education Phone: (03) 6233 2012, Email: andrew.oakley@education.tas.gov.au
Northern Territory	Susan Kulda Department of Education Phone: (08) 8999 55943, Email: susan.kulda@nt.gov.au
Australian Capital Territory	Tracy Stewart Education and Training Directorate Phone: (02) 6205 5511, Email: tracy.stewart@act.gov.au

Within the **Catholic** sector, systemic schools can contact the local Catholic Schools Office or Catholic Education Commission for further information. Non-systemic Catholic schools can contact the relevant state/territory Catholic Education Commission.

Within the **independent** sector, schools can contact their state or territory Association of Independent Schools (AIS) representative:

New South Wales	Robyn Yates The Association of Independent Schools of New South Wales Ltd (AISNSW) Phone: (02) 9299 2845, Email: ryates@aisnsw.edu.au
Victoria	Peter Roberts Independent Schools Victoria Phone: (03) 9825 7211, Email: peter.roberts@independentschools.vic.edu.au
Queensland	Dr Deidre Thian Independent Schools Queensland (ISQ) Phone: (07) 3228 1515, Email: dthian@aisq.qld.edu.au
South Australia	Bronwyn Donaghey Association of Independent Schools of South Australia (AISSA) Phone: (08) 8179 1420, Email: donagheyb@ais.sa.edu.au
Western Australia	Robert Hassell Association of Independent Schools of Western Australia Inc. (AISWA) Phone: (08) 9441 1625, Email: rhassell@ais.wa.edu.au Meika Birch Phone: (08) 9441 1665, Email: mbirch@ais.wa.edu.au
Tasmania	Tony Crehan Independent Schools Tasmania Phone: (03) 6224 0125, Email: admin@independentschools.tas.edu.au
Northern Territory	Gail Barker Association of Independent Schools of the Northern Territory Inc. (AISNT) Phone: (08) 8981 8668, Email: gail.barker@aisnt.asn.au
Australian Capital Territory	Andrew Wrigley Association of Independent Schools of the ACT Inc. (AISACT) Phone: (02) 6162 0834, Email: director@ais.act.edu.au

4.5 Privacy requirements

Schools and school systems should review and, if necessary, revise their privacy policies and related documentation providing advice to parents on the collection, storage, use and disclosure of personal information. Such information should be distributed to parents with enrolment or special data collection forms, reproduced in the school's or school system's privacy policy as well as any other relevant documents and, if appropriate, provided on associated websites.

Non-government schools

A comprehensive *Privacy Compliance Manual* is available. This document was developed jointly by the National Catholic Education Commission (NCEC) and the Independent Schools Council of Australia (ISCA) with the assistance of Minter Ellison Lawyers. It provides advice for non-government schools and school systems on compliance with Commonwealth privacy legislation by private sector organisations. It also includes advice on obtaining parents' consent to the collection and use of personal information and examples of standard collection notices. The *Privacy Compliance Manual* is available on the NCEC and ISCA websites. (See www.ncec.catholic.edu.au and www.isca.edu.au.)

5. TECHNICAL SPECIFICATIONS

5.1 How to use this section

Section 5 sets out how information is collected, stored and reported for each of the four background characteristics:

- sex
- Indigenous status
- socio-economic background
- language background.

Each background characteristic is defined in terms of one or more data elements.

The data elements contain one or more question modules depending on the number of persons from whom information is requested. The question module includes exact wording of both the question and the response options. In some cases, the question modules provide two question options. In those cases, the school or school system may choose between the two options.

In order to maximise comparability, including comparability with other statistical collections, the specifications are based, where possible, on existing ABS statistical standards, with standard definitions, question wording and data coding procedures.

Attachment 2 provides two samples of data collection forms which schools or school systems may wish to use, either as a model for the questions to be included on enrolment forms or, in the case of new schools or schools or school systems collecting information from the parents of secondary students for the first time, special data collection forms.

The following table summarises how the four background characteristics translate into data elements and question modules.

Background characteristic	Indicator	Data elements	Question modules	Information sought about
Sex		Sex	Single module	Student
Indigenous status		Indigenous status	Single module Two options provided	Student
Socio-economic background	Socio-economic background – education	Parental school education	Two modules	Parents/guardians
		Parental non-school education	Two modules	Parents/guardians
	Socio-economic background – occupation	Parental occupation	Two modules	Parents/guardians
Language background	Language background	Main language other than English spoken at home	Three modules	Student and parents/ guardians
	Main language other than English spoken at home		Two options provided for each module	
	Country of birth	Country of birth	Single module Two options provided	Student

Standard format

The information in Subsections 5.2 to 5.8 (one subsection for each data element) is set out in a standard format:

Definition	Provides a description of the data element.
Related indicator(s)	Shows how the data element relates to the background characteristic.
Question module	Sets out the relevant question(s) as they must appear on the enrolment form. In some cases more than one question option is offered. Where this occurs, schools or school systems may select the option that suits them best.
Rules	Shows how responses should be coded.
Guide for use	Indicates how responses are linked to relevant classifications in the attachments.
Output requirements	Sets out the form in which the school or school system is to record the data on each student for provision to the testing agent.
Information systems requirement	Shows the properties of the fields to be used in information storage and retrieval systems. For more information on the properties of the fields see Attachment 7: Glossary.
Coding structure	Lists the allowable codes for responses to the questions.
Information for testing agents	Shows how the testing agent will provide the information for the annual *National Report on Schooling in Australia*.

Rules and principles

The following rules and principles govern the collection and coding of student background information:

- Schools need to adhere exactly to the question modules, response options, instructions and codes contained in the technical specifications. To change any of these in any way will affect the comparability of the information collected.

- Schools are not to override information given by the parent/guardian on an enrolment form. The data given by the parent/guardian should not be altered even if the data provided by the parent are known to be incorrect. This includes where the parent has chosen not to provide the information.

- In instances where the parent/guardian is unable through reasons of illiteracy or language barrier or disability to provide schools with the requested student background information, schools may record this information in an accurate manner that truthfully reflects student background information on their behalf. This option is only to be used where the parent/guardian is willing to give the required information but is not able to do so.

- Reasonable effort should be made to contact the parent/guardian in order to obtain missing information on the enrolment form or to chase up a missing form.

- Where a parent/guardian does not provide a response to a question, and the information is still not obtained after follow-up, the question is not to be left blank: it should be coded to the 'not stated' category.

- Once information is obtained from parents, it does not need to be updated unless schools choose to do so for their own purposes or there is a requirement under privacy legislation applicable to the state/territory or sector that it be updated.

5.2 Technical specifications – Sex

Definition	'Sex' is the distinction 'male' and 'female', as reported by a person.
Related indicator(s)	'Sex' of student is required to report on student's performance by male and female.
Question module	For the collection of data on 'Sex' the following question module should be used: **Sex:** Male [ ] Female [ ]
Guide for use	'Sex' is regarded as the physical and biological distinction between male and female. It is not the socially expected/perceived dimensions of behaviour associated with male and female (masculinity and femininity).
Output requirements	The following output code needs to be recorded for each student and provided to the testing agent as and when required: 1 = Male 2 = Female
Information systems requirement	It is necessary to store 'Sex' data that will enable output according to the following: **Form of representation:** Code **Datatype:** Numeric character **Size of data element values:** 1 **Permissible data element values:** Code values represented in the 'Sex' classification. Where 'sex' is NOT stated/inadequately described, the code should be 9
Coding structure	'Sex' is a flat classification having only one level with the two categories 'male' and 'female'. The code structure is simply: 1 = Male 2 = Female 9 = Not stated/inadequately described
Information for testing agents	'Sex' of student is to be reported by male and female.

5.3 Technical specifications – Indigenous status

Definition	A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The term 'origin' is considered to relate to people's Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity.
Related indicator(s)	'Indigenous status' of the student is used to derive the Indigenous status indicator.
Question module	One of the following questions should be used to collect 'Indigenous status': ***Question Option One:*** **Is the student of Aboriginal or Torres Strait Islander origin?** *(For persons of both Aboriginal and Torres Strait Islander origin, tick both 'Yes' responses.)* No [ ] Yes, Aboriginal [ ] Yes, Torres Strait Islander [ ] ***Question Option Two:*** A response category for 'Both Aboriginal and Torres Strait Islander' can be included if the data collection practices of the department/school system/school cannot accommodate more than one category being ticked at the same time. In that case, the following question can be used: **Is the student of Aboriginal or Torres Strait Islander origin?** No [ ] Yes, Aboriginal [ ] Yes, Torres Strait Islander [ ] Yes, Both Aboriginal and Torres Strait Islander [ ]
Rules	The 'Indigenous status' question allows for more than one response. The procedure for coding multiple responses is as follows: • If the respondent marks 'No' and either 'Aboriginal' or 'Torres Strait Islander', then the response should be coded to either 'Aboriginal' or 'Torres Strait Islander' as indicated (i.e. disregard the 'No' response). • If the respondent marks both the 'Aboriginal' and 'Torres Strait Islander' boxes, then the response should be coded to 'Both Aboriginal and Torres Strait Islander origin' • If the respondent marks all three boxes ('No', 'Aboriginal' and 'Torres Strait Islander'), then the response should be coded to disregard the 'No' response). **Where 'Indigenous status' is not stated or unknown, the code should be '9'.**

5.3 Technical specifications – Indigenous status

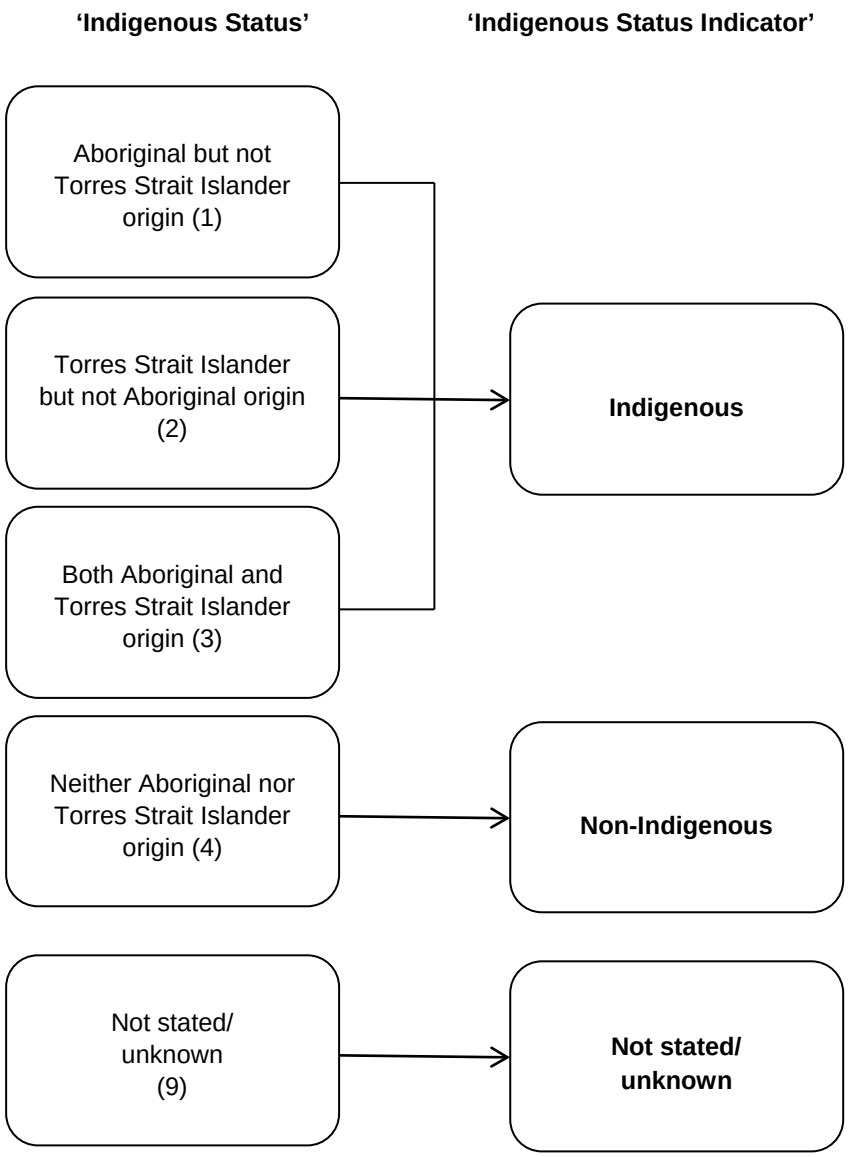
Output requirements	The following output code needs to be recorded for each student and provided to the testing agent as and when required: 1 = Aboriginal but not Torres Strait Islander origin 2 = Torres Strait Islander but not Aboriginal origin 3 = Both Aboriginal and Torres Strait Islander origin 4 = Neither Aboriginal nor Torres Strait Islander origin 9 = Not stated/unknown
Information systems requirement	It is necessary to store 'Indigenous status' data that will enable output according to the following: **Form of representation:** Code **Datatype:** Numeric character **Size of data element values:** 1 **Permissible data element values:** Code values represented in the 'Indigenous status' classification. **Where 'Indigenous status' is not stated or unknown, the code should be '9'.**
Coding structure	'Indigenous status' has a hierarchical structure comprising two levels. There are four categories at the detailed level of the classification that are grouped into two categories at the broader level. The classification is as follows: 1 = Indigenous 11 = Aboriginal but not Torres Strait Islander origin 12 = Torres Strait Islander but not Aboriginal origin 13 = Both Aboriginal and Torres Strait Islander origin 2 = Non-Indigenous 24 = Neither Aboriginal nor Torres Strait Islander origin 9 = Not stated/unknown <u>Only the second digit</u> of the two-digit code needs to be used for data input and storage purposes. Responses should be coded to the appropriate category of the classification. For example, '24 Neither Aboriginal nor Torres Strait Islander origin' has an input code of '4'. 'Not stated/unknown' 'Indigenous status' is to be uniquely represented in information management systems using the code '9'. **The 'Not stated/unknown' category should not, however, appear as a response option on enrolment forms.**

5.3 Technical specifications – Indigenous status

Information for testing agents

For the purpose of nationally comparable reporting on student outcomes in the annual *National Report on Schooling in Australia*, the testing agent will be asked to provide tables on the learning outcomes of students, including Indigenous students.

For the purpose of providing such tables, testing agents will need to recode the data provided to enable reporting of outcomes for Indigenous students and for non-Indigenous students, as illustrated in the following flowchart:



5.4 Technical specifications – Parental school education

Definition	'Parental school education' is the highest year of primary or secondary education a parent/guardian has completed.
Related indicator(s)	'Parental school education' of mother/parent1/guardian1 and father/parent2/guardian2 are required to derive the Socio-economic background – education indicator.
Question module	For the collection of data on 'Parental school education' the following two question modules should be used: **What is the highest year of school the mother/parent1/guardian1 has completed?** *(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)* *Mark one only* Year 12 or equivalent [ ] Year 11 or equivalent [ ] Year 10 or equivalent [ ] Year 9 or equivalent or below [ ] **What is the highest year of school the father/parent2/guardian2 has completed?** *(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)* *Mark one only* Year 12 or equivalent [ ] Year 11 or equivalent [ ] Year 10 or equivalent [ ] Year 9 or equivalent or below [ ] See Glossary for advice on the terminology to use for mother/father/parent/guardian.
Rules	For the purposes of this data element, school education means primary and secondary education, regardless of the location or institution where it is undertaken. It therefore includes study at a secondary education level that might, for example, be undertaken at a Technical and Further Education (TAFE) institution. For the purposes of this data element, persons who have never attended school should be included in the 'Year 9 or equivalent or below' category.

5.4 Technical specifications – Parental school education

Output requirements	The following output codes need to be recorded for each student and provided to the testing agent as and when required: • 1-digit 'Parental school education' code for mother/parent1/guardian1 • 1-digit 'Parental school education' code for father/parent2/guardian2.
Information systems requirement	It is necessary to store 'Parental school education' data that will enable output according to the following: **Form of representation:** Code **Datatype:** Numeric character **Size of data element values:** 1 **Permissible data element values:** All relevant categories of the coding structure specified below.
Coding structure	The coding structure for 'Parental school education' is: 4 = Year 12 or equivalent 3 = Year 11 or equivalent 2 = Year 10 or equivalent 1 = Year 9 or equivalent or below 0 = Not stated/unknown
Information for testing agents	For the purpose of nationally comparable reporting on student outcomes in the annual *National Report on Schooling in Australia*, the testing agent will be asked to provide tables on the learning outcomes of students including their Socio-economic background – education. For the purpose of providing such tables, the testing agent will need to combine 'Parental school education' data and 'Parental non-school education' to derive the Socio-economic background – education indicator. The derivation requirements are set out in the specifications for the next data element (5.5 Technical specification – Parental non-school education).

5.5 Technical specifications – Parental non-school education

Definition	'Parental non-school education' identifies the highest qualification attained by a parent/guardian in any area of study other than school education.
Related indicator(s)	'Parental non-school education' of mother/parent1/guardian1 and father/parent2/guardian2 are required to derive the Socio-economic background – education indicator.
Question module	For the collection of data on 'Parental non-school education' the following two question modules should be used: **What is the level of the highest qualification the mother/parent1/guardian1 has completed?** *Mark one only* Bachelor degree or above [ ] Advanced diploma/Diploma [ ] Certificate I to IV (including trade certificate) [ ] No non-school qualification [ ] **What is the level of the highest qualification the father/parent2/guardian2 has completed?** *Mark one only* Bachelor degree or above [ ] Advanced diploma/Diploma [ ] Certificate I to IV (including trade certificate) [ ] No non-school qualification [ ] See Glossary for advice on the terminology to use for mother/father/parent/guardian and for definitions on what constitutes Bachelor degree or above, Advanced diploma/Diploma and Certificate I to IV.
Rules	Primary and secondary education are not non-school qualifications, regardless of the location or institution where the study is undertaken. Secondary education undertaken for example as a mature-age student at a Technical and Further Education (TAFE) institution is considered school education. However, non-school qualifications completed by parents/guardians when at school, e.g. Certificate I, should be included as non-school qualifications.
Output requirements	The following output codes need to be recorded for each student and provided to the testing agent as and when required: • 1-digit 'Parental non-school education' code for mother/parent1/guardian1 • 1-digit 'Parental non-school education' code for father/parent2/guardian2.

5.5 Technical specifications – Parental non-school education

Information systems requirement	It is necessary to store 'Parental school education' data that will enable output according to the following: **Form of representation:** Code **Datatype:** Numeric character **Size of data element values:** 1 **Permissible data element values:** All relevant categories of the coding structure specified below.
Coding structure	The coding structure for 'Parental non-school education' is: 7 = Bachelor degree or above 6 = Advanced diploma/Diploma 5 = Certificate I to IV (including trade certificate) 8 = No non-school qualification 0 = Not stated/unknown
Information for testing agents	For the purpose of nationally comparable reporting on student outcomes in the annual *National Report on Schooling in Australia*, the testing agent will be asked to provide tables on the learning outcomes of students including their Socio-economic background – education. For the purpose of providing such tables, the testing agent will need to combine 'Parental school education' data and 'Parental non-school education' to derive the Socio-economic background – education indicator. Therefore, the derivation requires the combination of: FSE Father's School Education MSE Mother's School Education FNSE Father's Non-School Education MNSE Mother's Non-School Education to determine a single value, the Socio-economic background – education indicator. In general, this will be the highest educational attainment of either parent, as shown in table 1.

Table 1: Derived Socio-economic background – Education indicator

Derivation conditions	Socio-economic background – education indicator
1. FNSE = 8 MNSE = 8 FSE = 4,3,2,1,0 MSE = 4,3,2,1,0	Parental education indicator = highest response of FSE, MSE
2. FNSE = 8 MNSE = 7,6,5,0 FSE = 4,3,2,1,0 MSE = 4,3,2,1,0	Parental education indicator = highest response of MNSE, FSE, MSE
3. FNSE = 7,6,5,0 MNSE = 8 FSE = 4,3,2,1,0 MSE = 4,3,2,1,0	Parental education indicator = highest response of FNSE, FSE, MSE
4. FNSE = 7,6,5,0 MNSE = 7,6,5,0 FSE = 4,3,2,1,0 MSE = 4,3,2,1,0	Parental education indicator = highest response of FNSE, MNSE, FSE, MSE

By way of illustration, the following worked examples show how the derived Socio-economic background – education indicator code is calculated in four different scenarios:

Example A: Where the Parental non-school education (father) response code is '6' and the Parental non-school education (mother) response code is '8', the Parental school education (father) is '4' and the Parental school education (mother) response code is '3', the derived Socio-economic background – education indicator code will be '6'.

Example B: Where the Parental non-school education (father) response code is '0' and the Parental non-school education (mother) response code is '8', the Parental school education (father) is '0' and the Parental school education (mother) response code is '3', the derived Socio-economic background – education indicator code will be '3'.

Example C: Where the Parental non-school education (father) response code is '8' and the Parental non-school education (mother) response code is '8', the Parental School Education (father) is '0' and the Parental school education (mother) response code is '0', the derived Socio-economic background – education indicator code will be '0'.

Example D: Where the Parental non-school education (father) response code is '0' and the Parental non-school education (mother) response code is '0', the Parental school education (father) is '0' and the Parental school education (mother) response code is '0', the derived Socio-economic background – education indicator code will be '0'.

Coding structure	The coding structure for 'Parental non-school education', represented above by FNSE (Father's Non-School Education) and MNSE (Mother's Non-School Education) is: 7 = Bachelor degree or above 6 = Advanced diploma/Diploma 5 = Certificate I to IV (including trade certificate) 8 = No non-school qualification 0 = Not stated/unknown The coding structure for 'Parental school education', represented above by FSE (Father's School Education) and MSE (Mother's School Education) is: 4 = Year 12 or equivalent 3 = Year 11 or equivalent 2 = Year 10 or equivalent 1 = Year 9 or equivalent or below 0 = Not stated/unknown

5.6 Technical specifications – Parental occupation group

Definition	'Parental occupation group' is defined as the occupation group which includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, report the occupation group which includes their main job.
Related indicator(s)	'Parental occupation group' of mother/parent1/guardian1 and father/parent2/guardian2 are required to derive the Socio-economic background – occupation indicator.
Question module	For the collection of data on 'Parental occupation group' the following two question modules should be used: **What is the occupation group of the mother/parent1/guardian1?** _____ Please select the appropriate parental occupation group from the attached list. • *If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.* • *If the person has not been in paid work in the last 12 months, enter '8' above.* **What is the occupation group of the father/parent2/guardian2?** _____ Please select the appropriate parental occupation group from the attached list. • *If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.* • *If the person has not been in paid work in the last 12 months, enter '8' above.*
Rules	'Parental occupation group' is used to derive the Socio-economic background – occupation indicator. It is necessary therefore to uniquely identify in the collection and storage processes (e.g. on student enrolment forms and in information management systems) the: • 'Parental occupation group' of the mother/parent1/guardian1 • 'Parental occupation group' of the father/parent2/guardian2.
Output requirements	The following output codes need to be recorded for each student and provided to the testing agent as and when required: • 1-digit 'Parental occupation group' code for mother/parent1/guardian1 • 1-digit 'Parental occupation group' code for father/parent2/guardian2.
Coding structure	'Parental occupation' is a flat classification having only one level with six categories. The code structure is simply: 1 = Senior management in large business organisation, government administration and defence, and qualified professionals 2 = Other business managers, arts/media/sportspersons and associate professionals 3 = Tradespeople, clerks and skilled office, sales and service staff 4 = Machine operators, hospitality staff, assistants, labourers and related workers 8 = Not in paid work in last 12 months 9 = Not stated or unknown

5.6 Technical specifications – Parental occupation group

Information for testing agents: Deriving socio-economic background – occupation indicator	For the purpose of nationally comparable reporting on student outcomes in the annual *National Report on Schooling in Australia*, the testing agent will be asked to provide tables on the learning outcomes of students including their Socio-economic background – education. For the purpose of providing such tables, the testing agent will need to compare 'Parental occupation group' data from the father and the mother to derive the Socio-economic background – occupation indicator. Based on the above code values for each of the mother/parent1/guardian1 and father/parent2/guardian2, the testing agent will determine the higher 'Parental occupation group'. Therefore, the derivation requires the combination of FOCC Father's Occupation MOCC Mother's Occupation to determine a single value, the Socio-economic background – occupation indicator. This is illustrated in table 2.

Table 2: Derived Socio-economic background – Occupation indicator

Derivation conditions	Socio-economic background – education indicator
1. FOCC = 9	Occupation indicator = MOCC
2. FOCC = 8 and MOCC = 9	Occupation indicator = FOCC
3. FOCC = 8 and MOCC = 8,4,3,2,1	Occupation indicator = MOCC
4. FOCC = 4,3,2,1 and MOCC = 9,8	Occupation indicator = FOCC
5. FOCC = 4,3,2,1 and MOCC = 4,3,2,1	Occupation indicator = lowest response code of FOCC and MOCC

By way of illustration, the following worked examples show how the derived Socio-economic background – occupation indicator code is calculated in four different scenarios:

Example A: Where the Parental occupation (father) response code is '4' and the Parental occupation (mother) response code is '1', the derived Socio-economic background – occupation indicator code will be '1'.

Example B: Where the Parental occupation (father) response code is '9' and the Parental occupation (mother) response code is '1', the derived Socio-economic background – occupation indicator code will be '1'.

Example C: Where the Parental occupation (father) response code is '9' and the Parental occupation (mother) response code is '8', the derived Socio-economic background – occupation indicator code will be '8'.

Example D: Where the Parental occupation (father) response code is '8' and the Parental occupation (mother) response code is '8', the derived Socio-economic background – occupation indicator code will be '8'.

Coding structure	'Parental occupation' is a flat classification having only one level with six categories. The code structure is simply: 1 = Senior management in large business organisation, government administration and defence, and qualified professionals 2 = Other business managers, arts/media/sportspersons and associate professionals 3 = Tradespeople, clerks and skilled office, sales and service staff 4 = Machine operators, hospitality staff, assistants, labourers and related workers 8 = Not in paid work in last 12 months 9 = Not stated or unknown

LIST OF PARENTAL OCCUPATION GROUPS

Group 1: Senior management in large business organisation, government administration and defence, and qualified professionals

- **Senior executive/manager/department head in industry, commerce, media or other large organisation**
- **Public service manager** (section head or above), regional director, health/education/police/fire services administrator
- **Other administrator** (school principal, faculty head/dean, library/museum/gallery director, research facility director)
- **Defence forces** Commissioned Officer
- **Professionals** generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others.
- **Health, Education, Law, Social Welfare, Engineering, Science, Computing** professional
- **Business** (management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer)
- **Air/sea transport** (aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller)

Group 2: Other business managers, arts/media/sportspersons and associate professionals

- **Owner/manager** of farm, construction, import/export, wholesale, manufacturing, transport, real estate business
- **Specialist manager** (finance/engineering/production/personnel/industrial relations/sales/marketing)
- **Financial services manager** (bank branch manager, finance/investment/insurance broker, credit/loans officer)
- **Retail sales/services manager** (shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency)
- **Arts/media/sports** (musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/woman, coach, trainer, sports official)
- **Associate professionals** generally have diploma/technical qualifications and support managers and professionals.
- **Health, Education**, **Law, Social Welfare, Engineering, Science, Computing** technician/associate professional
- **Business/administration** (recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager)
- **Defence Forces** senior Non-Commissioned Officer (NCO)

Group 3: Tradespeople, clerks and skilled office, sales and service staff

- **Tradespeople** generally have completed a 4-year trade certificate, usually by apprenticeship. All tradespeople are included in this group.
- **Clerks** (bookkeeper, bank/PO clerk, statistical/actuarial clerk, accounting/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/order clerk, freight/ transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk)
- **Skilled office, sales and service staff**:
  - **Office** (secretary, personal assistant, desktop publishing operator, switchboard operator)
  - **Sales** (company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher)
  - **Service** (aged/disabled/refuge/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor)

Group 4: Machine operators, hospitality staff, assistants, labourers and related workers

- **Drivers, mobile plant, production/processing machinery and other machinery operators**.
- **Hospitality staff** (hotel service supervisor, receptionist, waiter, bar attendant, kitchen-hand, porter, housekeeper)
- **Office assistants, sales assistants and other assistants:**
  - **Office** (typist, word processing/data entry/business machine operator, receptionist, office assistant)
  - **Sales** (sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker)
  - **Assistant/aide** (trades assistant, school/teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant)
- **Labourers and related workers**
- **Defence Forces** ranks below senior NCO not included above
- **Agriculture, horticulture, forestry, fishing, mining worker** (farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand)
- **Other worker** (labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor)

5.7 Technical specifications – Main language other than English spoken at home

Definition	'Main language other than English spoken at home' is defined as the main language other than English, spoken in the home by the respondent. If the respondent speaks more than one language at home (not including English), report the language the respondent speaks most often. Information is to be sought in relation to the student, mother/parent1/guardian1 and father/parent2/guardian2.
Related indicator(s)	'Main language other than English spoken at home' is required to derive the 'Language background' and 'Main language other than English spoken at home' indicators.
Question module	'Main language other than English spoken at home' can be collected in two ways. Clear instructions, as provided below, must be included regarding the choice of only one language (the language spoken most often) other than English, when the respondent speaks multiple languages at home. ***Question Option One:*** For the collection of data on 'Main language other than English spoken at home' the following three question modules should be used: **Does the student speak a language other than English at home?** *(If more than one language, indicate the one that is spoken most often.)* No, English only [ ] Yes, Arabic [ ] Yes, Cantonese [ ] Yes, Italian [ ] Yes, Vietnamese [ ] Yes, Mandarin [ ] Yes, Greek [ ] Yes, Spanish [ ] Yes, Tagalog [ ] Yes, Hindi [ ] Yes, Other – please specify _____ **Does the mother/parent1/guardian1 speak a language other than English at home?** *(If more than one language, indicate the one that is spoken most often.)* No, English only [ ] Yes, Arabic [ ] Yes, Cantonese [ ] Yes, Italian [ ] Yes, Vietnamese [ ] Yes, Mandarin [ ] Yes, Greek [ ] Yes, Spanish [ ] Yes, Tagalog [ ] Yes, Hindi [ ] Yes, Other – please specify _____

5.7 Technical specifications – Main language other than English spoken at home

Does the father/parent2/guardian2 speak a language other than English at home? *(If more than one language, indicate the one that is spoken most often.)*

No,	English only	[ ]
Yes,	Arabic	[ ]
Yes,	Cantonese	[ ]
Yes,	Italian	[ ]
Yes,	Vietnamese	[ ]
Yes,	Mandarin	[ ]
Yes,	Greek	[ ]
Yes,	Spanish	[ ]
Yes,	Tagalog	[ ]
Yes,	Hindi	[ ]

Yes, Other – please specify _____

Schools or school systems can choose to use either the above list; a list of the main languages spoken for their state/territory provided at Attachment 4; or another list of main languages spoken developed by the school or school system. Regardless of the list of languages used, the question format must not be changed and the coding needs to be consistent with ABS standards.

Lists of main languages spoken for each state/territory provided at Attachment 4 were derived using Census 2006 data for 'Parents with students 5-19 years of age'.

Question Option Two:

For the collection of data on 'Main language other than English spoken at home' the following three question modules should be used:

Does the student speak a language other than English at home? *(If more than one language, indicate the one that is spoken most often.)*

No,	English only	[ ]
Yes,	Other – please specify _____	

Does the mother/parent1/guardian1 speak a language other than English at home? *(If more than one language, indicate the one that is spoken most often.)*

No,	English only	[ ]
Yes,	Other – please specify _____	

Does the father/parent2/guardian2 speak a language other than English at home? *(If more than one language, indicate the one that is spoken most often.)*

No,	English only	[ ]
Yes,	Other – please specify _____	

Question Option Two involves a more complex and time consuming coding process compared with the tick box layout of Question Option One, which is designed to enable direct coding of the majority of responses.

5.7 Technical specifications – Main language other than English spoken at home

Rules	The 'Main language other than English spoken at home' by the respondent is used to derive the 'Language background' and the 'Main language other than English spoken at home' indicators. It is necessary therefore to uniquely identify in the collection and storage processes (e.g. on student enrolment forms and in information management systems): • 'Main language other than English spoken at home' of the student • 'Main language other than English spoken at home' of the mother/parent1/guardian1 • 'Main language other than English spoken at home' of the father/parent2/guardian2. The procedures for coding multiple language responses are: • If the respondent specifies that more than one language other than English is spoken, then the response should be coded to the first language other than English specified. • If the respondent specifies that they speak both English and another language(s), then the response should be coded to the first language other than English specified. The above coding rules will result in some misreporting, as the first language specified might not be the main language (other than English) spoken at home.
Guide for use	The ABS coding index to link responses to the 'Main language other than English spoken at home' question to the *1267.0 - Australian Standard Classification of Languages (ASCL), 2011* is described at Attachment 3 and can be accessed on the ABS website at http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02011?OpenDocument. This coding index facilitates data being accurately coded to the appropriate ASCL (2011) code by providing an alphabetical listing of possible question responses that can be coded to the relevant ASCL (2011) code. Correspondence tables published by the ABS allow users to convert data from the ASCL (1997) First Edition to the ASCL (2011) Second Edition. The tables are provided at http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02011?OpenDocument .
Output requirements	The following output codes need to be recorded in respect of each student and provided to the testing agent as and when required: • 4-digit ASCL code for the student • 4-digit ASCL code for the mother/parent1/guardian1 • 4-digit ASCL code for the father/parent2/guardian2.
Information systems requirement	It is necessary to store 'Main language other than English spoken at home' data that will enable output according to the following: **Form of representation:** Code **Datatype:** Numeric character **Size of data element values:** 4 **Permissible data element values:** All codes represented in the *1267.0 - Australian Standard Classification of Languages (ASCL), 2011*.

5.7 Technical specifications – Main language other than English spoken at home

	Where the language spoken by the respondent is not stated the code should be '0002'. The code for the most common response 'No, English only' is 1201. Four-digit codes ending with two or three zeros are described as 'not further defined' (n.f.d.) codes. These codes are used to code responses that cannot be coded to the most detailed level of the classification but can be coded to a higher level of the classification. For example: a response 'Celtic' does not contain sufficient information to be coded to a particular language but it can be coded to the Narrow Group 'Celtic' (11) as 'Celtic n.f.d.' (1100), which includes all languages in this Group.
Coding structure	The 1267.0 - ASCL, 2011 Second Edition is a 4-digit, three-level hierarchical coding structure. The following example illustrates the coding scheme: Broad Group: 1 = Northern European Languages Narrow Group: 11 = Celtic Detailed Level: 1101 = Gaelic (Scotland) 1102 = Irish 1103 = Welsh 1199 = Celtic, n.e.c. The ASCL (2011) Second Edition comprises nine Broad Groups, 51 Narrow Groups and 388 Detailed Levels. For a complete list of Language codes refer to the *1267.0 - Australian Standard Classification of Languages (ASCL), 2011*. The coding index is described at Attachment 3 and can be accessed on the ABS website at http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02011?OpenDocument. Correspondence tables published by the ABS allow users to convert data from the ASCL (1997) First Edition to the ASCL (2011) Second Edition. The tables are also provided at www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02005-06?OpenDocument .
Information for testing agents: Deriving 'Language background' and 'Main language other than English spoken at home' indicators	For the purpose of nationally comparable reporting on student outcomes in the annual *National Report on Schooling in Australia*, the testing agent will be asked to provide tables on the learning outcomes of students including their language background. Generally, for the language background indicator, if either the student or parent/guardian1 or parent/guardian2 speaks a language other than English at home, the derived language background indicator code will be 'LBOTE'. For the purpose of providing such tables, the testing agent will need to compare 'Main language other than English spoken at home' data from the student, the father and the mother to derive the language background indicator. Based on the above code values for each of the student, the mother/parent1/guardian1 and father/parent2/guardian2, the testing agent will determine the 'Language background'. Therefore, the derivation requires the combination of Students' Language (SLG), Father's Language (FLG) and Mother's Language (MLG) to determine a single value, the 'Language background' indicator. This is illustrated in the table 3.

Table 3: Derived Socio-economic background – Language background indicator

Derivation conditions	Language background indicator
1. SLG = 1201; FLG = 1201, 0002, 0001, 0000; MLG = 1201, 0002, 0001, 0000	Language background indicator = Not LBOTE
2. FLG (**not** =) 1201, 0002, 0001, 0000	Language background indicator = LBOTE
3. SLG = 1201; FLG = 0002, 0001, 0000; MLG (**not** =) 1201, 0002, 0001, 0000	Language background indicator = LBOTE
4. SLG = 0002, 0001, 0000; FLG = 1201, 0002, 0001,0000; MLG = 1201	Language background indicator = Not LBOTE
5. SLG = 0002, 0001, 0000; FLG = 1201, 0002, 0001,0000; MLG (**not** =) 1201, 0002, 0001, 0000	Language background indicator = LBOTE
6. SLG = 0002, 0001, 0000; FLG = 1201; MLG = 0002, 0001, 0000	Language background indicator = Not LBOTE
7. SLG = 0002, 0001, 0000; FLG = 0002, 0001, 0000; MLG = 0002, 0001, 0000	Language background indicator = Not stated/non-verbal/inadequately described

By way of illustration, the following worked examples show how the derived language background indicator code is calculated in four different scenarios:

Example A: Where the Language (student) response code is '1201', the Language (father) response code is '2101' and the Language (mother) response code is ' 0002', the derived Language background indicator code will be 'LBOTE'.

Example B: Where the Language (student) response code is '1201', the Language (father) response code is '1201' and the Language (mother) response code is ' 2101', the derived Language background indicator code will be 'LBOTE'.

Example C: Where the Language (student) response code is '0002', the Language (father) response code is '1201' and the Language (mother) response code is ' 1201', the derived Language background indicator code will be 'Not LBOTE'.

Example D: Where the Language (student) response code is '0002', the Language (father) response code is '0002' and the Language (mother) response code is '0002', the derived Language background indicator code will be 'Not stated/Non-verbal/Inadequately described'.

Coding structure	The coding structure for Main Language Other Than English Spoken At Home, represented above by Student's Language (SLG), Father's Language (FLG) and Mother's Language (MLG) is based on the *1267.0 - Australian Standard Classification of Languages, 2011* where: 0000 = Inadequately described 0001 = Non-verbal, so described 0002 = Not stated 1201 = English All other 4-digit codes as specified in the ASCL (2011).

5.8 Technical specifications – Country of birth

Definition	'Country of birth' of a student is defined as being the one in which the student was born.
Related indicator(s)	'Country of birth' of student may be used in relation to understanding the 'Language background' and 'Main language other than English spoken at home' indicators.
Question module	Either one of the following two question options should be used to collect 'Country of birth' data for the student: ***Question Option One:*** **In which country was the student born?** Australia [ ] New Zealand [ ] England [ ] South Africa [ ] China (excludes SARs & Taiwan) [ ] Philippines [ ] India [ ] United States of America [ ] South Korea [ ] Hong Kong (SAR of China) [ ] Other – please specify _____ Schools or school systems can choose to use either the above list; a list of the main countries of birth for their state/territory provided at Attachment 6; or another list of countries developed by the school or school system. Regardless of the list of countries used, the question format must not be changed and the coding needs to be consistent with ABS standards. Lists of countries for each state/territory provided at Attachment 6 were derived using Census 2006 data for 'Students 5–19 years of age'. ***Question Option Two:*** **In which country was the student born?** Australia [ ] Other – please specify _____ Question Option Two involves a more complex and time consuming coding process compared with the tick box layout of Question Option One, which is designed to enable direct coding of the majority of responses.
Rules	It is necessary to uniquely identify the 'Country of birth' of the student in the collection and storage processes (e.g. on student enrolment forms and in information management systems).
Guide for use	The ABS coding index to link responses to the 'Country of birth' question to the *1269.0 - Standard Australian Classification of Countries (SACC), 2011* is described at Attachment 5 and can be accessed on the ABS website at http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.02011?OpenDocument. This coding index facilitates data being accurately coded to the appropriate SACC (2011) code by providing both alphabetical and numeric listings of possible question responses and the relevant SACC (2011) code. Correspondence tables published by the ABS allow users to convert data from the SACC (1998) First Edition to the SACC (2011) Second Edition are also provided at http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.02011?OpenDocument

5.8 Technical specifications – Country of birth

Output requirements	A 4-digit SACC (2011) code needs to be recorded for each student and provided to the testing agent as and when required.
Information systems requirement	It is necessary to store 'Country of birth' data that will enable output according to the following: **Form of representation:** Code **Datatype:** Numeric character **Size of data element values:** 4 **Permissible data element values:** All codes represented in the *1269.0 - Standard Australian Classification of Countries (SACC), 2011*. Where the 'Country of birth' is not stated, the code should be '0003'. Four-digit codes ending with two or three zeros are described as 'not further defined' (n.f.d.) codes. These codes are used to code responses that cannot be coded to the most detailed level of the classification but can be coded to a broader level of the classification. For example: a response 'United Kingdom' does not contain sufficient information to be coded to a particular country but it can be coded to the Minor Group 'United Kingdom' (21) as 'United Kingdom n.f.d.' (2100) which includes all countries in this Group. The code for the most common response 'Australia' is 1101.
Coding structure	The SACC (2011) is a four-digit, three-level hierarchical structure (Major Group, Minor Group and Detailed Level). It comprises nine Major Groups, 27 Minor Groups and 252 detailed levels. The following example illustrates the coding scheme: Major Group: 2 North-West Europe Minor Group: 21 United Kingdom, Channel Islands & Isle of Man Detailed level: 2102 England 2103 Isle of Man 2104 Northern Ireland 2105 Scotland 2106 Wales 2107 Guernsey 2108 Jersey For a complete list of Country codes refer to the *1269.0 - Standard Australian Classification of Countries (SACC), 2011* at http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.02011?OpenDocument.
Information for testing agents	In reporting student outcomes in the annual *National Report on Schooling* in Australia, information on students' country of birth may be used to supplement data on 'Language background' and 'Main language other than English spoken at home'.

Attachment 1a: Checklist for existing users

This attachment is for use by schools and school systems which already have in place arrangements for collecting the required student information from parents via the school enrolment process.

✓	Task	Notes
	Remind the school community of information required from parents for: a. nationally comparable reporting on student achievement, disaggregated by student background characteristics b. the compilation of student population profiles for performance reporting at the individual school level.	
	Inform school personnel, parents and the wider school community of the importance of data quality, with a view to improving parental response rates for all data items.	Identify sources of missing data and, as necessary, take follow-up action to obtain from parents data not previously provided.
	Ensure that the processes outlined in the 'Action required' and 'Technical specifications' sections of the manual have been followed so that data is collected as completely and accurately as possible, is coded correctly, is entered on the school's administrative computer system, and can be accessed or retrieved for linking to student performance data.	Where student data is held centrally, system authorities should check for incomplete or inaccurate data and, as necessary, seek additional information from schools. Where data is held at the school level and is found to be incomplete, schools should follow up with parents in order to update data sets.
	Ensure processes are in place for providing the student background information in the format required by the test administration authority (for Year 3, 5, 7 and 9 literacy and numeracy tests) or the assessment contractor (for Year 6 and Year 10 students participating in the national sample assessment.	Test administration authorities will provide Test Administration Handbooks/Manuals for Principals and Test Administrators for NAPLAN. The assessment contractor for the national sample assessments will provide information on procedures for linking student background data to assessment performance data.
	The *1269.0 - Standard Australian Classification of Countries (SACC), 2011* was released by the Australian Bureau of Statistics in August 2011. Schools and school systems were asked to undertake the necessary modifications to their student data collection instruments and information storage and retrieval systems during 2009 so that data collected from parents for the 'County of birth of student' data item could be coded as per the SACC (2011) for enrolments from 2010.	See Attachments 5 and 6.

Attachment 1b: Checklist for new users

This attachment is for use by schools and school systems (or parts of school systems) which are collecting student information from parents according to the agreed questions for the first time.

✓	**Task**	**Notes**
	Inform the school community of information required from parents for: a. nationally comparable reporting on student achievement, disaggregated by student background characteristics b. the compilation of student population profiles for performance reporting at the individual school level.	
	Modify the enrolment form to include the required question modules from the 'Technical specifications' section of the manual.	This may require amendment of existing questions and/or the addition of new questions. • Sample data collection forms are provided at Attachment 2. • To ensure consistency in national reporting**, the question modules must be as specified in the 'Technical specifications'** section of the manual.
	Check privacy requirements and notices provided to parents regarding the provision of information to testing agents.	
	Review procedures for completion of the enrolment form or special data collection form. These may include: • distribution and collection of forms • handling queries from parents • interviewing parents • checking for completeness and accuracy of data • entering data to storage and retrieval systems.	Modifications to existing procedures may be required.
	Train personnel involved in enrolment or data collection procedures.	Relevant personnel include those responsible for such processes as: • interviews • answering questions • handling complaints • checking completeness of data • conducting follow-up • entering data.

✓	Task	Notes
	Reiterate to school personnel, parents and the wider school community the importance of data quality, with a view to maximising parental response rates for all data items.	Identify items on enrolment forms where data is missing and, as necessary, take follow-up action to obtain the outstanding information from parents.
	If arrangements are not in place for the collection of student background data via the enrolment process, use special data collection forms to collect background information from parents of all students in Years 3, 5, 7 and 9 (for the NAPLAN tests) and, if the school has been selected to participate in national sample testing, from parents of Year 6 and Year 10 students (for the national sample assessments). The processes outlined in the 'Action required' and 'Technical specifications' sections of the manual should be followed to ensure data is as complete and accurate as possible, is coded correctly, is entered on the school's administrative computer system, and can be accessed or retrieved for linking to student performance data.	Examples of special data collection forms are provided at Attachment 2.
	Prepare processes for providing the background information in the format required by the test administration authority (for the Year 3, 5, 7 and 9 NAPLAN tests) or the assessment contractor (for the national sample assessments).	Test administration authorities will provide Test Administration Handbooks/Manuals for Principals and Test Administrators for NAPLAN. The assessment contractor for the national sample assessments will provide information on procedures for linking student background data to assessment performance data.

Attachment 2: Sample data collection forms

This attachment provides two sample forms (Options A and B) which contain the agreed question modules specified in the 'Technical specifications' section of the manual.

Schools or school systems which do not have arrangements in place for collecting the required student background data via the enrolment process and which are collecting student background data using the nationally agreed definitions for the first time may use the sample forms as special data collection forms.

The question layouts contained in the sample forms may also be used by schools or school systems to incorporate the specified question modules in enrolment forms in order to collect the required student background data from parents.

The difference between the two samples lies in the questions relating to country of birth and language background, where there are two question options.

Option A contains the question modules which entail the least amount of coding. The form is slightly longer than Option B as the most common countries and languages are listed so that they can be ticked. If a school or school system chooses to use the question formats in Option A, they may use the lists of 'Main languages spoken' for Australia and each state and territory (Attachment 4) and the 'Main countries of birth' for Australia and each state and territory (Attachment 6). The question modules using this option are shaded in Option A.

Option B provides the shorter forms of the questions; however, this format requires school or school system personnel to do more coding.

Schools or school systems may choose to use a mix of questions from the two options.

Schools can also choose their preferred terminology for parents/guardians/carers (described in the Glossary at Attachment 7).

[This form provides questions which entail the least amount of coding by schools. Schools or school systems may choose alternative lists of languages and countries – see Attachments 4 and 6.]

OPTION A: Data Collection Form

Insert school logo

Information required for assessment and reporting purposes

[Note: If you need help with this form please telephone XX on YYYYYYYY.]

Name of student:

First name _____ Last name _____

Home address of student

No and street name _____ Suburb _____ Post code _____

1. Sex

Male [ ]
Female [ ]

2. Is the student of Aboriginal or Torres Strait Islander origin?

(For persons of both Aboriginal and Torres Strait Islander origin, tick both 'Yes' responses.)

No [ ]
Yes, Aboriginal [ ]
Yes, Torres Strait Islander [ ]

3. In which country was the student born?

Australia [ ]
New Zealand [ ]
England [ ]
South Africa [ ]
China (excludes SARs & Taiwan) [ ]
Philippines [ ]
United States of America [ ]
South Korea [ ]
Hong Kong (SAR of China) [ ]

Other – please specify _____

4. Does the student or their mother/guardian or their father/guardian speak a language other than English at home?

		student	mother/parent1/guardian1	father/parent2/ guardian2
No,	English only	[ ]	[ ]	[ ]
Yes,	Arabic	[ ]	[ ]	[ ]
Yes,	Cantonese	[ ]	[ ]	[ ]
Yes,	Italian	[ ]	[ ]	[ ]
Yes,	Vietnamese	[ ]	[ ]	[ ]
Yes,	Mandarin	[ ]	[ ]	[ ]
Yes,	Greek	[ ]	[ ]	[ ]
Yes,	Spanish	[ ]	[ ]	[ ]
Yes,	Tagalog	[ ]	[ ]	[ ]
Yes,	Hindi	[ ]	[ ]	[ ]
Yes,	Other – please specify	_____	_____	_____

5(a) What is the highest year of primary or secondary school the parents/guardians have completed?

(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)

Mark one box only in each column

	mother/parent1/guardian1	father/parent2/ guardian2
Year 12 or equivalent	[ ]	[ ]
Year 11 or equivalent	[ ]	[ ]
Year 10 or equivalent	[ ]	[ ]
Year 9 or equivalent or below	[ ]	[ ]

5(b) What is the level of the highest qualification the parents/guardians have completed?

Mark one box only in each column

	mother/parent1/ guardian1	father/parent2/ guardian2
Bachelor degree or above	[ ]	[ ]
Advanced diploma/Diploma	[ ]	[ ]
Certificate I to IV (including trade certificate)	[ ]	[ ]
No non-school qualification	[ ]	[ ]

6(a) What is the occupation group of the mother/parent1/guardian1? _____

6(b) What is the occupation group of the father/parent2/guardian2? _____

Please select the appropriate parental occupation group from the attached list (1, 2, 3 or 4).

- *If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.*
- *If the person has not been in paid work in the last 12 months, enter '8' in the space above.*

Thank you for your time.

Please return this form to the school in the enclosed envelope.

LIST OF PARENTAL OCCUPATION GROUPS

Group 1: Senior management in large business organisation, government administration and defence, and qualified professionals

- **Senior executive/manager/department head in industry, commerce, media or other large organisation**
- **Public service manager** (section head or above), regional director, health/education/police/fire services administrator
- **Other administrator** (school principal, faculty head/dean, library/museum/gallery director, research facility director)
- **Defence forces** Commissioned Officer
- **Professionals** generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others.
- **Health, Education, Law, Social Welfare, Engineering, Science, Computing** professional
- **Business** (management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer)
- **Air/sea transport** (aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller)

Group 2: Other business managers, arts/media/sportspersons and associate professionals

- **Owner/manager** of farm, construction, import/export, wholesale, manufacturing, transport, real estate business
- **Specialist manager** (finance/engineering/production/personnel/industrial relations/sales/marketing)
- **Financial services manager** (bank branch manager, finance/investment/insurance broker, credit/loans officer)
- **Retail sales/services manager** (shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency)
- **Arts/media/sports** (musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/woman, coach, trainer, sports official)
- **Associate professionals** generally have diploma/technical qualifications and support managers and professionals.
- **Health, Education**, **Law, Social Welfare, Engineering, Science, Computing** technician/associate professional
- **Business/administration** (recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager)
- **Defence Forces** senior Non-Commissioned Officer (NCO)

Group 3: Tradespeople, clerks and skilled office, sales and service staff

- **Tradespeople** generally have completed a 4-year trade certificate, usually by apprenticeship. All tradespeople are included in this group.
- **Clerks** (bookkeeper, bank/PO clerk, statistical/actuarial clerk, accounting/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/order clerk, freight/ transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk)
- **Skilled office, sales and service staff**:
  - **Office** (secretary, personal assistant, desktop publishing operator, switchboard operator)
  - **Sales** (company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher)
  - **Service** (aged/disabled/refuge/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor)

Group 4: Machine operators, hospitality staff, assistants, labourers and related workers

- **Drivers, mobile plant, production/processing machinery and other machinery operators**.
- **Hospitality staff** (hotel service supervisor, receptionist, waiter, bar attendant, kitchen-hand, porter, housekeeper)
- **Office assistants, sales assistants and other assistants:**
  - **Office** (typist, word processing/data entry/business machine operator, receptionist, office assistant)
  - **Sales** (sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker)
  - **Assistant/aide** (trades assistant, school/teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant)
- **Labourers and related workers**
- **Defence Forces** ranks below senior NCO not included above
- **Agriculture, horticulture, forestry, fishing, mining worker** (farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand)
- **Other worker** (labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor)

[This form provides the shortest form of each question but note that this will require schools to do more coding than the alternative form.]

OPTION B: Data Collection Form

Information required for assessment and reporting purposes

[Note: If you need help with this form please telephone XX on YYYYYYY.]

Name of student:

First name _____ Last name _____

Home address of student

No. and street name _____ Suburb _____ Post code _____

[Schools may wish to insert a reference to their privacy policy here indicating that information collected from this form will be covered by that policy.]

1. Sex

Male [ ]
Female [ ]

2. Is the student of Aboriginal or Torres Strait Islander origin?

(For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' responses.)

No [ ]
Yes, Aboriginal [ ]
Yes, Torres Strait Islander [ ]

3. In which country was the student born?

Australia [ ]

Other – please specify _____

4. Does the student or their mother/guardian or their father/guardian speak a language other than English at home?

		student	mother/parent1/ guardian1	father/parent2/ guardian2
No,	English only	[ ]	[ ]	[ ]
Yes,	Other – please specify			

_____ _____ _____

5(a) What is the highest year of primary or secondary school the parents/guardians have completed?

(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)

Mark one box only in each column

	mother/parent1/ guardian1	father/parent2/ guardian2
Year 12 or equivalent	[ ]	[ ]
Year 11 or equivalent	[ ]	[ ]
Year 10 or equivalent	[ ]	[ ]
Year 9 or equivalent or below	[ ]	[ ]

5(b) What is the level of the highest qualification the parents/guardians have completed?

Mark one box only in each column

	mother/parent1/ guardian1	father/parent2/ guardian2
Bachelor degree or above	[ ]	[ ]
Advanced diploma/Diploma	[ ]	[ ]
Certificate I to IV (including trade certificate)	[ ]	[ ]
No non-school qualification	[ ]	[ ]

6(a) What is the occupation group of the mother/parent1/guardian1? _____

6(b) What is the occupation group of the father/parent2/guardian2? _____

Please select the appropriate parental occupation group from the attached list (1, 2, 3 or 4).

- *If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.*
- *If the person has not been in paid work in the last 12 months, enter '8' in the space above.*

Thank you for your time.

Please return this form to the school in the enclosed envelope.

LIST OF PARENTAL OCCUPATION GROUPS

Group 1: Senior management in large business organisation, government administration and defence, and qualified professionals

- **Senior executive/manager/department head in industry, commerce, media or other large organisation**
- **Public service manager** (section head or above), regional director, health/education/police/fire services administrator
- **Other administrator** (school principal, faculty head/dean, library/museum/gallery director, research facility director)
- **Defence forces** Commissioned Officer
- **Professionals** generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others.
- **Health, Education, Law, Social Welfare, Engineering, Science, Computing** professional
- **Business** (management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer)
- **Air/sea transport** (aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller)

Group 2: Other business managers, arts/media/sportspersons and associate professionals

- **Owner/manager** of farm, construction, import/export, wholesale, manufacturing, transport, real estate business
- **Specialist manager** (finance/engineering/production/personnel/industrial relations/sales/marketing)
- **Financial services manager** (bank branch manager, finance/investment/insurance broker, credit/loans officer)
- **Retail sales/services manager** (shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency)
- **Arts/media/sports** (musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/woman, coach, trainer, sports official)
- **Associate professionals** generally have diploma/technical qualifications and support managers and professionals.
- **Health, Education**, **Law, Social Welfare, Engineering, Science, Computing** technician/associate professional
- **Business/administration** (recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager)
- **Defence Forces** senior Non-Commissioned Officer (NCO)

Group 3: Tradespeople, clerks and skilled office, sales and service staff

- **Tradespeople** generally have completed a 4-year trade certificate, usually by apprenticeship. All tradespeople are included in this group.
- **Clerks** (bookkeeper, bank/PO clerk, statistical/actuarial clerk, accounting/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/order clerk, freight/ transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk)
- **Skilled office, sales and service staff**:
  - **Office** (secretary, personal assistant, desktop publishing operator, switchboard operator)
  - **Sales** (company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher)
  - **Service** (aged/disabled/refuge/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor)

Group 4: Machine operators, hospitality staff, assistants, labourers and related workers

- **Drivers, mobile plant, production/processing machinery and other machinery operators**.
- **Hospitality staff** (hotel service supervisor, receptionist, waiter, bar attendant, kitchen-hand, porter, housekeeper)
- **Office assistants, sales assistants and other assistants:**
  - **Office** (typist, word processing/data entry/business machine operator, receptionist, office assistant)
  - **Sales** (sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker)
  - **Assistant/aide** (trades assistant, school/teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant)
- **Labourers and related workers**
- **Defence Forces** ranks below senior NCO not included above
- **Agriculture, horticulture, forestry, fishing, mining worker** (farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand)
- **Other worker** (labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor)

Attachment 3: *1267.0 - Australian Standard Classification of Languages (ASCL), 2011* Coding Index

A coding index is required to link responses to the 'Main language other than English spoken at home' question to the *1267.0 - Australian Standard Classification of Languages (ASCL), 2011*. This enables data to be coded accurately and quickly to the appropriate category in the classification.

Schools and school systems should ensure that information collected for the first time on the 'Main language other than English spoken at home' of the student and both the student's parents is coded in accordance with the ASCL (2011) coding index.

The index can be obtained in the form of an electronic text file from the ABS website.

The base-level units of the classification are languages as described in the *1267.0 - Australian Standard Classification of Languages (ASCL), 2011*. The term 'language' is used to describe languages, dialects, pidgins, Creoles, and invented and sign languages.

The *1267.0 - Australian Standard Classification of Languages (ASCL), 2011*

The first edition of the ASCL was published in 1997. Analysis of 2001 and the 2006 Census data revealed that the language profile of Australia had changed significantly since the development of the first edition. The ASCL was reviewed and amended to improve its usefulness with a second edition being published by the ABS in July 2005 and revised again in August 2011.

The ASCL (2011)

- extended the coverage in 2005 of non-Indigenous languages to include an additional 56 languages in the classification, giving a total of 194 categories
- extended the coverage in 2005 of Australian Indigenous languages to include an additional 115 Australian Indigenous language categories in the classification, giving a total of 170
- extended the coverage in 2011 of non-Indigenous languages to include an additional 27 languages in the classification, giving a total of 221 categories
- extended the coverage in 2011 of Australian Indigenous languages to include an additional 48 Australian Indigenous language categories in the classification, giving a total of 218
- revised the structure of Australian Indigenous languages at the narrow groups level to provide increased consistency, a more useful structure and improve the statistical balance among the narrow groups
- reclassified certain non-Indigenous languages and groups of languages so that they align more closely with the *1269.0 - Standard Australian Classification of Countries (SACC), 2011* and they are more appropriately classified
- renamed a number of categories and groups to make them more transparent and accurate.

Further information on the changes made to the ASCL (2011) can be found at pages 16–22 in the ABS publication, *1267.0 - Australian Standard Classification of Languages (ASCL), 2011*.

Some users may need to convert data collected using the ASCL (1997) First Edition to the ASCL (2011) Second Edition. The ABS publishes a correspondence table between the second and first editions of the ASCL to facilitate this process. The table can be obtained in electronic form from the ABS website.

Coding rules

A range of coding rules is applied in the coding index to facilitate accurate coding of responses to the ASCL (2011) classification. These rules include:

- Responses that match exactly with an entry in the coding index are assigned the code allocated to that index entry.
- Responses that cannot be identified as relating to a separately identified language in the classification are assigned a residual category code, or a supplementary 'n.f.d.' (not further defined) code.
- Responses that are not precise enough to be coded to any category of the classification are assigned the appropriate supplementary code, for example, 'inadequately described' (0000) or 'not stated' (0002).

Attachment 4: Main languages spoken, for Australia and by state/territory

This attachment provides the tick-box options for 'Main language other than English spoken at home' for Australia and all states/territories. The options were derived using 2006 ABS Census data for 'Parents with students 5–19 years of age'.

Some schools or school systems may wish to tailor the tick-box options for the 'Main language other than English spoken at home' Question Option One to the main languages spoken in their state/territory. (Refer to the technical specifications for the 'Main language other than English spoken at home' data element for additional information.)

The lists of predominant languages may also be used in drop down/pick lists to speed up office coding of 'other' responses to the language questions. Alternatively, schools or school systems may wish to tailor the tick-box options to another list of main languages spoken. **Regardless of the list of languages used, the question format must not be changed.**

Main languages spoken, for Australia and by state/territory

The lists in this attachment are derived from the 2006 Census of Population and Housing.

Australia:

Does the student, mother/parent1/guardian1 or father/parent2/guardian2 speak a language other than English at home?
(If more than one language, indicate the one that is spoken most often.)

		student	mother/parent1/ guardian1	father/parent2/ guardian2
No,	English only	[ ]	[ ]	[ ]
Yes,	Arabic	[ ]	[ ]	[ ]
Yes,	Cantonese	[ ]	[ ]	[ ]
Yes,	Italian	[ ]	[ ]	[ ]
Yes,	Vietnamese	[ ]	[ ]	[ ]
Yes,	Mandarin	[ ]	[ ]	[ ]
Yes,	Greek	[ ]	[ ]	[ ]
Yes,	Spanish	[ ]	[ ]	[ ]
Yes,	Tagalog	[ ]	[ ]	[ ]
Yes,	Hindi	[ ]	[ ]	[ ]
Yes,	Other – please specify			
		_____	_____	_____

New South Wales:

Does the student, mother/parent1/guardian1 or father/parent2/guardian2 speak a language other than English at home?
(If more than one language, indicate the one that is spoken most often.)

		student	mother/parent1/ guardian1	father/parent2/ guardian2
No,	English only	[ ]	[ ]	[ ]
Yes,	Arabic	[ ]	[ ]	[ ]
Yes,	Cantonese	[ ]	[ ]	[ ]
Yes,	Mandarin	[ ]	[ ]	[ ]
Yes,	Vietnamese	[ ]	[ ]	[ ]
Yes,	Greek	[ ]	[ ]	[ ]
Yes,	Italian	[ ]	[ ]	[ ]
Yes,	Tagalog	[ ]	[ ]	[ ]
Yes,	Hindi	[ ]	[ ]	[ ]
Yes,	Spanish	[ ]	[ ]	[ ]
Yes,	Other – please specify			

Victoria:

Does the student, mother/parent1/guardian1 or father/parent2/guardian2 speak a language other than English at home?
(If more than one language, indicate the one that is spoken most often.)

		student	mother/parent1/ guardian1	father/parent2/ guardian2
No,	English only	[ ]	[ ]	[ ]
Yes,	Italian	[ ]	[ ]	[ ]
Yes,	Greek	[ ]	[ ]	[ ]
Yes,	Vietnamese	[ ]	[ ]	[ ]
Yes,	Cantonese	[ ]	[ ]	[ ]
Yes,	Arabic	[ ]	[ ]	[ ]
Yes,	Mandarin	[ ]	[ ]	[ ]
Yes,	Turkish	[ ]	[ ]	[ ]
Yes,	Macedonian	[ ]	[ ]	[ ]
Yes,	Sinhalese	[ ]	[ ]	[ ]
Yes,	Other – please specify			

Queensland:

Does the student, mother/parent1/guardian1 or father/parent2/guardian2 speak a language other than English at home?
(If more than one language, indicate the one that is spoken most often.)

		student	mother/parent1/ guardian1	father/parent2/ guardian2
No,	English only	[ ]	[ ]	[ ]
Yes,	Mandarin	[ ]	[ ]	[ ]
Yes,	Vietnamese	[ ]	[ ]	[ ]
Yes,	Cantonese	[ ]	[ ]	[ ]
Yes,	Italian	[ ]	[ ]	[ ]
Yes,	Samoan	[ ]	[ ]	[ ]
Yes,	Spanish	[ ]	[ ]	[ ]
Yes,	Tagalog	[ ]	[ ]	[ ]
Yes,	Hindi	[ ]	[ ]	[ ]
Yes,	Greek	[ ]	[ ]	[ ]
Yes,	Other – please specify			

South Australia:

Does the student, mother/parent1/guardian1 or father/parent2/guardian2 speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often.)

		student	mother/parent1/ guardian1	father/parent2/ guardian2
No,	English only	[ ]	[ ]	[ ]
Yes,	Italian	[ ]	[ ]	[ ]
Yes,	Greek	[ ]	[ ]	[ ]
Yes,	Vietnamese	[ ]	[ ]	[ ]
Yes,	Cantonese	[ ]	[ ]	[ ]
Yes,	Arabic	[ ]	[ ]	[ ]
Yes,	Mandarin	[ ]	[ ]	[ ]
Yes,	Polish	[ ]	[ ]	[ ]
Yes,	Serbian	[ ]	[ ]	[ ]
Yes,	German	[ ]	[ ]	[ ]
Yes,	Other – please specify			

Western Australia:

Does the student, mother/parent1/guardian1 or father/parent2/guardian2 speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often.)

		student	mother/parent1/ guardian1	father/parent2/ guardian2
No,	English only	[ ]	[ ]	[ ]
Yes,	Italian	[ ]	[ ]	[ ]
Yes,	Vietnamese	[ ]	[ ]	[ ]
Yes,	Cantonese	[ ]	[ ]	[ ]
Yes,	Mandarin	[ ]	[ ]	[ ]
Yes,	Arabic	[ ]	[ ]	[ ]
Yes,	Afrikaans	[ ]	[ ]	[ ]
Yes,	Indonesian	[ ]	[ ]	[ ]
Yes,	Spanish	[ ]	[ ]	[ ]
Yes,	Malay	[ ]	[ ]	[ ]
Yes,	Other – please specify			

Tasmania:

Does the student, mother/parent1/guardian1 or father/parent2/guardian2 speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often.)

		student	mother/parent1/ guardian1	father/parent2/ guardian2
No,	English only	[ ]	[ ]	[ ]
Yes,	Greek	[ ]	[ ]	[ ]
Yes,	German	[ ]	[ ]	[ ]
Yes,	Italian	[ ]	[ ]	[ ]
Yes,	Spanish	[ ]	[ ]	[ ]
Yes,	Arabic	[ ]	[ ]	[ ]
Yes,	Dutch	[ ]	[ ]	[ ]
Yes,	Cantonese	[ ]	[ ]	[ ]
Yes,	Polish	[ ]	[ ]	[ ]
Yes,	Mandarin	[ ]	[ ]	[ ]
Yes,	Other – please specify			

Northern Territory:

Does the student, mother/parent1/guardian1 or father/parent2/guardian2 speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often.)

		student	mother/parent1/ guardian1	father/parent2/ guardian2
No,	English only	[ ]	[ ]	[ ]
Yes,	Greek	[ ]	[ ]	[ ]
Yes,	Kriol	[ ]	[ ]	[ ]
Yes,	Arrernte (Aranda)	[ ]	[ ]	[ ]
Yes,	Djambarrpuyngu	[ ]	[ ]	[ ]
Yes,	Warlpiri	[ ]	[ ]	[ ]
Yes,	Murrinh Patha	[ ]	[ ]	[ ]
Yes,	Alyawarr (Alyawara)	[ ]	[ ]	[ ]
Yes,	Tiwi	[ ]	[ ]	[ ]
Yes,	Anindilyakwa	[ ]	[ ]	[ ]
Yes,	Other – please specify			

Australian Capital Territory:

Does the student, mother/parent1/guardian1 or father/parent2/guardian2 speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often.)

		student	mother/parent1/ guardian1	father/parent2/ guardian2
No,	English only	[ ]	[ ]	[ ]
Yes,	Vietnamese	[ ]	[ ]	[ ]
Yes,	Mandarin	[ ]	[ ]	[ ]
Yes,	Cantonese	[ ]	[ ]	[ ]
Yes,	Italian	[ ]	[ ]	[ ]
Yes,	Spanish	[ ]	[ ]	[ ]
Yes,	Greek	[ ]	[ ]	[ ]
Yes,	Croatian	[ ]	[ ]	[ ]
Yes,	Hindi	[ ]	[ ]	[ ]
Yes,	Arabic	[ ]	[ ]	[ ]
Yes,	Other – please specify			

Attachment 5: *1269.0 - Standard Australian Classification of Countries (SACC), 2011* Coding Index

A coding index is required to link responses from the 'Country of birth' questions to the *1269.0 - Standard Australian Classification of Countries (SACC), 2011* classification categories. This enables data to be coded accurately and quickly to the appropriate category in the classification.

The index can be obtained in the form of an electronic file from the ABS website at http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.02011?OpenDocument

Schools and school systems should ensure that information collected for the first time on the 'Country of birth' of a student is coded in accordance with the updated SACC (2011) coding index.

There may be a small number of instances where a student's country of birth data collected in previous years and coded in accordance with the SACC (1998) needs to be updated. The ABS publishes a correspondence table between the two editions of the SACC to facilitate the conversion of data collected using the SACC (1998) First Edition to the SACC (2011) Second Edition. The table can be obtained from the ABS website at http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.02011?OpenDocument.

Schools and school systems were asked to make the necessary modifications to their student information systems in 2009 to ensure that their data systems would be able to accommodate the required fields for 'Country of birth' coding as per the SACC (2011) for enrolments.

The *1269.0 - Standard Australian Classification of Countries (SACC), 2011*

The first edition of the SACC was published in 1998. The classification has now been reviewed and amended to improve its usefulness with a second edition being published by the ABS in August 2011.

The SACC (2011) Second Edition incorporates the following revisions to the earlier (1998) edition:

- the inclusion of East Timor, and name changes for Macau and Taiwan (1999)
- the creation of the state of Serbia and Montenegro (2004)
- the inclusion of independent republics of Montenegro and Serbia (2007).
- the addition of South Sudan; Bonaire, Sint Eustatius and Saba; Curacao; and Sint Maarten (Dutch part) (2011).

It also makes the following name/wording changes:

- United Kingdom, Channel Islands and Isle of Man (was United Kingdom)
- Faroe Islands (was Faeroe Islands)
- Vietnam (was Viet Nam)
- China (excludes SARs and Taiwan) – was China (excludes SARs and Taiwan Province)
- Kyrgyzstan (was Kyrgyz Republic)
- Burma (Republic of the Union of Myanmar) for Burma (Myanmar); Timor-Leste, for East Timor; Bolivia, Plurinational State of, for Bolivia; Venezuela, Bolivarian Republic of, for Venezuela; and Congo, Republic of, for Congo (2011).

SACC (2011) adds the following to the classification:

- Pitcairn Islands (was in Polynesia, n.e.c., as Pitcairn Island)
- Guernsey (was part of Channel Islands)
- Jersey (was part of Channel Islands)
- Aland Islands (was part of Finland, as Aland)

- Kosovo (was part of Serbia)
- Spanish North Africa (was in North Africa, n.e.c.)
- St Barthelemy (was in Guadeloupe)
- St Martin (was in Guadeloupe).

And removes the following from the classification:

- Channel Islands (Guernsey and Jersey separately identified)
- North Africa, n.e.c. (all parts now in Spanish North Africa)
- Netherlands Antilles (2011).

For further information regarding changes in 2011 refer to *1269.0 - Standard Australian Classification of Countries (SACC), 2011*, at:
http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/1269.0main+features1602011.

Coding rules

A range of coding rules is applied in the coding index to facilitate accurate coding of responses to the SACC (2011) classification. These comprise:

- Responses which relate directly to a country category but which contain information additional to that included in the coding index are allocated the code of that country category. Such instances include responses consisting of a full or formal country name (for example, Syrian Arab Republic is coded to Syria), or responses containing a geographic qualifier such as east or west (for example, South of England is coded to England).

- Responses which relate directly to a country category but which consist of alternative spellings, abbreviations, acronyms or foreign language names are allocated the code of that country category. Similarly, slang or idiosyncratic responses (for example, Aussie or Oz for Australia) are allocated the code of the country category to which they directly relate.

- A response consisting of an archaic or historical name (for example, Persia for Iran) is allocated the appropriate code for the current country or geographic area. Special supplementary codes have been assigned to defunct political entities of Eastern Europe (former USSR, former Czechoslovakia, etc.).

- Responses that cannot be identified as relating directly to a separately identified country in the classification are assigned a residual category code or a supplementary n.f.d. ('Not further defined') code. Responses that do not contain sufficient information to be coded to any category of the classification are assigned the appropriate inadequately described code, for example, 'Inadequately described' (0000), 'Not elsewhere classified' (0002) or 'Not stated' (0003) code.

- Changes in national boundaries create coding difficulties. In order to maintain consistency of coding, each country response should be coded according to national boundaries existing at the time of the data collection. Birthplace responses that relate to particular cities or regions which are now in one country, but which may have been in another country at the time of birth, should be coded to the country the city or region is in at the time of collection of the data. Responses relating to countries that have changed name, without changing boundaries, are coded to the name in the current classification.

Attachment 6: Main countries of birth, for Australia and by state/territory

This attachment provides the tick-box options for 'Country of birth' for Australia and all states/territories. The options were derived using 2006 ABS Census data for 'Students 5–19 years of age'.

Some schools or school systems may wish to tailor the tick-box options for 'Country of birth' Question Option One to the main countries of birth for their state/territory. (Refer to 'Country of birth' data element, question module attribute, in the technical specifications for additional information.)

The lists of main countries of birth may also be used in drop down/pick lists to speed up office coding of 'other' responses to the birthplace questions.

Alternatively schools or school systems may wish to tailor the tick-box options for 'Country of birth' Question Option One to another list of main countries of birth. **Regardless of the list of countries used, the question format must not be changed.**

Main countries of birth, for Australia and by state/territory

The lists in this attachment are derived from the 2006 Census of Population and Housing. School systems and schools which collected data using lists provided in earlier editions of the manual (based on 2001 Census data) are not required to update enrolment data to reflect the current lists but may choose to do so.

Australia:

In which country was the student born?

Australia	[ ]
New Zealand	[ ]
England	[ ]
South Africa	[ ]
China (excludes SARs & Taiwan)	[ ]
Philippines	[ ]
United States of America	[ ]
South Korea	[ ]
Hong Kong (SAR of China)	[ ]

Other – please specify _____

New South Wales:

In which country was the student born?

Australia	[ ]
New Zealand	[ ]
England	[ ]
China (excludes SARs & Taiwan)	[ ]
Philippines	[ ]
India	[ ]
South Africa	[ ]
South Korea	[ ]
Hong Kong (SAR of China)	[ ]
Iraq	[ ]

Other – please specify _____

Victoria:

In which country was the student born?

Australia	[ ]
New Zealand	[ ]
England	[ ]
India	[ ]
China (excludes SARs & Taiwan)	[ ]
Philippines	[ ]
South Africa	[ ]
Sri Lanka	[ ]
Sudan	[ ]
United States of America	[ ]

Other – please specify _____

Queensland:

In which country was the student born?

Australia	[ ]
New Zealand	[ ]
England	[ ]
South Africa	[ ]
Philippines	[ ]
United States of America	[ ]
Taiwan	[ ]
South Korea	[ ]
Papua New Guinea	[ ]
Hong Kong (SAR of China)	[ ]

Other – please specify _____

South Australia:

In which country was the student born?

Australia	[ ]
England	[ ]
New Zealand	[ ]
South Africa	[ ]
Philippines	[ ]
India	[ ]
South Korea	[ ]
China (excludes SARs & Taiwan)	[ ]
United States of America	[ ]
Afghanistan	[ ]

Other – please specify _____

Western Australia:

In which country was the student born?

Australia	[ ]
England	[ ]
South Africa	[ ]
New Zealand	[ ]
Singapore	[ ]
Malaysia	[ ]
Scotland	[ ]
Indonesia	[ ]
United States of America	[ ]
India	[ ]

Other – please specify _____

Tasmania:

In which country was the student born?

Australia	[ ]
New Zealand	[ ]
England	[ ]
Sudan	[ ]
South Africa	[ ]
United States of America	[ ]

Other – please specify _____

Northern Territory:

In which country was the student born?

Australia	[ ]
Philippines	[ ]
United States of America	[ ]
New Zealand	[ ]
England	[ ]

Other – please specify _____

Australian Capital Territory:

In which country was the student born?

Australia	[ ]
England	[ ]
United States of America	[ ]
New Zealand	[ ]
India	[ ]
China (excludes SARs & Taiwan)	[ ]
Philippines	[ ]
South Korea	[ ]
South Africa	[ ]
Thailand	[ ]

Other – please specify _____

Attachment 7: Glossary

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority – independent authority responsible for the development of a national curriculum, a national assessment program and a national data collection and reporting program that supports 21st century learning for all Australian school students
ACER	Australian Council for Educational Research
Assessment contractor	The organisation administering a particular national sample assessment. An assessment contractor may be responsible for some or all aspects of the preparation, distribution and collection of student tests, the linking of test results with student background characteristics, the analysis of results or the preparation of reports. (May also be referred to as a 'testing agent'.)
Bachelor degree and above	Includes Postgraduate Degree, Master's Degree, Graduate Diploma, Graduate Certificate, Bachelor Degree (with Honours) and Bachelor Degree
Certificate I to IV (including trade certificate)	Includes Certificate I, Certificate II, Certificate III, Certificate IV, Trade Certificate, Advanced Certificate, Apprenticeship Certificate, Traineeship Certificate
COAG	Council of Australian Governments
COAG Reform Council	Council of Australian Governments Reform Council – independent body established to monitor, assess and report to COAG on the performance of governments in achieving performance benchmarks
Country of birth	The country in which the student was born
Datatype	Can be an integer, numeric, alphanumeric, etc. In the 'Country of birth' data element, the data type would be a numeric code from the *1269.0 - Standard Australian Classification of Countries (SACC), 2011*
Diploma/Advanced diploma	Includes Advanced Diploma, Associate Degree and Diploma
Enrolment form	The form used by schools to collect information from parents when enrolling students
Father/parent2/guardian2	See Parent/guardian
Form of representation	Can be a code or a picture. In all cases in this document, it will be a code.
ICSEA	Index of Community Socio-educational Advantage
ICT	Information and communication technology
IEA	International Association for the Evaluation of Educational Achievement
KPM	Key Performance Measure
Language background indicator	This indicator is derived from the main language other than English spoken at home by the student or the student's mother or father. It indicates whether a student is of an English language background or other than English language background. A student is defined as being of a language background other than English if either the student, the student's mother or the student's father speaks a language other than English at home.
LBOTE	Language background other than English
Main language other than English spoken at home	The main language, other than English, spoken in the student's home by the student or the student's mother or father.

MCEECDYA	Ministerial Council on Education, Early Childhood Development and Youth Affairs. MCEECDYA was established on 1 July 2009 following a realignment of the roles and responsibilities of previously existing councils. The Council was replaced by the Standing Council on School Education and Early Childhood (SCSEEC – see below) in March 2012.
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs. Replaced by MCEECDYA on 1 July 2009.
Melbourne Declaration	*Melbourne Declaration on Educational Goals for Young Australians*. Released in 2008 and superseding the 1999 *Adelaide Declaration on National Goals for Schooling in the Twenty-First Century*. See www.mceecdya.edu.au.
Mother/parent1/guardian1	See Parent/guardian
NAP	National Assessment Program – the NAP comprises a suite of national and international assessments which provide nationally comparable data on student achievement in literacy, numeracy, science, civics and citizenship and ICT.
NAPLAN	National Assessment Program – Literacy and Numeracy. Annual national full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9. NAPLAN tests were first conducted in 2008, replacing former state and territory based literacy and numeracy tests.
National sample assessment	Three-yearly national assessments involving samples of schools and students, in the areas of science literacy (Year 6), civics and citizenship (Years 6 and 10) and ICT literacy (also Years 6 and 10).
n.e.c.	Not elsewhere classified. See Supplementary codes
n.f.d.	Not further defined. See Supplementary codes
OECD	Organisation for Economic Co-operation and Development
Parent/guardian	Schools and school systems should select the appropriate wording for 'Mother/parent/guardian' and 'Father/parent/guardian' on their enrolment form, to align with local or state/territory policies. Some possible alternatives are: − mother and father − parent1 and parent2 − guardian1 and guardian2 − parent/guardian1 and parent/guardian2 − mother/guardian1 and father/guardian2 − mother/parent1/guardian1 and father/parent2/guardian2.
Parental non-school education	The highest qualification attained by a parent/guardian in any area of study other than school education.
Parental occupation group	The occupation group which best reflects the main work undertaken by the parent/guardian. For the purposes of national reporting, a parent/guardian's work is classified into one of four groups.
Parental school education	The highest year of school education a parent/guardian has completed.
Permissible data element values	Listing of all codes represented in the classification relevant to the data element. In the case of 'Country of birth', this would be every code included in the *1269.0 - Standard Australian Classification of Countries (SACC), 2011* classification and any supplementary codes used.

PIRLS	The IEA's *Progress in International Reading Literacy Study*, which assesses a sample of Year 4 students every five years.
PISA	The OECD's Programme for International Student Assessment, which assesses the reading, mathematical and scientific literacy of a sample of 15-year-old students every three years.
Question module	The exact wording of question and response categories to be included on the enrolment or special data collection form.
SCSEEC	Standing Council on School Education and Early Childhood SCSEEC, following an announcement by the Council of Australian Governments' (COAG), replaced the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). SCSEEC held its inaugural meeting on 20 April 2012. See: www.mceecdya.edu.au.
Sex	'Sex' is the distinction 'male' and 'female', as reported by a person.
Size of data element values	Shows the field length required to store the data. In the case of 'Country of birth', the size would be 4, which is the length of the numeric code.
Socio-economic background – education	The indicator derived from the parental school and parental non-school education for both parents/guardians. The indicator is based on the higher educational attainment of the two parents/guardians.
Socio-economic background – occupation	The indicator derived from the parental occupation group of both parents/guardians. The indicator is based on the higher occupation group of the two parents/guardians.
Student identifier	A numeric or alphanumeric string that is used to identify a given student within a school or school system, for example, a student number.
Supplementary codes	Supplementary codes (often called dump codes) are used to process inadequately described responses Refer to the ABS supplementary code section in the relevant classification for further information. These include 'Inadequately described', 'Not stated' and 'Not further defined' codes. 'Not further defined' codes are used to process incomplete, non-specific or imprecise responses which cannot be coded to the most detailed level of classification but which contain enough information to allow them to be coded to a higher level of the classification structure. 'Inadequately described' codes are used to process responses which do not provide sufficient information to be coded to any level of the structure.
Test administration authority	The relevant state or territory assessment agency or authority responsible for the delivery of the NAPLAN tests at the state or territory level.
Testing agent	The organisation administering literacy and numeracy testing at Years 3, 5, 7 and 9 or a particular national sample assessment. (May also be referred to as 'Test administration authority' or 'Assessment contractor'.) A testing agent may be responsible for some or all aspects of the preparation, distribution and collection of student tests, the linking of test results with student background characteristics, the analysis of results or the preparation of reports.
TIMSS	The IEA's Trends in International Mathematics and Science Study, which assesses a sample of Year 4 and Year 8 students every four years to provide data on trends in mathematics and science achievement.