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

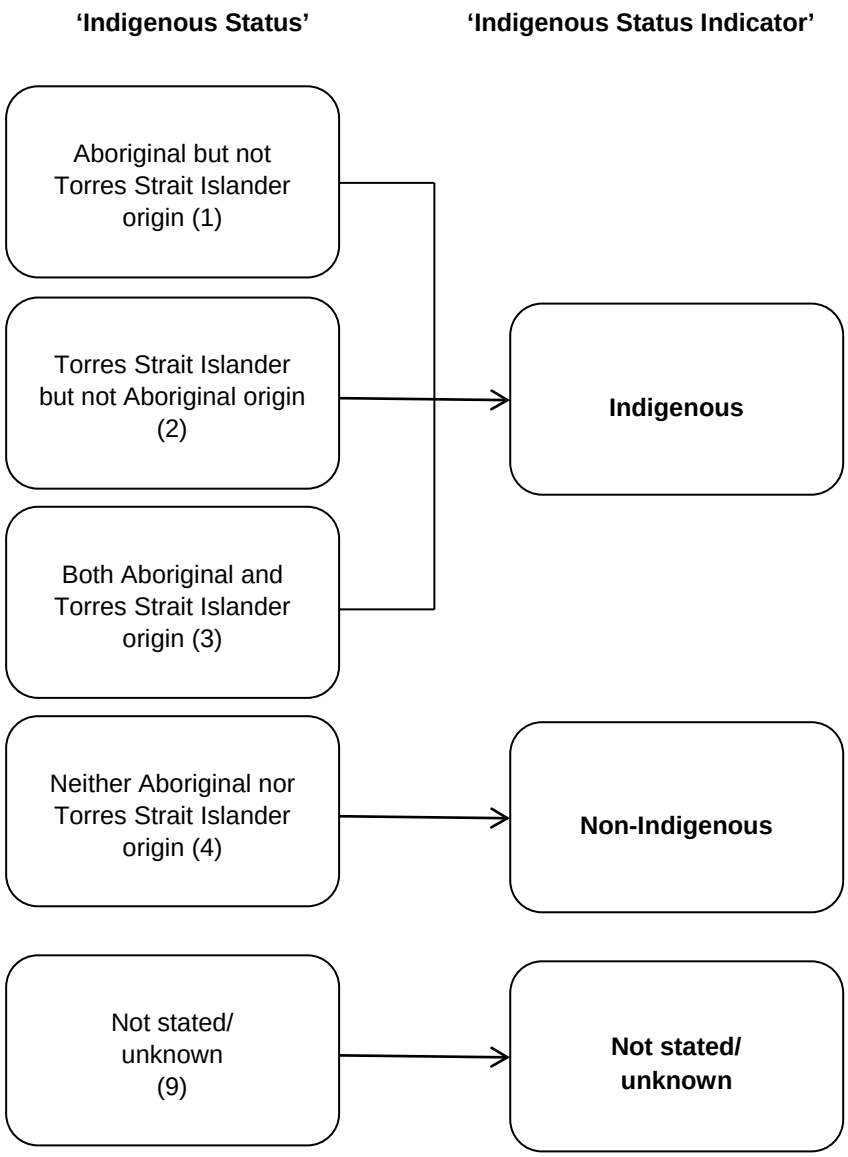
Output requirements	The following output code needs to be recorded for each student and provided to the testing agent as and when required: 1 = Aboriginal but not Torres Strait Islander origin 2 = Torres Strait Islander but not Aboriginal origin 3 = Both Aboriginal and Torres Strait Islander origin 4 = 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'.