



LONGITUDINAL SURVEYS
OF AUSTRALIAN YOUTH
TECHNICAL REPORT 53

1998 Cohort: User guide

Longitudinal Surveys of Australian Youth (LSAY)

1998 cohort: User guide

Technical report 53

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

This user guide has been developed for users of the LSAY data. The guide aims to consolidate existing technical documentation and other relevant information.

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Background

The Longitudinal Surveys of Australian Youth (LSAY) is a research program that tracks young people as they move from school into further study, work and other destinations. It uses large, nationally representative samples of young people to collect information about education and training, work, and social development.

It includes surveys conducted from the mid-1970s through to the mid-1990s: the Youth in Transition Survey (YITS); the Australian Longitudinal Survey (ALS); the Australian Youth Survey (AYS); and the current LSAY collection, which began in 1995.

Survey participants (collectively known as a 'cohort') enter the study when they turn 15 years, or as was the case in earlier studies, when they were in Year 9. Individuals are contacted once a year for up to 12 years. Studies began in 1995 (Y95 cohort), 1998 (Y98 cohort), 2003 (Y03 cohort) and more recently in 2006 (Y06 cohort).

Since 2003, the initial survey wave has been integrated with the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA). Over 10 000 students start out in each cohort.

The LSAY research program provides a rich source of information to enable a better understanding of young people and their transitions from school to post-school destinations; it also explores their social outcomes, such as wellbeing.

Information collected as part of the LSAY program covers a wide range of school and post-school topics, including: student achievement, student aspirations, school retention, social background, attitudes to school, work experiences and what students are doing when they leave school.

LSAY is managed and funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), with support from state and territory governments. On 1 July 2007, the National Centre for Vocational Education Research (NCVER) was contracted to provide analytical and reporting services for the following three years for LSAY. NCVER is undertaking this service for the department in collaboration with the Australian National University's Social Policy Evaluation, Analysis and Research Centre (SPEAR).

Between 1995 and 2007 the LSAY analytical and reporting services were provided by the Australian Council for Educational Research (ACER) jointly with the Department of Education, Science and Training¹ (DEST).

More information can be obtained from the LSAY website: <www.lsay.edu.au> or by contacting NCVER:

Toll free: 1800 825 233

Ph: +61 8 8230 8400

Fax: +61 8 8212 3436

Email: <lsay@ncver.edu.au>

Website: <www.lsay.edu.au>

¹ Replaced in December 2007 by the Department of Education, Employment and Workplace Relations.

Using this guide

This *User guide* has been developed for users of the LSAY data. The guide endeavours to consolidate existing technical documentation and other relevant information into one single document, thereby improving data accessibility and promoting wider use of the LSAY data.

To promote effective use of the data, the guide aims to address all aspects of LSAY data, including information about: how to access the data, data restrictions, variable-naming conventions, the structure of the data documentation (using topic areas, topic maps and data elements), classifications and code frames used, weights and derived variables.

A series of additional documents (*Data elements A* to *Data elements D*) supplement this *User guide*. Data elements represent variables that are common within and across waves. These documents contain information about the data elements, including the variables they cover, the valid values (or response options) for each variable and additional notes (where applicable). The section in this publication ‘The LSAY data: Data elements’, contains further information about data elements.

Users may also find the following supporting documents useful:

- Meta-data workbook—provides a listing of variables in the Y98 data set, as well as basic information about each variable. Data can be filtered and inspected by wave/year, questionnaire section, topic area(s) and/or data element. See ‘The LSAY data: Variable listing/meta-data workbook’ for further information.
- Variable concordance—maps old to new variable names. The section ‘Variable-naming conventions: Historical variable names’ contains additional information.

These documents should be used in conjunction with this *User guide* as required and can all be accessed at the same URL: <www.lsay.edu.au/publications/2199.html>.

This is the first version of the *User guide* and feedback is therefore welcome. In addition, if you have any problems finding the information you need or understanding the information contained, please do not hesitate to contact the LSAY branch at NCVER: <lsay@ncver.edu.au>.

The Y98 cohort

In 1998 a nationally representative sample of about 14 000 Year 9 students was selected to form the second cohort of the LSAY program. The sample was constructed by randomly selecting two Year 9 classes from a national sample of 300 schools intended to represent all states and education sectors. This is referred to as the LSAY Y98 cohort.

Reading and numeracy tests were administered to students to provide information on school achievement. Students also completed a background questionnaire about their educational and vocational plans and attitudes to school. In 1999, these students provided information in response to a mailed questionnaire. Information was also obtained from their schools about curricula and school organisation.

In 1999, members of the sample were contacted in the first of the annual telephone interviews (conducted by Reark Research, then AC Nielsen). The questionnaire included questions on school, transitions from school, post-school education and training, work, job history, job search history, non-labour force activities, health, living arrangements and finance, and general attitudes. Subsequent surveys (conducted by the Wallis Consulting Group) asked similar questions but with the emphasis changing from school to post-school education, training and work.

Due to both population shifts over time and survey attrition, care needs to be taken when comparing individual waves of the cohort against other samples drawn from different populations. For example, it can be misleading to compare the LSAY Y98 wave 3 (2000) indicators against 18-year-olds from other surveys in the same year.

Prior to the development of this *User guide*, a range of documents contained information about the Y98 cohort. These documents were categorised as codebooks, cohort reports, technical papers and research reports.

All Y98 LSAY technical documents can be accessed at: <www.lsay.edu.au/data/21070.html>.

Codebooks

The Y98 codebooks provide a series of frequency tables for each variable as well as the questionnaire for that survey year.

LSAY codebooks can be accessed at <www.lsay.edu.au/data/21070.html>. Table 1 provides a summary of the available codebooks.

Table 1 Technical documents—codebooks

Wave/year	Technical report/paper
Wave 1 / 1998	Technical report no. 20
Wave 2 / 1999	Technical paper no. 22
Wave 3 / 2000	Technical report no. 24
Wave 4 / 2001	Technical report no. 26
Wave 5 / 2002	Technical report no. 29
Wave 6 / 2003	Technical report no. 30
Wave 7 / 2004	Technical report no. 32
Wave 8 / 2005	Technical report no. 37
Wave 9 / 2006	Technical report no. 39
Wave 10 / 2007	Technical report no. 44
Wave 11 / 2008	Technical report no. 51

Cohort reports

The Y98 cohort reports summarise the activities of a group of young Australians who were in Year 9 in 1998 and at an average age of 15 years, through to the final wave of interviewing in 2008 when they were, on average, 25 years of age.

The content of the cohort reports focuses on the areas of educational attainment, employment, measures of engagement in study and work, and social outcomes. The cohort reports present a series of tables for each of the indicators. Each series of tables can be filtered by a range of demographic variables and downloaded into Excel.

The Y98 cohort reports can be accessed at: <www.lsay.edu.au/cohort/introduction.html>.

Previous cohort reports focused on describing the education, employment and social participation of young people during the year, and the experiences and attainment in these domains up to a point in time.

These previous reports are available in PDF format and can be accessed at: <www.lsay.edu.au/cohort/other_search.html>.

Table 2 provides a summary of the earlier reports.

Table 2 Technical documents—old cohort reports

Wave/year	Technical report/paper
Wave 2/1999	The Year 9 class of 1998 in 1999: Activities and aspirations
Wave 3/2000	The Year 9 class of 1998 in 2000: School and non-school experiences
Wave 4/2001	The Year 9 class of 1998 in 2001: Education, employment and interests
Wave 5/2002	The Year 9 class of 1998 in 2002
Wave 6/2003	The Year 9 class of 1998 in 2003
Wave 7/2004	The Year 9 class of 1998 in 2004
Wave 8/2005	The 1998 LSAY Year 9 cohort report: 21 year-olds in 2005

Other technical papers

Other technical papers that may be useful include sampling methodology, weighting methodology, and how socioeconomic status is measured.

Table 3 provides a summary of the existing technical papers/reports for the Y98 cohort.

Technical paper number 14 can be accessed at: <www.lsay.edu.au/data/31275.html>.

Technical papers numbers 16 and 48 can be accessed at:
<www.lsay.edu.au/data/31273.html>.

Table 3 Technical documents—other technical papers

Technical report/paper	Title
Technical paper no. 14	The measurement of socioeconomic status and social class in the LSAY project
Technical paper no. 16	The designed and achieved sample of the 1998 LSAY sample
Technical paper no. 48	Estimating attrition bias in the Year 9 cohorts of the Longitudinal Surveys of Australian Youth

Accessing the data

LSAY data sets are deposited annually with the Australian Social Science Data Archives (ASSDA) at the Australian National University in Canberra. Permission to use the data and access requirements are managed by ASSDA. Data access requires authorisation from the Data Archive Manager.

The data can be accessed by:

- Contacting the Australian Social Science Data Archives (details below) and requesting the 'LSAY application to access restricted data' and 'Undertaking' forms
- Completing the 'LSAY application to access restricted data' form
- Completing the 'Undertaking' form
- Returning the completed forms to the Australian Social Science Data Archives.

For those interested in more historical data, the current LSAY program has been built on the following two surveys conducted by the Australian Council for Educational Research:

- Youth in Transitions (YIT)—from 1978 to 1996
- Australian Youth Survey (AYS)—from 1989 to 1997.

Both these data sets form part of the LSAY suite and are retained at the Australian Social Science Data Archives, where they are available for use by researchers.

Part of NCVER's role is to promote and encourage the use of the LSAY data. If you have any feedback or queries about the data and how to access it you should contact:

NCVER

e-mail: <lsayrequests@ncver.edu.au>

LSAY hotline: 1800 825 233

Australian Social Science Data Archives

e-mail: <assda@anu.edu.au>

phone: 02 6125 4400

fax: 02 6125 0627

Specific data requests

A specific data request allows you to request specific tables and/or data analysis to be undertaken by NCVER without having to obtain full sets of the data.

A specific data request can be made to <lsayrequests@ncver.edu.au>.

There are fees and charges applicable for all data requests that require more than one hour to prepare. Please refer to NCVER's policy on charging: <www.ncver.edu.au/aboutncver/statistics/data.html>.

LSAY data releases

Information about the latest LSAY data releases is available from the LSAY website: <www.lsay.edu.au/data/latest.html>.

You may also request to be notified of recent LSAY releases, which include publications and data releases. You can subscribe to NCVER's LSAY alert page at <www.lsay.edu.au/newsevents/subscribe.html>.

Data restrictions

Data use is restricted to research; data are not to be used for commercial or financial gain. In addition, LSAY information by state and school sector cannot be accessed in combination with the achievement information. This reflects permission requirements agreed at the time the data were collected. LSAY data sets therefore contain either state/sector information or achievement data.

LSAY data users must also agree to refrain from matching the state/sector with school achievement information.

Conditions of use are outlined in the form, Longitudinal Surveys of Australian Youth Undertaking, which is available on request from ASSDA by email at: <assda@anu.edu.au>. These conditions of use are as follows:

1. Use of the material is restricted to use for statistical purposes. This means the user can only use the material to produce information of a statistical nature. Examples of such uses are:
 - a. the manipulation of data to produce means, correlations or other descriptive summary measures
 - b. the estimation of population characteristics from sample data
 - c. the use of data as input to mathematical models and for other types of analyses (for example, factor analysis)
 - d. the provision of graphical and pictorial representation of characteristics of the population or sub-sets of the population.
2. The material is not to be used for any non-statistical purposes, or for commercial or financial gain without the express written permission of the Data Archive Manager. Examples of non-statistical purposes are:
 - a. transmitting or allowing access to the data in part or whole to any other person/department/organisation not a party to this undertaking
 - b. attempting to match unit record data in whole or in part with any other information for the purposes of attempting to identify individuals.
3. Statistical tables, graphs etc. obtained from analysis of these data may be further disseminated provided that the user:
 - a. acknowledges both the original depositors and the Australian Social Science Data Archive;
 - b. acknowledges another archive where the data file is made available through the Australian Social Science Data Archive by another archive
 - c. declares that those who carried out the original analysis and collection of the data bear no responsibility for the further analysis or interpretation of it.
4. Use of the material is solely at the user's risk and the user must indemnify the Australian National University and the Australian Social Science Data Archive.
5. The Australian National University and the Australian Social Science Data Archive are not held responsible for the accuracy and completeness of the material supplied.
6. Where applicable:
 - a. The user must draw the terms and conditions of the undertaking to the attention of persons within the department/organisation who shall make use of the material.
 - b. The Australian National University and the Australian Social Science Data Archive are not to be held liable for any breach of this undertaking.
7. LSAY state/sector information cannot be matched with the LSAY student achievement information. For this reason, these data are only available in separate files.

Overview of the LSAY questionnaires

In the first survey wave, reading and numeracy tests were administered to students in their schools to provide information on school achievement. Further information on literacy and numeracy scoring can be found below.

Students also completed a background questionnaire about their educational and vocational plans and attitudes to school; the questionnaire also collected information on the students themselves, their family, and institutional factors, which can help explain performance differences.

The longitudinal nature of the LSAY data collections means that new surveys are closely linked to, are comparable with, and build on, the previous surveys.

Following the collection of written information in the first two years, students are contacted annually by telephone and asked a range of questions across the following sections:

- Section A: School
- Section B: Transition from school
- Section C: Post-school study
- Section D: Work
- Section E: Job history
- Section F: Job search activity
- Section G: Not in the labour force
- Section H: Living arrangements, finance and health
- Section J: General attitudes

The focus of the questionnaires changes as the cohort ages, from a school and study focus when they are younger, to more of an employment focus in later years. For instance, Sections A and B were no longer asked from wave 8 for the Y98 cohort and Sections E to J were only asked from wave 3. Section D was the only section to be asked in every wave of the Y98 cohort.

The Y98 questionnaires are contained in the series of Y98 codebooks. LSAY codebooks can be accessed at: <www.lsay.edu.au/data/31273.html>. Table 1 provides a summary of the available codebooks.

Year 9 achievement in literacy and numeracy²

Students were asked to complete two tests on literacy and numeracy when they were first contacted in 1995. From their answers in these two tests three measures were constructed: achievement in literacy in Year 9, achievement in numeracy in Year 9, and combined achievement in literacy and numeracy in Year 9.

The measure of *literacy* is the students' raw scores on the literacy test, and could range from 0 to 20. The literacy test comprised 20 items. Students were asked to read some text and then

² This information has been sourced from GN Marks, J McMillan and K Hillman, *Tertiary entrance performance: The role of student background and school factors*, LSAY research report, no.22, ACER, Camberwell, Vic. 2001. Available online at: <<http://www.lsay.edu.au/publications/1869.html>>.

asked several questions about the text. The text comprised short newspaper articles and longer textual passages.

The measure of *numeracy* is the students' raw score on the numeracy test. Scores could range from 0 to 20. The numeracy test comprised 20 questions. Three broad types of questions were asked. The first type dealt with mathematical operations (mainly computations) with little or no practical component. This included simple operations such as addition and subtraction, and more complex operations such as long division, fractions, squares, cubes, and square roots. The second type of question required practical applications of numerical skills. Examples are questions about buying things, reading scales, tables, and graphs, and calculating interest. The third type of question required the application of abstract mathematical concepts. These were mainly logical and spatial problems.

The combined measure of achievement in literacy and numeracy represents an overall measure of early school achievement. The scores for the literacy and numeracy tests were centred about the means and summed to produce a combined measure of achievement. The combined measure was then standardised to a mean of zero and a standard deviation of one.

This measure was used in correlational and regression analyses. For the presentation of means and box and whisker plots, the continuous measure was split into four categories, based upon quartiles of achievement (that is, the highest quartile represents the top 25% of students, the next quartile represents the next 25% of students, and so forth).

The LSAY data

The LSAY data sets are large and particularly complex. More than 400 variables are collected (on average) across each wave, culminating in close to 5000 variables across the entire data set. To improve accessibility of the LSAY datasets, data have been grouped into common themes called ‘topic areas’.

Topic areas

The topic areas are comprised of four hierarchical levels:

- *Major topic areas* are the broadest topic area. There are four major topic areas.
- *Sub-major topic areas* are subdivisions of the major topic areas. There are 11 sub-major topic areas.
- *Minor topic areas* are subdivisions of the sub-major topic areas. There are 71 sub-major topic areas.
- *Data elements* are subdivisions of the minor topic areas. There are about 800 data elements.

The four major topic areas include *Demographics*, *Education*, *Employment* and *Social*. The divisions of these major topic areas into sub-major topic areas and minor topic areas are illustrated in figures 1 to 4.

Figure 1 Major topic area 1—Demographics

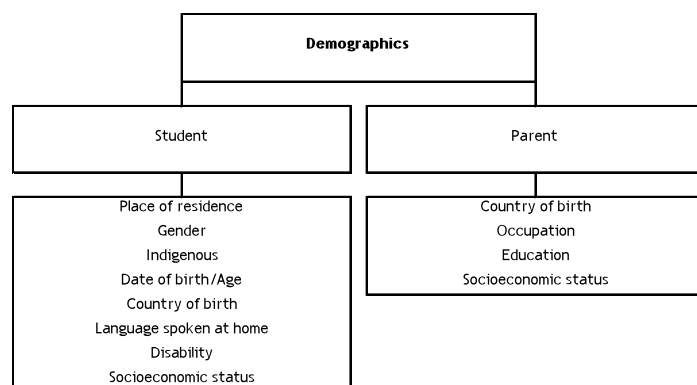


Figure 2 Major topic area 2—Education

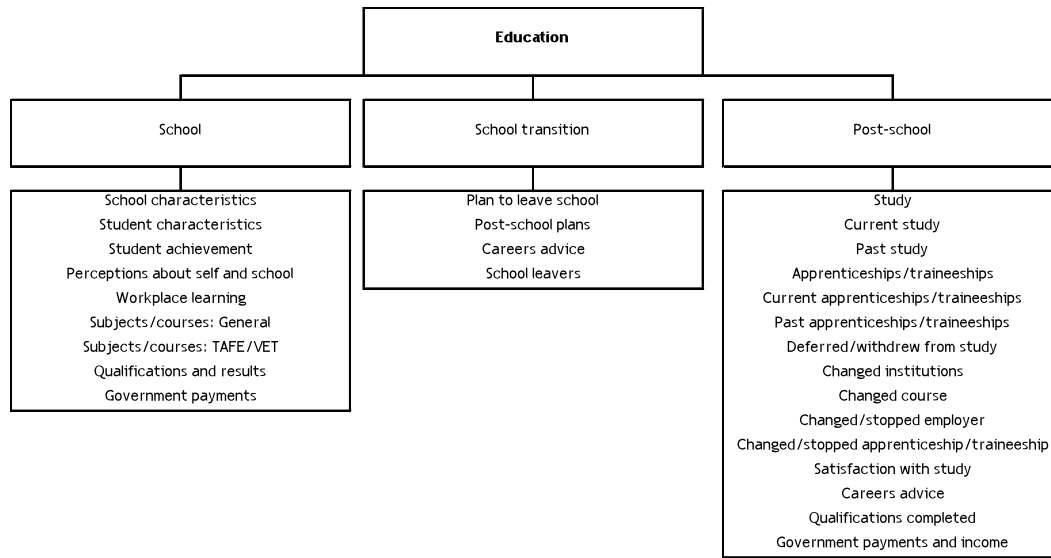


Figure 3 Major topic area 3—Employment

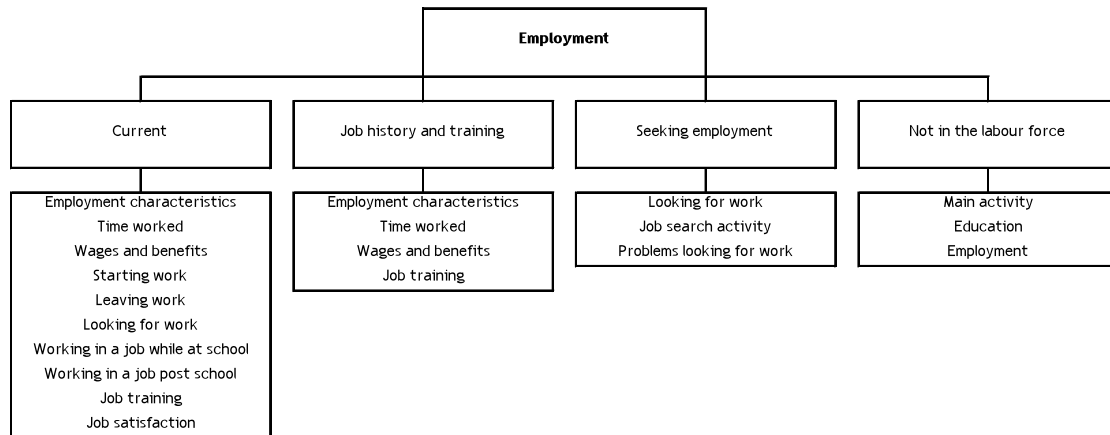
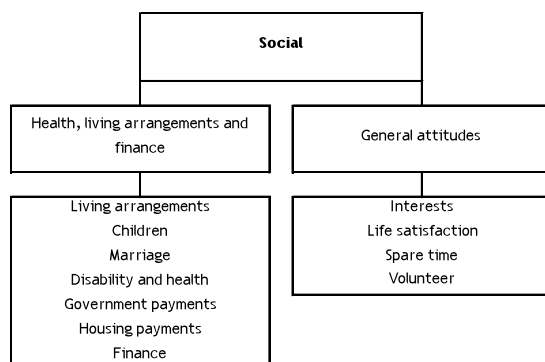


Figure 4 Major topic area 4—Social



Topic maps

Topic maps have been developed for each of the 11 sub-major topic areas. The topic maps aim to improve accessibility of the LSAY data by linking questions (or variables) common within and across waves. These common variables are identified as *data elements*.

Topic maps by sub-major topic area can be found in the ‘Topic maps’ section of this *User guide*. A summary of the topic maps appears in table 4.

Table 4 Topic maps

Topic map	Major topic area	Sub-major topic area
1	Demographics	Student
2	Demographics	Parent
3	Education	School
4	Education	School transition
5	Education	Post-school
6	Employment	Current
7	Employment	Job history and training
8	Employment	Seeking employment
9	Employment	Not in the labour force
10	Social	Health, living arrangements and finance
11	Social	General attitudes

Data elements

Data elements represent variables that are common within and across waves. Information about each data element is contained in the supplementary sections (*Data elements A to Data elements D*) of this *User guide*. They can be accessed at: www.lsay.edu.au/publications/2199.html.

These series of data element documents are identified by their major and sub-major topic area. An overview of these data element documents is given in table 5.

Table 5 User guide data element documents

User guide	Major topic area	Sub-major topic area(s)
Part A	Demographics	Student Parent
Part B1	Education	School School transition
Part B2	Education	Post-school
Part C	Employment	Current Job history and training Seeking employment Not in the labour force
Part D	Social	Health, living arrangements and finance General attitudes

For each data element, the following information is provided (where applicable):

- *Data element*—the data element name
- *Purpose*—what information is provided by the data element
- *Variables*—the variable names which correspond to this data element

- *Variable type*—whether the variable is in numeric or character format
- *Question number/label*—the variable label; this includes the question number (where applicable) and a short description of the variable
- *Values*—the possible values each variable can take and corresponding formats
- *Base population*—the syntax for the number of respondents eligible to answer the corresponding question (note that base populations are currently only available for waves 8 to 11 (2005–08)).
- *Notes*—other information.

Variable listing/meta-data workbook

To further assist in using the LSAY data, a meta-data workbook has been developed by NCVER. It provides a complete listing of the variables in the Y98 data set, as well as information about each variable. Data can be filtered and inspected by wave/year, questionnaire section, topic area(s) and/or data element.

The meta-data spreadsheet can be accessed at: <www.lsay.edu.au/publications/2199.html>.

The information contained in this workbook is similar to that contained in the topic maps and data elements documents, but is formatted differently. This format may be more suitable for some users.

There are three worksheets included in the meta-data workbook: *Variables*, *Values* and *Base*. All three worksheets list each variable in the order it appears in the data set. Major, sub-major and minor topic areas as well as data elements are provided for each variable. The wave/year, questionnaire section and variable label are also included (where applicable).

The first worksheet, *Variables*, includes information on the variable type (whether the variable is a numeric or character variable) and the variable label (which includes the question number and a brief description of the variable).

The second worksheet, *Values*, lists each variable and the values that variable can take (where applicable).

The third worksheet, *Base*, lists each variable and the syntax for the number of respondents eligible to answer the corresponding question. Note that base populations are currently only available for waves 8 to 11 (2005–08).

To use the workbook, a similar approach, as outlined in the following section on ‘Variable selection’, would be to select and analyse variables/data elements.

Note that, while all variables are included in the listing, variables provided in the data sets (available from the Australian Social Science Data Archive) are limited by existing data restrictions. See section, ‘Accessing the data: Data restrictions’.

Variable selection

Not all variables assigned to a data element are directly comparable. Additional attributes such as question wording, values, classifications used and base populations must therefore be considered when selecting variables and analysing the data.

Data elements have been created to assist in grouping and thereby simplifying variable selection. They are unique within a minor topic area but may not be unique across topic areas.

For example, the data element, *Study type*, exists under the major and sub-major topic area *Education: Post-school*. This data element appears under two different minor topic areas: *Study* and *Current study*. The *Study* minor topic area may include both past and current study (depending on the questionnaire sequencing). When identifying a data element and/or variable for use, it is therefore important to consider other related data elements that may be located in a different topic area.

The example above is illustrated in figure 5 using an excerpt from the meta-data spreadsheet.

Figure 5 Identifying related topic areas

	C	F	G	H	I	J	L	#	O
1	Wave	Sector	Major	Sub-major	Minor	Data element	Variable	Type	Label
428	3/2000	C	Education	Post-school	Current study	Study type	CC001	Num	C1 Current status
488	3/2000	C	Education	Post-school	Study	Study type	CC017	Num	C17 Type of course
947	4/2001	C	Education	Post-school	Current study	Study type	DC015	Num	C15 Current study or training
1231	5/2002	CA	Education	Post-school	Study	Study type	ECA002	Num	CA2 First study or training
1390	5/2002	C2A	Education	Post-school	Study	Study type	EC2A002	Num	C2A2 Next study started
1513	5/2002	C	Education	Post-school	Current study	Study type	EC082	Num	C82 Currently studying or training
1853	6/2003	CA	Education	Post-school	Study	Study type	FCA008	Num	CA8 Type of study or training
2011	6/2003	C	Education	Post-school	Current study	Study type	FC082	Num	C82 Current study or training (not elsewhere reported)
2315	7/2004	CA	Education	Post-school	Study	Study type	GCA008	Num	CA8 Type of study or training
2475	7/2004	C	Education	Post-school	Current study	Study type	GC082	Num	C82 Current study or training (not elsewhere reported)
2759	8/2005	CA	Education	Post-school	Study	Study type	HCA008	Num	CA8 Type of study or training
2919	8/2005	C	Education	Post-school	Current study	Study type	HC082	Num	C82 Current study or training (not elsewhere reported)
3200	9/2006	CA	Education	Post-school	Study	Study type	ICA008	Num	CA8 Type of study or training
3362	9/2006	C	Education	Post-school	Current study	Study type	IC082	Num	C82 Current study or training (not elsewhere reported)
3689	10/2007	CA	Education	Post-school	Study	Study type	JCA008	Num	CA8 Type of study or training
3851	10/2007	C	Education	Post-school	Current study	Study type	JC082	Num	C82 Current study or training (not elsewhere reported)
4164	11/2008	CA	Education	Post-school	Study	Study type	KCA008	Num	CA8 Type of study or training
4357	11/2008	C	Education	Post-school	Current study	Study type	KC082	Num	C82 Current study or training (not elsewhere reported)

To identify variables for analysis and support accurate variable selection, refer to the topic maps contained in ‘Topic maps’ section of this *User guide*. Here relevant data elements can be identified by:

- navigating to a major topic area of interest (for example, *Education*)
- identifying a sub-major topic area of interest (for example, *Post-school [education]*)
- identifying a minor topic area of interest (for example, *Current study*)
- inspecting the data elements available within that minor topic area (for example, *Month started study*)
- the number of times that data element appears within a wave is shown in the column corresponding to the particular wave.

Before using and/or analysing the variables/data elements selected, it is important to consider:

- variable attributes such as question wording, variable values, classifications used and base populations
- data elements which appear more than once within a wave
- data elements which appear more than once across waves (for longitudinal analysis)
- data elements of the same name across other topic areas (if applicable)
- other data elements that may be closely linked within a topic area or across other topic areas.

Variable-naming conventions

Standard variables

Most variable names are constructed using three pieces of information: the survey wave, the questionnaire section and the question number.

A wave identifier is used to identify the survey wave. The first survey (or wave) is allocated an A, the second survey a B, up until wave 11, which is allocated a K. The section identifier is used to identify the section of the questionnaire. The question identifier is used to identify the question number.

For example, the variable AD003 refers to:

- Wave 1, denoted by the first character A
- Section D, denoted by the second character D
- Question 3, denoted by the last three characters 003

Non-standard variables

There are a series of other variables that do not fit within the standard variable-naming convention mentioned above. These variables are summarised in the table below.

Table 6 Non-standard variables

Non-standard variable	Examples of non-standard variable names	Description
Demographics	SEX INDIG	Demographic variables, such as gender and Indigenous status, tend to be descriptive rather than have a naming convention
School characteristics	STATE SCHTYP	School characteristics, such as state of the school and school sector, tend to be descriptive rather than have a naming convention
Student achievement	TOT_MATH ACH_QU	Student achievement, such as maths scores and achievement quartiles, tend to be descriptive rather than have a naming convention <i>For further information on literacy and numeracy scoring see the section on 'Year 9 achievement in literacy and numeracy' in this User Guide.</i>
Derived variables	XLFS2006 XCEL1999	Derived variables have been constructed across all waves to summarise key information such as labour force status and current education level. <i>For further information about derived variables see the section on 'Derived variables' in this User guide.</i>
IN flag	IN1998 IN2006	IN flags have been created for each survey year to indicate whether a respondent participated in the survey in that year. If the value of the IN flag is equal to 1, this indicates the respondent participated in the survey for that year. IN flag variables are denoted by the two characters 'IN' followed by four-digits for the survey year.
Interview dates	DINT00 MINT00 YINT00 INTDAT00 INTSAS00	Day of interview, month of interview, and year of interview are collected each survey year and consolidated into an interview date variable. Interview date variables are denoted by DINT for day of interview, MINT for month of interview, YINT for year of interview, and INTDAT for the consolidated interview date (in both character and SAS® date format) followed by two-digits for the survey year.

Non-standard variable	Examples of non-standard variable names	Description
Sample items	SAMP108 SAMP208	<p>Sample items that look at information from previous years' surveys have been created to enable more efficient and effective direction of questions. For example, the variable SAMP208 looks at whether the respondent had a job at the previous interview. Questions about whether respondents have the same job as reported at their last interview would only be asked of those who were recorded as being employed at the previous interview.</p> <p>Sample items are denoted by the four characters 'SAMP' followed by one digit denoting the sample item followed by two digits for the survey year.</p>
Weights	WT06GEN ACH06WT WT2006	<p>Weight variables are denoted by the two characters 'WT' either at the beginning or end of the variable name.</p> <p><i>For further information about weights see section, 'Sample and survey design—Weights' of this User guide.</i></p>

Historical variable names

From wave 1 (1995) to wave 7 (2004), a chronological variable-naming convention was used. These variable names did not reflect the survey year/wave, questionnaire section and/or question numbers within the questionnaires, but took the format V1, V2 ... V4498.

This approach to naming variables was superseded in wave 8 (2005) by the standard variable-naming convention described above. All old variable names were subsequently updated in the data set to reflect the new standard variable-naming convention.

For this reason, the variable names in the existing technical documents do not correspond directly with the current data sets. Variable names can, however, be determined from the survey year/wave, questionnaire section and section number (see section, 'Variable-naming conventions'). Alternatively, a variable concordance file that maps the old to new variable names can be accessed at: <www.lsay.edu.au/publications/2199.html>.

Derived variables

A series of derived variables have been developed to simplify use of the LSAY data and provide useful measures/indicators for analysis. The derived variables focus on the areas of educational attainment, employment, measures of engagement in study and work, and social indicators.

The following table summarises the series of additional derived variables available on the Y98 data set.

Derived variables are denoted by the character X, followed by several characters uniquely identifying the derived variable, then followed by four digits for the survey year.

Detailed technical documentation outlining how the variables are derived as well as their properties is forthcoming and will be linked within this document when it becomes available.

Table 7 Derived variables

Indicators	Derived variable	Variable name
Education	Attending school	XCSLYYYY
	Level of current study—study leading to a qualification	XCELYYYY
	Study status in VET (incl. apprenticeship and traineeships)	XVETYYYY
	Status of study in bachelor degree or higher	XBACYYYY
	Mode of attendance	XFTSYYYY
	Highest year of school completed	XHSLYYYY
	Completed Year 12 or certificate level II or higher	X122YYYY
	Completed Year 12 or certificate level III or higher	X123YYYY
	Highest non-school qualification completed	XHELYYYY
Employment	Labour force status at time of interview	XLFSYYYY
	Full- or part-time status of main job	XFTPYYYY
	Employment status	XEMPYYYY
	Undertaking an apprentice or traineeship	XATRYYYY
	Job mobility during last year	XMOBYYYY
	ASCO 1-digit occupation of respondent	XOCCYYYY
	Average gross weekly pay for those in full-time employment	XWKPYYYY
	Average hourly wage for all respondents	XHRPYYYY
	Average weekly working hours	XHRSYYYY
Study and work	Whether in full-time education or full-time employment	XFTEYYYY
	Whether or not had any spell of unemployment during the year	XUNEYYYY
Social indicators	Marital status	XMARYYYY
	Living in parental home	XATHYYYY
	Living in own home	XOWNYYYY
	Number of dependent children	XCHIYYYY

Sample and survey design

The Y98 cohort is a nationally stratified sample of students who were in Year 9 in 1998. The major stratum considered in the design was the state of schooling in 1998. Students from small states were oversampled, and those from larger states were undersampled. The selection of students within states was proportional relative to school sector. Three school sectors were used as strata: government, Catholic and independent schools.

The population information for the strata was drawn from the *Schools Australia* (ABS, cat. no. 4221.0) series. Within strata, schools were selected proportional to their size, and the information on the number of Year 9 students in each school came from a sampling frame derived by the Australian Council for Educational Research (based on information provided to them from state authorities and the former Department of Employment, Education and Training).

An additional 500 Year 9 students were selected to form the pilot sample.

In the first year of the survey, reading and numeracy tests were administered to students in their schools to provide information on school achievement. Students also completed a written background questionnaire about their educational and vocational plans and attitudes to school.

One year later, these students were contacted and they completed another written questionnaire, which was followed by annual telephone interviews until 2008. Respondents who missed a survey wave were excluded from subsequent survey waves.

Further information regarding survey design for the Y98 cohort can be found in LSAY technical paper no. 16, *The designed and achieved sample of the 1998 LSAY sample*, which can be accessed at: <www.lsay.edu.au/publications/1929.html>.

Response rates

The Y98 cohort initially surveyed 14 170 young people when they were in Year 9. In the second year of the survey, a paper-based questionnaire was used. This resulted in a higher than expected drop-out. Therefore in 1999, the survey was rebuilt and a computer-assisted telephone interview (CATI) system was implemented. This resulted in an increase in sample size from 9289 to 9548. From 1999 onwards the CATI system has been used and the overall attrition rate is 8–13% per year.

Table 8 shows the sample sizes and response rates for the Y98 cohort from 1998 to 2008.

Table 8 Sample sizes and response rates

	Wave/year										
	1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008
Age at 30 Jun	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24.5
Sample size (n)	14 117	9 289	9 548	8 777	7 762	6 902	5 979	5 356	4 729	4 210	3 859
% of wave 1	100	65.8	67.6	62.2	55.0	48.9	42.4	37.9	33.5	29.8	27.3
% of previous wave		65.8	102.8	91.9	88.4	88.9	86.6	89.6	88.3	89.0	91.7

Attrition

Survey attrition is the phenomenon that occurs when not all respondents answer the survey in subsequent waves of interviewing.

The data collection contractor works hard at achieving maximal response rates, but there is still drop-out between waves of the interviews.

Survey attrition is an issue in the reporting of survey results if there are different groups of people dropping out at differing rates. Attrition can lead to biased population estimates with incorrect standard errors. In LSAY, survey attrition is counteracted by first trying to maximise the year-on-year response rate and, secondly, through the application of attrition weights.

Weights

In order for the LSAY sample to more accurately represent the population of Australian Year 9 students in 1998, the collected sample must be weighted to account for differences in sampling fractions and response rates among the population.

There are two weighting procedures applied to the LSAY data:

1. *Sample weights*: these reflect the original sample design and ensure that the sample matches the population from which the sample was drawn. In the case of LSAY, the sample weights sum to the sample size. For example, the sample weights add to 14 117 in wave 1, 9289 in wave 2 etc. The distribution of stratum levels (state and school sector) matches that of the original population. For example, students from states and territories with smaller numbers of Year 9 students are oversampled and students from states with larger numbers of Year 9 students are undersampled. In order for the sample to more accurately represent the population of Australian Year 9 students, the sample is weighted so that sample sizes within strata are proportional to the population sizes of the strata.
2. *Attrition weights*: these account for most of the non-random respondent attrition. LSAY attrition weights are based on overall achievement quartiles and gender, and reweight to wave 1.

The final LSAY weights for each wave combine sampling and attrition weights. Weighted data are presented in all cohort reports unless otherwise stated.

Despite attempts to counteract attrition bias, users must be aware that survey drop-out may not be fully accounted for in the attrition weights for all sub-populations. To allow users to determine the effectiveness of the attrition weights, data in the cohort report demographic tables are presented both weighted and unweighted.

Table 9 shows the three different types of available weights and the variable-naming convention for each, where *YY* and *YYYY* denote the survey year.

Table 9 Weight variables

Weight	Variables
Sample weight	WTYYGEN
Attrition weight	ACHYYWT
Final weight	WTYYYY

Reliability of estimates

The reliability of any estimates (for example, proportions, means, regression coefficients or variance parameters) must be considered. The greatest contributor to standard errors is the sample size. Small sample sizes result in high standard errors and wide confidence intervals. Users of the LSAY data must consider sample size when deriving or interpreting the data.

Users are advised against relying on estimates obtained from sample sizes of < 5 or those estimates that have a relative standard error (RSE) of greater than 25%.

In the LSAY cohort reports, estimates obtained from sample sizes of fewer than five respondents have been highlighted using double asterisks (that is, 5.0**), and estimates which have a relative standard error greater than 25% are indicated by a single asterisk (that is, 5.0*).

Sources of error

LSAY has two major types of error: non-sampling error and sampling error.

Non-sampling error arises from processes not related to the selection of a sample from a population. Examples of non-sampling error include non-response, attrition, incorrect responses and interviewer and processing error. Elements of non-sampling error can be accounted for by using weighted estimates (for example, LSAY uses weights to adjust for attrition). Other elements that contribute to non-sampling error can be minimised through data checking and other protocols. Issues arising from non-sampling should be noted or addressed where relevant. There are no statistical measures to accurately record non-sampling error (apart from those related to attrition and non-response).

Sampling error arises because estimates are obtained from the use of a sample rather than from measurement of the entire population. An estimate of interest will be subject to sample-to-sample variation. Sampling error is controlled by taking a large enough random sample from the population. Sample surveys are designed to control the size of the sampling error for key measurements. In random (probability) sampling, the estimate of sampling error is measured using the standard error.

Standard errors

The standard error of an estimate indicates the accuracy to which that estimate approximates the true population parameter. There are multiple methods for calculating the standard errors in complex surveys. One method that is commonly used is the Taylor series expansion.³ This technique has been applied to obtain estimates of standard errors for the LSAY cohort reports. These standard errors are then used to determine confidence intervals and relative standard errors. The three measures are all used to determine the reliability of the estimate of interest. In particular, the relative standard error enables a comparison of the accuracy between two estimates.

³ For further information on this technique, users are encouraged to read WG Cochran, *Sampling Techniques*, 3rd edition, John Wiley and Sons, New York, 1977, sections 11.18, 11.91 and 11.20.

Confidence intervals

The confidence interval is an interval estimate of the population parameter. Sample estimates which have high standard errors will have wide confidence intervals.

The mathematical derivation of a 95% confidence interval for a proportion is:

$$\hat{p} \pm 2 \times se(\hat{p})$$

where \hat{p} is the estimate obtained from the sample, and $se(\hat{p})$ is the standard error of the estimate.

Relative standard error

The relative standard error is derived by dividing the standard error of the estimate by the estimate itself, expressed as a percentage:

$$RSE(\hat{p}) = \frac{se(\hat{p})}{\hat{p}} \times 100$$

The relative standard error (RSE) is a standardised measure that enables the comparison of estimates in terms of their reliability.

It is important that users take into consideration the reliability of estimates obtained. An estimate with a high relative standard error or wide confidence interval should be used with caution. This is particularly important when users are comparing two or more estimates.

Examples

Consider the following estimates of highest school level completed (XHSL2006) by 2006 in the Y98 cohort (obtained from the Y98 cohort reports for 2006). In this example, the estimation from the entire sample (large sample) is compared with the estimates obtained from Indigenous respondents (small sample).

Table 10 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y98 cohort in 2006 for a large sample (all respondents)

Level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	4030	82.5	0.7102	0.861	81.038	83.878
Year 11	376	8.7	0.5317	6.079	7.683	9.810
Year 10	295	8.1	0.5149	6.382	7.039	9.098
Year 9 or below	28	0.7	0.1579	21.713	0.411	1.043
Total	4729	100.0				

Table 11 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y98 cohort in 2006 for a small sample (Indigenous respondents)

Level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	40	58.1	7.2177	12.419	43.684	72.555
Year 11	19	19.9*	5.2478	26.381	9.397	30.388
Year 10	11	22.0*	6.5965	30.000	8.795	35.181
Total	70	100.0				

* Estimate has a relative standard error greater than 25%.

Using this example, we can see the estimate for Indigenous respondents who finished Year 10 or below (22.0) has a relative standard error of 30.000 and is much less reliable than the estimate obtained using the whole sample (8.1) with a relative standard error of 6.382.

Further, in this example, we would not recommend using any of the estimates obtained from the Indigenous respondents, with the exception of Year 12 completions. The interpretation of the confidence interval is such that there is a 95% chance that the true population estimate for Year 12 completion lies between 43.7 and 72.6%.

In interpreting these results it should be noted that tables 10 and 11 also demonstrate the impact of different levels of attrition on the reliability of estimates. In particular, the relatively high level of attrition among Indigenous respondents means that the population in 2006 is particularly small, with correspondingly large relative standard errors. Sampling strategies for LSAY cohorts from 2003 onwards have attempted to address this by oversampling the Indigenous population.

Classifications and code frames

There are a number of variables contained in the LSAY datasets that are coded using Australian Bureau of Statistics (ABS) classifications or other code frames (for example, institution). The information for these variables is collected using open-ended questions, and verbatim responses are recorded. These responses are then coded using the ABS classification structure (or other relevant code frame).

The details of these classifications are not provided in the data elements documents because they are very lengthy and can be summarised in various ways. This section provides a summary of the classifications and code frames used for each survey wave and references the relevant classifications and code frames.

Table 12 Classifications

Wave/year	Education	Occupation	Industry	Institution
1/1998	Not applicable	ASCO edition 2	Not applicable	Not applicable
2/1999	Not applicable	ASCO edition 2	Not applicable	Not applicable
3/2000	FOSCTEC	ASCO edition 2	ANZSIC	Institution code frame 1
4/2001	FOSCTEC	ASCO edition 2	ANZSIC	Institution code frame 1
5/2002	FOSCTEC	ASCO edition 2	ANZSIC	Institution code frame 1
6/2003	ASCED	ASCO edition 2	ANZSIC	Institution code frame 1
7/2004	ASCED	ASCO edition 2	ANZSIC	Institution code frame 1
8/2005	ASCED	ASCO edition 2	ANZSIC	Institution code frame 2
9/2006	ASCED	ANZSCO	ANZSIC (2006 revision)	Institution code frame 2
10/2007	ASCED	ANZSCO	ANZSIC (2006 revision)	Institution code frame 2
11/2008	ASCED	ANZSCO	ANZSIC (2006 revision)	Institution code frame 2

ASCO = Australian Standard Classification of Occupations; ANZSCO = Australian and New Zealand Standard Classification of Occupations; ANZSIC = Australian and New Zealand Standard Industrial Classification; FOSCTEC = Field of Study Classification of Tertiary Education Courses.

Education

For waves 1 and 2 of the Y98 cohort, no variable related to area of study was collected.

Field of study classification of tertiary education courses (FOSCTEC) was used to code the area of study from waves 3 to 5 (2000 to 2002). This classification was officially superseded by the Australian Standard Classification of Education⁴ (ASCED) in 2000. However, this classification was only used from waves 6 to 11 (2003 to 2008).

FOSCTEC classifications are no longer readily available on the ABS website. The ASCED classification does provide correspondence tables between FOSCTEC and ASCED classifications. The FOSCTEC classification can be accessed at: www.lsay.edu.au/publications/2199.html.

⁴ ABS, *Australian Standard Classification of Education (ASCED)*, cat. no. 1272.0, ABS, Canberra, 2001.

Occupation

The Australian Standard Classification of Occupations⁵ (ASCO) edition 2 was used to code occupations from waves 1 to 8 (1998 to 2005). From wave 9 (2006), the Australian and New Zealand Standard Classification of Occupations⁶ (ANZSCO) was used.

Industry

The Australian and New Zealand Standard Industrial Classification⁷ (ANZSIC) 1993 was used to code industries from waves 3 to 8 (2000 to 2005). From wave 9 (2006) ANZSIC 2006 revision was used.

Institution

Institution code frames have been developed to enable consistent coding of education institutions. The first code frame uses four digits to code institutions from waves 3 to 7 (2000 to 2004).

The code frame was revised to incorporate information about the institution campus and uses six digits to code institutions (including campus) from wave 8 (2005).

These institution code frames can be accessed at: <www.lsay.edu.au/publications/2199.html>.

⁵ ABS, *Australian Standard Classification of Occupations*, 2nd edn, cat. no. 1220.0, ABS, Canberra, 1997.

⁶ ABS, *Australian and New Zealand Standard Classification of Occupations*, 1st edn, cat. no. 1220.0, ABS, Canberra, 2006.

⁷ ABS, *Australian and New Zealand Standard Industrial Classification*, cat. no. 1292.0, ABS, Canberra, 1993.

Topic maps

The following series of topic maps lists the data elements for each sub-major topic area by minor topic area.

The digits in the table indicate the:

- survey waves in which this data element exists
- number of times the data element appears within a wave (which is equivalent to the number of variables that correspond to the data element in a single wave).

Topic map 1: Demographics—Student

This topic map contains demographic information relating to respondents' place of residence, gender, Indigenous status, date of birth and age, country of birth and language spoken at home.

Table 13 Demographics—Student

Minor topic area	Data element	Wave/year
Place of residence	Size of place of residence	1/1998 1
	State	10/2007 1
	Postcode	11/2008 1
Gender	Sex	1 1
Indigenous	ATSI	1 1
Date of birth/Age	Date of birth: Day	1 1
	Date of birth: Month	1 1
	Date of birth: Year	1 1
	Date of birth	1 1
	Date of birth: SAS date	1 1
Country of birth	Country of birth: Verbatim	1 1
	Country of birth: All	1 1

Minor topic area	Data element	Wave/year
		1/1998 10/2007 11/2008
	Country of birth: Major groups	2
	Country of birth: 3 categories	1
	Country of birth: Australia	1
	Year of arrival in Australia	1
Language spoken at home	Language spoken at home: All codes	1
	Language spoken at home: English/other	1

Topic map 2: Demographics—Parent

This topic map contains demographic information relating to country of birth, occupation, education and socioeconomic status of the respondents' parents.

Table 14 Demographics—Parent

Minor topic area	Data element	Wave/year		
		1/1998	3/2000	4/2001
Country of birth	Father's country of birth: Verbatim	1		
	Father's country of birth: All	1		
	Father's country of birth: Major groups	2		
	Father's country of birth: 3 categories	1		
	Father's country of birth: Australia	1		
	Mother's country of birth: Verbatim	1		
	Mother's country of birth: All	1		
	Mother's country of birth: Major groups	2		
	Mother's country of birth: 3 categories	1		
	Mother's country of birth: Australia	1		
Occupation	Father's job duties	1		
	Father's kind of work	3		
	Father currently working		1	1
	Father works full-time		1	1
	Father other activity		1	1
	Father's occupation (ASCO)	1	1	1
	Mother's job duties	1		
	Mother's kind of work	3		
	Mother currently working		1	1
	Mother works full-time		1	1
	Mother other activity		1	1
	Mother's occupation (ASCO)	1	1	1

Minor topic area	Data element	Wave/year
Education	Father's education level: Schooling	1/1998 1
	Father's education level: None	1/1998 1
	Father's education level: Apprenticeship	3/2000 1
	Father's education level: TAFE	3/2000 1
	Father's education level: University	4/2001 1
	Father's education level: Other	4/2001 1
	Father's education level: Verbatim	4/2001 1
	Mother's education level: Schooling	1/1998 1
	Mother's education level: None	1/1998 1
	Mother's education level: Apprenticeship	3/2000 1
	Mother's education level: TAFE	3/2000 1
	Mother's education level: University	4/2001 1
	Mother's education level: Other	4/2001 1
	Mother's education level: Verbatim	4/2001 1
Socioeconomic status	ANUS score for father's occupation	1/1998 1
	ANUS score for mother's occupation	3/2000 1

Topic map 3: Education—School

This topic map contains school education information relating to respondents’ school characteristics, student characteristics, student achievement, perceptions about self and school, workplace learning, subjects and courses undertaken, qualifications and results, and government payments.

Table 15 Education—School

Minor topic area	Data element	Wave/year						
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004
School characteristics	School number	2						
	School state	1		1	1	1	1	1
	School state (confirmation)			1				
	School sector	1		1	1			
	Class	1						
	School offers Years 11 and 12			1				
Student characteristics	At school		1	1	1	1	1	1
	Year level	1	1	1	1	1	1	1
	Repeated year at school	1						
	Year level repeated at school	1						
	Studying for IB			1				
	Changed schools/Same school			1	1			
	Changed schools: Month changed schools			1	1			
	Changed schools: Year changed schools			1	1			
	Changed schools: Main reason			1	1			
	Score for maths	2						
Score for reading	2							
Overall achievement quartiles	1							
Perceptions about self and school	Subjects: English	1	1					
	Subjects: Maths	1	1					
	Subjects: Overall	1						
	Subjects: Humanities and social sciences		1					
	Subjects: Economics and business		1					

Minor topic area	Data element	1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004
	Subjects: Science		1					
	Subjects: Arts		1					
	Subjects: LOTE		1					
	Subjects: Computing		1					
	Subjects: Technology		1					
	Subjects: Health and physical education		1					
	Life at school: Interesting work	1						
	Life at school: Teachers fair	1						
	Life at school: Learn important things	1						
	Life at school: Learn to work hard	1						
	Life at school: Feel happy	1						
	Life at school: Teachers listen	1						
	Life at school: Achieve standard satisfactory to me	1						
	Life at school: Like learning	1						
	Life at school: Enjoy being there	1						
	Life at school: Preparation for future	1						
	Life at school: Like to ask questions	1						
	Life at school: Give marks I deserve	1						
	Life at school: Useful skills	1						
	Life at school: Satisfactory standard in my work	1						
	Life at school: Do extra work	1						
	Life at school: Teachers take personal interest	1						
	Life at school: I like to go to school	1						
	Life at school: Enjoy what I do	1						
	Life at school: Try to do my best	1						
	Life at school: Help in adult life	1						
	Life at school: Can cope with work	1						
	Life at school: Teachers help me	1						

Minor topic area	Data element	Wave/year
	Life at school: Get excited about work	1/1998 1
	Life at school: Learning is fun	1/1998 1
	Life at school: Chance to do interesting work	1/1998 1
	Life at school: Can be successful	1/1998 1
	Life at school: Worthwhile learning	1/1998 1
	Life at school: Feel safe and secure	1/1998 1
	Life at school: Treated fairly in class	1/1998 1
	Life at school: Success as student	1/1998 1
	Homework: Frequency of set homework	2/1999 1
	Homework: Frequency of extra work	2/1999 1
	Homework: Total hours per week	2/1999 1
	Classes: Students eager	2/1999 1
	Classes: Students' progress	2/1999 1
	Classes: Students worked hard	2/1999 1
	Classes: Students well behaved	2/1999 1
	Extra activities: Sport	2/1999 1
	Extra activities: Music	2/1999 1
	Extra activities: Debating	2/1999 1
	Extra activities: Drama	2/1999 1
	Extra activities: Camps/excursions	2/1999 1
	Extra activities: Community work	2/1999 1
	School overall: Teachers	2/1999 1
	School overall: Discipline	2/1999 1
	School overall: Student learning	2/1999 1
	School overall: School spirit	2/1999 1
Workplace learning	Workplace learning	3/2000 1
	Number of days	3/2000 1
	Teaches what work is really like	3/2000 1
		4/2001 1
		5/2002 1
		6/2003 1
		7/2004 1

Minor topic area	Data element	Wave/year						
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004
	Teaches about people				1			
	Teaches about instructions				1			
	Teaches about think for self				1			
	Teaches about confidence				1			
	Teaches about job skills				1			
	Teaches about work conditions				1			
	Teaches about your future career				1			
Subjects/courses: General	Studying ACT or NSW subjects/courses			1				
	English			1				
	English subject			5	4			
	English subject level			5	4			
	LOTE			1	1			
	LOTE subject			5	4			
	LOTE subject level			5	4			
	Maths			1	1			
	Maths subject			5	4			
	Maths subject level			5	4			
	Science			1	1			
	Science subject			5	4			
	Science subject level			5	4			
	Business studies			1	1			
	Business studies subject			5	4			
	Business studies subject level			5	4			
	Humanities			1	1			
	Humanities subject			5	4			
	Humanities subject level			5	4			
	Arts			1	1			
	Arts subject			5	4			

Minor topic area	Data element	Wave/year						
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004
	Arts subject level			5	4			
	Health and physical education			1	1			
	Health and physical education subject			5	4			
	Health and physical education subject level			5	4			
	Computing			1	1			
	Computing subject			5	4			
	Computing subject level			5	4			
	Home economics			1	1			
	Home economics subject			5	4			
	Home economics subject level			5	4			
	Technology			1	1			
	Technology subject			5	4			
	Technology subject level			5	4			
	Other			1	1			
	Other subject			5	4			
	Other subject level			5	4			
Subjects/courses: TAFE/VET	TAFE subjects			1	1			
	TAFE subjects part of apprenticeship/traineeship			1	1			
	Non-TAFE VET subjects			1	1			
	Non-TAFE VET subjects part of apprenticeship/traineeship			1	1			
	Workplace learning			2	2			
Qualifications and results	Awarded certificate					1	1	1
	Received any other certificate					1	1	1
	Certificate name					1	1	1
	Received (state specific) score					1	1	1
	Result known					1	1	1
	Result					1	1	1
Government payments	Receiving YA/ABSTUDY			1	1	1	1	1

Minor topic area	Data element	Wave/year						
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004
	Amount receive per fortnight (YA/ABSTUDY)			1	1	1	1	
	Stay on at school without YA/ABSTUDY			1	1	1	1	

Topic map 4: Education—School transition

This topic map contains school transition information about intentions to leave school, post-school plans, careers advice and school leavers.

Table 16 Education—School transition

Minor topic area	Data element	Wave/year						
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004
Plan to leave school	Reasons: Want job		1					
	Reasons: Want apprenticeship/traineeship		1					
	Reasons: Other study/training		1					
	Reasons: Have job/apprenticeship				1			
	Reasons: Want job/apprenticeship				1			
	Reasons: Earn own money		1		1			
	Reasons: Not doing very well at school		1		1			
	Reasons: Parents		1					
	Reasons: Didn't like school		1		1			
	Reasons: Teachers		1		1			
	Reasons: Other		1					
	Reasons: Other (specified)		1					
	Reasons: Financially difficult				1			
	Reasons: Course/training not available at school				1			
	Reasons: Subjects/courses not available at school				1			
	Reasons: Year 12 wouldn't help get a job				1			
	Reasons: Year 12 wouldn't help with further study/training				1			
	Reasons: Main reason				1			
	Main activity				1			
	Post-school plans	Year level plan to leave school	1					
Plan to complete Year 12				1				
Plan to commence full-time study				1				
Student plans			1					
Student plans: Full-time job		1						1

Minor topic area	Data element	1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004
	Student plans: Part-time job	1						
	Student plans: Full-time study	1						
	Student plans: Part-time study	1						
	Student plans: Don't know	1						
	Student plans: Multiple response	1						
	Study plans	1						
	Study plans: Type	1						
	Study plans: Verbatim	1						
	Future job (ASCO)		1					
	Future job (Verbatim)		1					
	Future job (at 25 years of age)				1			
	Parents' plans: Full-time job	1						
	Parents' plans: Part-time job	1						
	Parents' plans: Full-time study	1						
	Parents' plans: Part-time study	1						
	Parents' plans: Don't know	1						
	Parents' plans: Multiple response	1						
	Parents' plans		1					
	Friends' plans		1					
	Teachers' plans		1					
Careers advice	Provides information: Apprenticeships and traineeships			1	1			
	Provides information: Careers			1	1			
	Provides information: TAFE			1	1			
	Provides information: University			1	1			
	Provides information: Finance			1	1			
	Accessed information: Apprenticeships and traineeships			1	1			
	Accessed information: Careers			1	1			
	Accessed information: TAFE			1	1			

Minor topic area	Data element	Wave/year						
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004
	Accessed information: University			1	1			
	Accessed information: Finance			1	1			
School leavers	Completed Year 12				1			
	Month left school		1	1	1	1	1	1
	Year left school		1	1	1	1	1	1
	Year level when left school		1	1	1	1	1	1
	Still not at school				1			
	Main reason returned to school				1			
	Main activity		1	1	1	1	1	1
	Main activity (specified)		1					
	Feelings about having left school			1				
	Reasons: Wanted to get a job		1					
	Reasons: To get an apprenticeship		1					
	Reasons: To get job/apprenticeship					1	1	1
	Reasons: Have job/apprenticeship					1	1	1
	Reasons: Earn own money		1			1	1	1
	Reasons: Not good at school		1			1	1	1
	Reasons: Parents		1					
	Reasons: Didn't like school		1			1	1	1
	Reasons: Teachers		1			1	1	1
	Reasons: Other		1					
	Reasons: Other (specified)		1					
	Reasons: Do training that wasn't available at school					1	1	1
	Reasons: Financially difficult					1	1	1
	Reasons: Subjects/courses not available at school					1	1	1
	Reasons: Year 12 wouldn't help get a job					1	1	1
	Reasons: Year 12 wouldn't help with further study/training					1	1	1
	Reasons: Main reason					1	1	1

Topic map 5: Education—Post-school

This topic map contains post-school education information relating to: study, including current and past study, apprenticeships and traineeships; reasons for withdrawing/deferring from study; changes in study details, including changes to course, institution, employer, and apprentice or traineeship; satisfaction with study; careers advice; qualifications obtained; and government payments and income.

It is worth noting that in the minor topic area:

- *Study* may refer to past and/or current study as well as apprenticeships and traineeships (for some waves).
- *Current study* may refer to apprenticeships and traineeships (for some waves).
- *Past study* may refer to apprenticeships and traineeships (for some waves).
- *Apprenticeship/traineeships* may refer to past and/or current apprenticeships (for some waves).

Table 17 Education—Post-school

Minor topic area	Data element	Wave/year														
		2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008					
Study	Study status (reported at last interview)															
	Still studying		1	2	6	5	5	4	4	1						
	Confirmation of study					1	1	1	1	1	1	1	1	1	1	1
	Confirmation of deferred study					1	1	1	1	1	1	1	1	1	1	1
	Resumption of deferred study					1	1	1	1	1	1	1	1	1	1	1
	Commenced study				2	2	1	1	1	1	1	1	1	1	1	1
	Commenced TAFE study															
	Study type				2	1	1	1	1	1	1	1	1	1	1	1
	Qualification type				3	1	1	1	1	1	1	1	1	1	1	1
	Main area of study				2	1	1	1	1	1	1	1	1	1	1	1
	Institution				3	1	1	1	1	1	1	1	1	1	1	2
	Full-time or part-time study															
	Month started study				2	1	1	1	1	1	1	1	1	1	1	1
	Year started study				2	1	1	1	1	1	1	1	1	1	1	1
	First preference: Current study				1	1	1	1	1	1	1	1	1	1	1	1
	First preference: Institution				1	1	1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year													
		2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008				
Current study	First preference: Offered place				1										
	First preference: Reason did not take up place				1										
	University: Ever applied				1										
	University: Offered place				1										
	Offered place: Institution				1										
	Offered place: Reason did not take up place				1										
	Study type	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Qualification type	1	1	1	1	1	1	1	1	1	1	1	1	1	2
	Main area of study	2	1	1	2	2	2	2	2	2	2	2	2	2	3
	Institution	1	1	1	4	3	4	4	4	4	4	4	4	4	5
Past study	Full-time or part-time study	1	1	1	4	3	3	3	3	3	3	3	3	3	4
	Month started study	1	1	1	1	2	2	2	2	2	2	2	2	2	2
	Year started study	1	1	1	1	2	2	2	2	2	2	2	2	2	2
	Month expect to complete study				1	1	1	1	1	1	1	1	1	1	1
	Year expect to complete study				1	1	1	1	1	1	1	1	1	1	1
	Qualification type	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	Studying for this qualification at last interview				1										
	Study completed/withdrawn/deferred/changed	2	4	4	3	1	1	1	1	1	1	1	1	1	2
	Main area of study	2	1	1	1	1	1	1	1	1	1	1	1	1	1
	Institution				1	4	3	2	2	2	2	2	2	2	2
Apprenticeships/traineeships	Full-time or part-time study	1	1	1	5	2	2	2	2	2	2	2	2	2	3
	Month started study	1	1	2	2	2	2	2	2	2	2	2	2	2	3
	Year started study	1	1	2	2	2	2	2	2	2	2	2	2	2	3
	Month stopped study				2	5	2	2	2	2	2	2	2	2	3
	Year stopped study				2	5	2	2	2	2	2	2	2	2	3
	Still studying				2	2	2	2	2	2	2	2	2	2	2
	Confirmation of apprenticeship/traineeship				1	1	1	1	1	1	1	1	1	1	1
	Qualification type				2	1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year												
		2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008			
Current apprenticeships/traineeships	Main area of study				2	1	1	1	1	1	1	1	1	
	Employer type				2	1	1	1	1	1	1	1	1	
	Classes off-the-job training at TAFE				2	1	1	1	1	1	1	1	1	
	Provider of off-the-job training				2	1	1	1	1	1	1	1	1	
	Month started study				2	1	1	1	1	1	1	1	1	
	Year started study				2	1	1	1	1	1	1	1	1	
	Main area of study	2												
	Employer type				4	3	3	3	3	3	3	3	3	
	Classes off-the-job training at TAFE			1	1	1	1	1	1	1	1	1	1	
	Provider of off-the-job training			1	1	1	1	1	1	1	1	1	1	
Past apprenticeships/traineeships	Full-time or part-time study											3	3	2
	Month started study				1									
	Year started study				1									
	Month expect to complete study				2	1	1	1	1	1	1	1	1	
	Year expect to complete study				2	1	1	1	1	1	1	1	1	
	Main area of study													
	Classes off-the-job training at TAFE				2									
	Provider of off-the-job training				1									
	Study completed/withdrawn/deferred/changed				1									
	Month started study				1									
Deferred/withdrew from study	Year started study				1									
	Month stopped study				2	1	1	1	1	1	1	1	1	
	Year stopped study				2	1	1	1	1	1	1	1	1	
	Reasons: Job/apprenticeship/traineeship				2									
	Reasons: Deferred from study				2									
	Reasons: Didn't like course				2									
	Reasons: Didn't think course was worth doing				2									
	Reasons: You got all you wanted from course				2									

Minor topic area	Data element	Wave/year																
		2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008							
Changed institutions	Reasons: Wanted job/apprenticeship/traineeship				2	1	1	1	1	1	1	1	1	1	1	1	1	
	Reasons: You had problems juggling study and work commitments			2	2	1	1	1	1	1	1	1	1	1	1	1	1	1
	Reasons: Financially you couldn't afford to continue			2	2	1	1	1	1	1	1	1	1	1	1	1	1	1
	Reasons: You just lost interest, you never really wanted to study				2	1	1	1	1	1	1	1	1	1	1	1	1	1
	Reasons: The course turned out to be not what you wanted			2	2	1	1	1	1	1	1	1	1	1	1	1	1	1
	Reasons: It wouldn't have led to a good job or career				2	1	1	1	1	1	1	1	1	1	1	1	1	1
	Reasons: You had been getting poor results			2	2	1	1	1	1	1	1	1	1	1	1	1	1	1
	Reasons: The study load was too heavy				2	1	1	1	1	1	1	1	1	1	1	1	1	1
	Reasons: You never really intended to complete the course				2	1	1	1	1	1	1	1	1	1	1	1	1	1
	Reasons: Because of problems with access or transport				2	1	1	1	1	1	1	1	1	1	1	1	1	1
	Reasons: Because of health or personal reasons				2	1	1	1	1	1	1	1	1	1	1	1	1	1
	Reasons: You just lost interest							1	1	1	1	1	1	1	1	1	1	1
	Reasons: You never really wanted to study							1	1	1	1	1	1	1	1	1	1	1
	Reasons: Main reason			3	2	2	1	1	1	1	1	1	1	1	1	1	1	1
	Changed institutions	Same institution				8	5	5	5	5	5	5	5	5	5	5	5	7
		Reasons: The place you moved from wasn't your first choice				8	5	5	5	5	5	5	5	5	5	5	5	7
		Reasons: Moved to get better quality education				8	5	5	5	5	5	5	5	5	5	5	5	7
Reasons: You had been getting poor results					8	5	5	5	5	5	5	5	5	5	5	5	7	
Reasons: The course wasn't exactly what you wanted					8	5	5	5	5	5	5	5	5	5	5	5	7	
Reasons: Desired course wasn't available at first institution					8	5	5	5	5	5	5	5	5	5	5	5	7	
Reasons: Because of easier access or better transport					8	5	5	5	5	5	5	5	5	5	5	5	7	
Reasons: Because of health or personal reasons					8	5	5	5	5	5	5	5	5	5	5	5	7	
Reasons: Main reason					8	5	5	5	5	5	5	5	5	5	5	5	7	
Changed course		Same course					2	2	2	2	2	2	2	2	2	2	2	2
	Reasons: Course costs were too high in the first course				2	2	2	2	2	2	2	2	2	2	2	2	2	
	Reasons: The first course was a pre-requisite for the second course				2	2	2	2	2	2	2	2	2	2	2	2	2	
	Reasons: You didn't like the first course				2	2	2	2	2	2	2	2	2	2	2	2	2	
	Reasons: Turned out to be not what you wanted				2	2	2	2	2	2	2	2	2	2	2	2	2	

Minor topic area	Data element	Wave/year												
		2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008			
Changed/stopped employer	Reasons: Better career prospects from the second course				2	2	2	2	2	2	2	2	2	2
	Reasons: You had been getting poor results				2	2	2	2	2	2	2	2	2	2
	Reasons: The study load was too heavy				2	2	2	2	2	2	2	2	2	2
	Reasons: Would really have preferred to do the second course				2	2	2	2	2	2	2	2	2	2
	Reasons: Because of health or personal reasons				2	2	2	2	2	2	2	2	2	2
	Reasons: Main reason				2	2	2	2	2	2	2	2	2	2
Changed/stopped apprenticeship/traineeship	Same employer				4	2	2	2	2	2	2	2	2	2
	Circumstances of changing employer				6	2	2	2	2	2	2	2	2	2
	Way in which next job was better													
	Reasons: Someone offered you a better job				4	2	2	2	2	2	2	2	2	2
	Reasons: You didn't get on with your boss or other people at work				4	2	2	2	2	2	2	2	2	2
	Reasons: You weren't happy with the on-the-job training				4									
	Reasons: You weren't happy with the off-the-job training							2	2	2	2	2	2	2
	Reasons: Because of problems with travelling or transport				4	2	2	2	2	2	2	2	2	2
	Reasons: Because of health or personal reasons				4	2	2	2	2	2	2	2	2	2
	Reasons: Main reason				4	2	2	2	2	2	2	2	2	2
	Month changed employer				4	2	2	2	2	2	2	2	2	2
	Year changed employer				4	2	2	2	2	2	2	2	2	2
	Reasons: Someone offered you a better job				2	1	1	1	1	1	1	1	1	1
	Reasons: The pay was too low				2	1	1	1	1	1	1	1	1	1
Reasons: You weren't happy with the job prospects				2	1	1	1	1	1	1	1	1	1	
Reasons: You basically didn't like the type of work				2	1	1	1	1	1	1	1	1	1	
Reasons: You didn't get on with your boss or other people at work				2	1	1	1	1	1	1	1	1	1	
Reasons: You weren't happy with the on-the-job training				2	1	1	1	1	1	1	1	1	1	
Reasons: You weren't happy with the off-the-job training				2	1	1	1	1	1	1	1	1	1	
Reasons: You found the study or training too difficult				2	1	1	1	1	1	1	1	1	1	
Reasons: Because of problems with travelling or transport				2	1	1	1	1	1	1	1	1	1	
Reasons: Because of health or personal reasons				2	1	1	1	1	1	1	1	1	1	

Minor topic area	Data element	Wave/year													
		2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008				
	Reasons: Main reason				2	1	2	2	2	2	2	2	2	2	
Satisfaction with study	Problem-solving skills			1	2	1	1	1	1	1	1	1	1	1	
	Analytic skills			1	2	1	1	1	1	1	1	1	1	1	
	Ability to work as a team member			1	2	1	1	1	1	1	1	1	1	1	
	Confidence in tackling unfamiliar problems			1	2	1	1	1	1	1	1	1	1	1	
	Communication skills			1	2	1	1	1	1	1	1	1	1	1	
	Work planning			1	2	1	1	1	1	1	1	1	1	1	
	Overall satisfaction			1	2	1	1	1	1	1	1	1	1	1	
	Improved career prospects			1	2	1	1	1	1	1	1	1	1	1	
	Helped make contacts			1	2	1	1	1	1	1	1	1	1	1	
	Student life: Like being uni/TAFE student				1										1
	Student life: Think uni/TAFE suits you				1										1
	Student life: Like campus atmosphere				1										1
	Student life: Uni/TAFE meets expectations				1										1
	Student life: Made close friends at uni/TAFE				1										1
	Problems: Paying fees				1										1
	Problems: Juggling study/work				1										1
	Problems: Course difficulty				1										1
	Problems: Family/study commitments				1										1
	Problems: Caring for children/other family members				1										1
	Problems: Balancing personal relationships				1										1
Problems: Fitting in/making friends				1										1	
Problems: Other commitments				1										1	
Problems: Other				1										1	
Problems: None of the above				1										1	
Problems: Main problem				1										1	
Careers advice	Careers guidance officer				1	1	1	1	1	1	1	1	1	1	
	Questionnaire				1	1	1	1	1	1	1	1	1	1	

Minor topic area	Data element	Wave/year												
		2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008			
	Employer program				1	1	1	1	1	1	1	1	1	1
	Job application assistance				1	1	1	1	1	1	1	1	1	1
	Information about further study				1	1	1	1	1	1	1	1	1	1
	Helpfulness: Careers guidance officer				1	1	1	1	1	1	1	1	1	1
	Helpfulness: Questionnaire				1	1	1	1	1	1	1	1	1	1
	Helpfulness: Employer program				1	1	1	1	1	1	1	1	1	1
	Helpfulness: Job application assistance				1	1	1	1	1	1	1	1	1	1
	Helpfulness: Information about further study				1	1	1	1	1	1	1	1	1	1
	Source: Educational institution													1
	Source: Government agency													1
	Source: Employer program													1
	Source: Private provider (you paid)													1
	Source: Internet													1
	Source: Family/friends													1
	Source: Current employer													1
	Source: Other													1
	Source: Unknown													1
	Usefulness													1
	Reason for not accessing careers advice													1
Qualifications completed	Qualification completed													1
	Certificate 1													1
	Certificate 2													1
	Certificate 3													1
	Certificate 4													1
	Certificate (DK level)													1
	Traineeship													1
	Apprenticeship													1
	Diploma													1

Minor topic area	Data element	Wave/year																			
		2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008										
	Advanced diploma/Assoc. diploma								1												
	Bachelor degree								1												
	Bachelor with honours								1												
	(Post) Grad. diploma/certificate								1												
	Masters degree								1												
	PhD or other doctorate								1												
	Other								1												
	None								1												
	Don't know								1												
	Certificate(s) part of apprenticeship								1												
	Certificate(s) part of traineeship								1												
	Certificate(s) not part of apprenticeship/traineeship								1												
	Non-formal: First Aid Certificate								1												
	Non-formal: Responsible Serving of Alcohol Certificate								1												
	Non-formal: Responsible Conduct of Gambling Certificate								1												
	Non-formal: Articulated Driving Licence								1												
	Non-formal: Fork-lift licence								1												
	Non-formal: Other								1												
	Non-formal: None								1												
	Non-formal: Don't know								1												
Government payments and income	Sources of income: Study payment (YA/ABSTUDY)		2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Sources of income: Study supplement		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Amount of study payment		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Sources of income			5																	
	Sources of income: Paid work		2			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Sources of income: Parents or family		2			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Sources of income: Scholarship or cadetship		2			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Sources of income: Scholarship																				1

Minor topic area	Data element	Wave/year												
		2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008			
	Sources of income: Cadetship					1	1					1	1	1
	Sources of income: Other government allowance		2		1	1	1		1	1	1	1	1	1
	Sources of income: Other		2		1	1	1		1	1	1	1	1	1
	Sources of income: None		2		1	1	1		1	1	1	1	1	1
	Course fees		1	5										
	Course fees: None		1		1	1	1		1	1	1	1	1	1
	Course fees: Respondent		1		1	1	1		1	1	1	1	1	1
	Course fees: Parents/family		1		1	1	1		1	1	1	1	1	1
	Course fees: Employer		1		1	1	1		1	1	1	1	1	1
	Course fees: Government		1		1	1	1		1	1	1	1	1	1
	Course fees: Other		1		1	1	1		1	1	1	1	1	1
	Commonwealth supported (HECS)/Full-fee paying													1
	Commonwealth supported (HECS)													1
	Full-fee paying													1

Topic map 6: Employment—Current

This topic map contains current employment information relating to employment characteristics, time worked, wages and benefits, starting and leaving work, looking for work, employment while at school, post-school employment, job training undertaken in current job and job satisfaction.

Table 18 Employment—Current

Minor topic area	Data element	Wave/year														
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008				
Employment characteristics	Work in job/business/farm	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Work in job/business/farm (reported at last interview)															1
	Still have job (reported at last interview)				1	1	1	1	1	1	1	1	1	1	1	1
	Kind of work (ASCO)	1	2	2	2	2	2	2	1							
	Kind of work (ANZSCO)									1						
	Kind of work: Verbatim	3	2													
	Job duties	1														
	Away from job			1	1	1	1	1	1	1	1	1	1	1	1	1
	School holiday job			1	1	1	1	1	1	1	1	1	1	1	1	1
	More than one job			1	1	1	1	1	1	1	1	1	1	1	1	1
	Number of other jobs had			1	1	5	1	1	1	1	1	1	1	1	1	1
	Wages/salary/self-employed			1	1	1	1	1	1	1	1	1	1	1	1	1
	Employers main kind of business (ANZSIC)			2	2	2	2	2	1	1	1	1	1	1	1	1
	Change of work conditions: Pay				1	1	1	1	1	1	1	1	1	1	1	1
	Change of work conditions: Skills				1	1	1	1	1	1	1	1	1	1	1	1
	Change of work conditions: Responsibility				1	1	1	1	1	1	1	1	1	1	1	1
Change of work conditions: Promotion				1	1	1	1	1	1	1	1	1	1	1	1	
Time worked	Full-time or part-time job		1													
	Hours worked per week (while at school)	1	1													
	Hours worked per week (present job)			1	1	1	1	1	1	1	1	1	1	1	1	1
	Hours worked per week (main job if more than one)			1	1	1	1	1	1	1	1	1	1	1	1	1
	Hours worked per week (all jobs if more than one)			1	1	1	1	1	1	1	1	1	1	1	1	1
Hours worked per week (job reported at last interview)				1	1	1	1	1	1	1	1	1	1	1	1	

Minor topic area	Data element	Wave/year												
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008		
	Months worked			12	18	19	19	19	18	18			19	19
	Months worked (full-time)													
	Months worked (part-time)												19	19
	No full-time work since last interview												1	1
	No part-time work since last interview												1	1
	Number of weeks worked	1	1	1	1	1	1	1	1	1	1	1	1	1
Wages and benefits	Average weekly earnings	1	2			1	1	1	1	1	1	1	1	1
	Take home pay			1	1	1	1	1	1	1	1	1	1	1
	Frequency of pay			1	1	1	1	1	1	1	1	1	1	1
	Annual salary												1	1
	Gross pay			1	1	1	1	1	1	1	1	1	1	1
	Hourly rate			1	1	1	1	1	1	1	1	1	1	1
	Annual/sick leave			1	1	1	1	1	1	1	1	1	1	1
	Month began job		1		1	1	1	1	1	1	1	1	1	1
	Year began job		1		1	1	1	1	1	1	1	1	1	1
	How found job			1	1	1	1	1	1	1	1	1	1	1
Leaving work	Main reason left job			1	3	3	3	3	2	2	2	2	2	2
	Month left/finished job			2	2	2	2	2	2	2	2	2	2	2
	Year left/finished job			2	2	2	2	2	2	2	2	2	2	2
Looking for work	Prefer full-time or part-time work			1	1	1	1	1	1	1	1	1	1	1
	Looking for full-time work			1	1	1	1	1	1	1	1	1	1	1
	Looking for work			1	1	1	1	1	1	1	1	1	1	1
	Looking for work: additional or to change jobs			1	1	1	1	1	1	1	1	1	1	1
Working in a job while at school	Teaches about people	1												
	Teaches about organising time	1												
	Teaches about think for self	1												
	Teaches about job skills	1												
	Teaches about your future career	1												

Minor topic area	Data element	Wave/year														
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008				
Working in a job post school	Still have job			1	1	1	1	1								
	Full-time job (since leaving school)			1	1	1	1	1								
	Full-time job (since stopping study)			1	1	1	1	1								
	Time taken to find full-time job			1	1	1	1	1								
Job training	Classroom-based training			1	1	1	1	1	1	1	1	1	1	1	1	
	Hours of classroom-based training			1	1	1	1	1	1	1	1	1	1	1	1	
	Training outside workplace			1	1	1	1	1	1	1	1	1	1	1	1	
	Hours of training outside workplace			1	1	1	1	1	1	1	1	1	1	1	1	
	On-the-job training			1	1	1	1	1	1	1	1	1	1	1	1	
	On-the-job training provided by trainer			1												
	Training: Self-taught skills			1												
	Training: Added new skills			1												
	Training: Added to current skills			1												
	Training: Use new equipment			1												
	Training: Change in kind of work			1												
	Training: Helped get promotion or pay rise			1	1	1	1	1	1	1	1	1	1	1	1	
	Training: Could help to get promotion or pay rise			1	1	1	1	1	1	1	1	1	1	1	1	
	Training: More responsibility			1	1	1	1	1	1	1	1	1	1	1	1	
	Training: Different type of job			1	1	1	1	1	1	1	1	1	1	1	1	
	Suitable amount of training received			1	1	1	1	1	1	1	1	1	1	1	1	
	Use of training			1	1	1	1	1	1	1	1	1	1	1	1	
	Job satisfaction	Like job as career			1	1	1	1	1	1	1	1	1	1	1	1
		Job satisfaction: Kind of work			1	1	1	1	1	1	1	1	1	1	1	1
Job satisfaction: Immediate boss/supervisor				1	1	1	1	1	1	1	1	1	1	1	1	
Job satisfaction: Other people				1	1	1	1	1	1	1	1	1	1	1	1	
Job satisfaction: Pay				1	1	1	1	1	1	1	1	1	1	1	1	
Job satisfaction: Opportunities for training				1	1	1	1	1	1	1	1	1	1	1	1	
Job satisfaction: Tasks assigned				1	1	1	1	1	1	1	1	1	1	1	1	
				1	1	1	1	1	1	1	1	1	1	1	1	

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	
	Job satisfaction: Recognition			1	1	1	1	1	1	1	1	1	1
	Job satisfaction: Opportunities for promotion		1	1	1	1	1	1	1	1	1	1	1

Topic map 7: Employment—Job history and training

This topic map contains respondents' job history and training information (including any other employment undertaken by the respondent) relating to employment characteristics, time worked, wages and benefits and job training undertaken.

Table 19 Employment—Job history and training

Minor topic area	Data element	Wave/year												
		3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005				
Employment characteristics	Re-definition of second job as main job										1	1	1	1
	Kind of work: Other/second job (ASCO)	3	1	3	1	1	1							
	Kind of work: Other/second job (ANZSCO)											1	1	1
	Kind of work: Other/third job (ASCO)	1	1	1	1	1	1							
	Kind of work: Other/third job (ANZSCO)													
	Employers' main kind of business: Other/second job (ANZSIC)	1	1	1	1	1	1	1	1	1	1	1	1	1
	Employers' main kind of business: Other/third job (ANZSIC)	1	1	1	1	1	1	1	1	1	1	1	1	1
	Wages/salary/self-employed: Other/second job	1	1	1	1	1	1	1	1	1	1	1	1	1
Wages/salary/self-employed: Other/third job	1	1	1	1	1	1	1	1	1	1	1	1	1	
Time worked	Hours worked per week: Other/second job	1	1	1	1	1	1	1	1	1	1	1	1	1
	Hours worked per week: Other/third job	1	1	1	1	1	1	1	1	1	1	1	1	1
Wages and benefits	Gross weekly pay: Other/second job	1	1	1	1	1	1	1	1	1	1	1	1	1
	Gross weekly pay: Other/third job	1	1	1	1	1	1	1	1	1	1	1	1	1
	Average weekly earnings: Other/second job													
	Average weekly earnings: Other/third job													
	Hourly rate: Other/second job													
	Hourly rate: Other/third job													
	Annual salary: Other/second job													
Annual salary: Other/third job														
Job training	Classroom-based training	1	1	1	1	1	1	1	1	1	1	1	1	1
	Training outside workplace	1	1	1	1	1	1	1	1	1	1	1	1	1
	Hours of classroom-based training	1	1	1	1	1	1	1	1	1	1	1	1	1
	Hours of training outside workplace	1	1	1	1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year									
		3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	
	On-the-job training	1	1	1	1	1	1	1	1	1	
	On-the-job training provided by trainer	1									
	Training: Self-taught skills	1									
	Training: Added new skills	1									
	Training: Added to current skills	1									
	Training: Use new equipment	1									
	Training: Change in kind of work	1									
	Training: Helped get promotion or pay rise	1	1	1	1	1	1	1	1	1	
	Training: More responsibility	1	1	1	1	1	1	1	1	1	
	Training: Different type of job	1	1	1	1	1	1	1	1	1	
	Suitable amount of training received	1	1	1	1	1	1	1	1	1	
	Importance of job skills: Communication									1	
	Importance of job skills: Teamwork									1	
	Importance of job skills: Problem-solving									1	
	Importance of job skills: Initiative and creativity									1	
	Importance of job skills: Planning and organisation									1	
	Importance of job skills: Self-management									1	
	Importance of job skills: Learning skills									1	
	Importance of job skills: Using technology									1	
	Needs met by university studies: Communication									1	
	Needs met by university studies: Teamwork									1	
	Needs met by university studies: Problem-solving									1	
	Needs met by university studies: Initiative and creativity									1	
	Needs met by university studies: Planning and organisation									1	
	Needs met by university studies: Self-management									1	
	Needs met by university studies: Learning skills									1	
	Needs met by university studies: Using technology									1	

Topic map 8: Employment—Seeking employment

This topic map contains information about respondents’ seeking employment including whether they were looking for work, job search activity details and problems looking for work.

Table 20 Employment—Seeking employment

Minor topic area	Data element	Wave/year											
		3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008			
Looking for work	Looking for work (in the last 4 weeks)	1	1	1	1	1	1	1	1	1	1	1	1
	Looking for full-time or part-time work	1	1	1	1	1	1	1	1	1	1	1	1
	Prefer full-time work	1	1	1	1	1	1	1	1	1	1	1	1
	Available for work last week	1	1	1	1	1	1	1	1	1	1	1	1
Job search activity	Looked for work	1	1	1	1	1	1	1	1	1	1	1	1
	Number of weeks looking for work	1	1	1	1	1	1	1	1	1	1	1	1
	Months looking for work	12	18	19	19	19	18	18	19	19	19	19	19
	Registered with Centrelink	1	1	1	1	1	1	1	1	1	1	1	1
	Checked Centrelink touchscreens	1	1	1	1	1	1	1	1	1	1	1	1
	Checked/registered with Job Network member	1	1	1	1	1	1	1	1	1	1	1	1
	Checked with another employment agency	1	1	1	1	1	1	1	1	1	1	1	1
	Looked at advertisements in newspaper/on the internet	1	1	1	1	1	1	1	1	1	1	1	1
	Answered advertisements in newspapers/on the internet	1	1	1	1	1	1	1	1	1	1	1	1
	Contacted friends or relatives	1	1	1	1	1	1	1	1	1	1	1	1
	Written/phoned/approached an employer about a job	1	1	1	1	1	1	1	1	1	1	1	1
	Checked factory/workplace noticeboards	1	1	1	1	1	1	1	1	1	1	1	1
	Posted resume on the internet/checked for replies	1	1	1	1	1	1	1	1	1	1	1	1
	Asked school or another organisation for advice	1	1	1	1	1	1	1	1	1	1	1	1
Any other job search activity	1	1	1	1	1	1	1	1	1	1	1	1	
Other recent job search activity	1												
Problems looking for work	Health problems or some disability	1	1	1	1	1	1	1	1	1	1	1	1
	Employers think you are too young	1	1	1	1	1	1	1	1	1	1	1	1
	Problems with childcare	1	1	1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year										
		3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008		
	Don't have suitable transport	1	1	1	1	1	1	1	1	1	1	1
	Not enough of the right kind of education	1	1	1	1	1	1	1	1	1	1	1
	Don't have enough work experience	1	1	1	1	1	1	1	1	1	1	1
	Not enough jobs available	1	1	1	1	1	1	1	1	1	1	1
	Gender	1	1	1	1	1	1	1	1	1	1	1
	Racial/ethnic background	1	1	1	1	1	1	1	1	1	1	1
	Need better reading and writing skills	1	1	1	1	1	1	1	1	1	1	1
	Don't have good interview skills	1	1	1	1	1	1	1	1	1	1	1
	Lack of skills in writing job applications	1	1	1	1	1	1	1	1	1	1	1
	Lack confidence	1	1	1	1	1	1	1	1	1	1	1
	Not good with numbers	1	1	1	1	1	1	1	1	1	1	1

Topic map 9: Employment—Not in the labour force

This topic map contains respondents' main activity while not in the labour force and prospects for seeking employment or commencing study.

Table 21 Employment—Not in the labour force

Minor topic area	Data element	Wave/year									
		3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	
Main activity Education	Main activity	1	1	1	1	1	1	1	1	1	1
	Likelihood of beginning full-time study		1	1	1	1	1	1	1	1	1
	Timeframe for beginning study			1	1	1	1	1	1	1	1
Employment	Likelihood of seeking employment	1	1	1	1	1	1	1	1	1	1
	Timeframe for seeking employment			1	1	1	1	1	1	1	1

Topic map 10: Social—Health, living arrangements and finance

This topic map contains respondents' information about living arrangements, children, marriage, disability and health (including associated funding), government payments, housing payments and finance.

Table 22 Social—Health, living arrangements and finance

Minor topic area	Data element	Wave/year												
		3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008				
Living arrangements	Type of accommodation	1	1	2	1	1	1	1	1	1	1	1	1	1
	Live with parents			1	1	1	1	1	1	1	1	1	1	1
	Father/Step-father	1	1	1	1	1	1	1	1	1	1	1	1	1
	Mother/Step-mother	1	1	1	1	1	1	1	1	1	1	1	1	1
	Brother/Step-brother	1	1	1	1	1	1	1	1	1	1	1	1	1
	Sister/Step-sister	1	1	1	1	1	1	1	1	1	1	1	1	1
	Other relatives	1	1	1	1	1	1	1	1	1	1	1	1	1
	Non-relatives	1	1	1	1	1	1	1	1	1	1	1	1	1
	Own children	1	1	1	1	1	1	1	1	1	1	1	1	1
	Husband/wife/boyfriend/girlfriend/partner	1	1											
	Husband/wife/de facto			1	1	1	1	1	1	1	1	1	1	1
	Boyfriend/girlfriend			1	1	1	1	1	1	1	1	1	1	1
	Partner			1	1	1	1	1	1	1	1	1	1	1
	Father-in-law/Partner's father			1	1	1	1	1	1	1	1	1	1	1
	Mother-in-law/Partner's mother			1	1	1	1	1	1	1	1	1	1	1
	Number of people in household	1	1	1	1	1	1	1	1	1	1	1	1	1
	Number of brothers and sisters	1												
Number of older brothers and sisters	1													
Number of brothers	1	1												
Number of sisters	1	1												
Number of other relatives	1	1												
Number of non-relatives	1	1												

Minor topic area	Data element	Wave/year											
		3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008			
Children	Husband/wife/partner currently working			1	1	1	1	1	1	1	1	1	
	Husband/wife/partner works full-time or part-time			1	1	1	1	1	1	1	1	1	
	Husband/wife/partner current occupation			1	1	1	1	1	1	1	1	1	
	Husband/wife/partner other activity			1	1	1	1	1	1	1	1	1	
Children	Number of children	1	1	1	1	1	1	1	1	1	1	1	
	Age of child 1			1	1	1	1	1	1	1	1	1	
	Age of child 2			1	1	1	1	1	1	1	1	1	
	Age of child 3				1	1	1	1	1	1	1	1	
	Age of child 4				1	1	1	1	1	1	1	1	
	Age of child 5					1	1	1	1	1	1	1	
	Age of child 6						1	1	1	1	1	1	
Age of child 7							1	1	1	1	1		
Marriage	Child(ren) are step-children/fostered									1	1	1	
	Marital status			1	1	1	1	1	1	1	1	1	
	Marital status (reported at last interview)										1	1	
	Month married			1	1	1	1	1	1	1	1	1	
	Year married			1	1	1	1	1	1	1	1	1	
	Lived together before marriage			1	1	1	1	1	1	1	1	1	
	Month started to live together			1	1	1	1	1	1	1	1	1	
	Year started to live together			1	1	1	1	1	1	1	1	1	
	Disability and health	Disability funding	1										
		Disability funding: Arms/legs/hands	1										
		Disability funding: Seeing	1										
		Disability funding: Hearing	1										
		Disability funding: Skin/allergies	1										
Disability funding: Breathing/asthma/bronchitis		1											
Disability funding: Heart/blood pressure		1											
Disability funding: Stomach/liver/kidney/digestive problems		1											

Minor topic area	Data element	Wave/year												
		3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008				
	Disability funding: Diabetes	1												
	Disability funding: Depression/bad nerves	1												
	Disability funding: Epilepsy	1												
	Disability funding: Dyslexia/other learning problems	1												
	Disability funding: Chronic fatigue/post-viral syndromes	1												
	Disability funding: Other problems or disabilities	1												
	Disability/Health problem limits amount or type of work	1	1											
	Disability/Health problems: Arms/legs/hands	1	1											
	Disability/Health problems: Seeing	1	1											
	Disability/Health problems: Hearing	1	1											
	Disability/Health problems: Skin/allergies	1	1											
	Disability/Health problems: Breathing/asthma/bronchitis	1	1											
	Disability/Health problems: Heart/blood pressure	1	1											
	Disability/Health problems: Stomach/liver/kidney/digestive problems	1	1											
	Disability/Health problems: Diabetes	1	1											
	Disability/Health problems: Depression/bad nerves	1	1											
	Disability/Health problems: Epilepsy	1	1											
	Disability/Health problems: Dyslexia/other learning problems	1	1											
	Disability/Health problems: Chronic fatigue/post-viral syndromes	1	1											
	Disability/Health problems: Other problems or disabilities	1	1											
	State of health		1											
	Height (cms)		1											
	Weight (kgs)		1											
Government payments	Youth Allowance/Newstart Allowance	1	1	1	1	1	1	1	1	1	1	1	1	1
	Parenting Payment	1	1	1	1	1	1	1	1	1	1	1	1	1
	Sickness Allowance	1	1	1	1	1	1	1	1	1	1	1	1	1
	Disability Support Pension	1	1	1	1	1	1	1	1	1	1	1	1	1
	Family Payment	1	1	1	1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year										
		3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008		
	Other	1	1	1	1	1	1	1	1	1	1	
	None of these	1	1	1	1	1	1	1	1	1	1	
	Amount per fortnight received in government payments	1	1	1	1	1	1	1	1	1	1	
Housing payments	Frequency of housing payments	1	1	1	1	1	1	1	1	1	1	
	Amount of housing payments	1	1	1	1	1	1	1	1	1	1	
Finance	Use of credit card	1	1	1	1	1	1	1	1	1	1	
	Frequency of clearing debt on credit card	1	1	1	1	1	1	1	1	1	1	
	Able to save money	1	1	1	1	1	1	1	1	1	1	
	Frequency of saving money	1	1	1	1	1	1	1	1	1	1	
	Managing financially	1	1	1	1	1	1	1	1	1	1	
	Shortage of money: Sold something because you needed money	1	1	1	1	1	1	1	1	1	1	
	Shortage of money: Went without meals	1	1	1	1	1	1	1	1	1	1	
	Shortage of money: Had to ask family or friends for money	1	1	1	1	1	1	1	1	1	1	
	Shortage of money: Had to borrow money	1	1	1	1	1	1	1	1	1	1	
	Shortage of money: Sought help from welfare or community organisation	1	1	1	1	1	1	1	1	1	1	
	Shortage of money: Didn't get medicines or go to a doctor	1	1	1	1	1	1	1	1	1	1	
	Shortage of money: Couldn't buy text books or other study materials	1	1	1	1	1	1	1	1	1	1	
	Shortage of money: Couldn't buy other things you needed	1	1	1	1	1	1	1	1	1	1	
	Shortage of money: Couldn't pay electricity, gas or telephone bills	1	1	1	1	1	1	1	1	1	1	
	Shortage of money: Couldn't pay mortgage/rent on time	1	1	1	1	1	1	1	1	1	1	
	Shortage of money: Couldn't afford to heat your home	1	1	1	1	1	1	1	1	1	1	

Topic map 11: Social—General attitudes

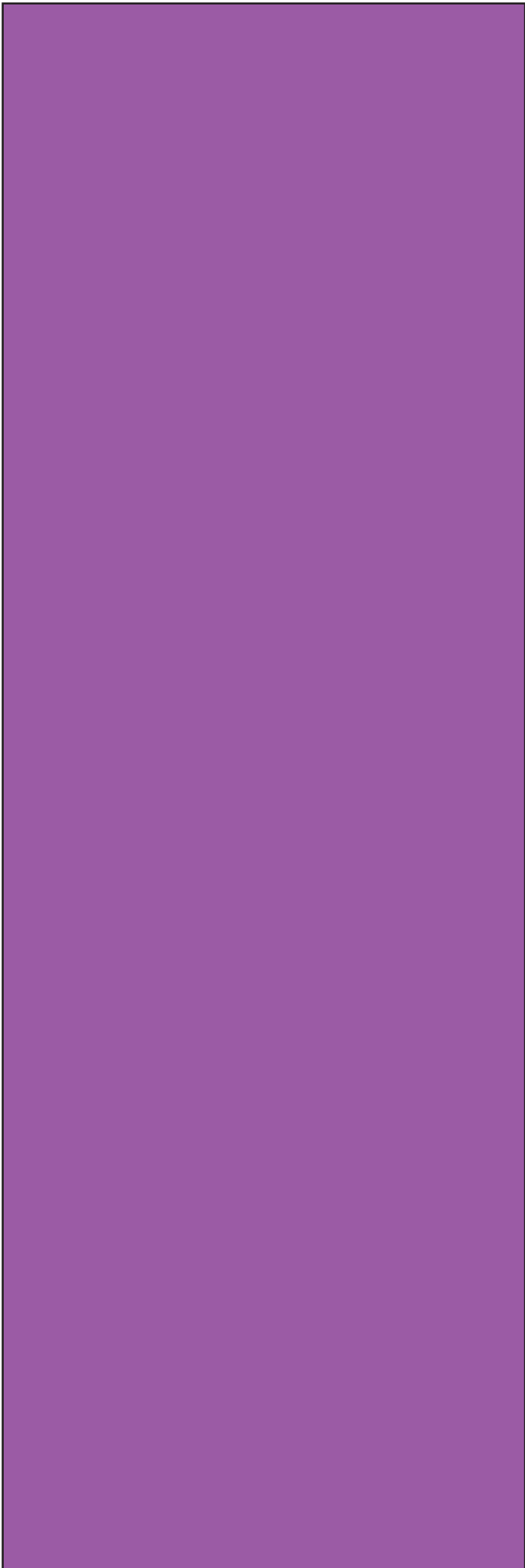
This topic map contains respondents' information about their interests, life satisfaction, what they do in their spare time and any volunteer work undertaken.

Table 23 Social—General attitudes

Minor topic area	Data element	Wave/year												
		3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008				
Interests	Number of books in home	1												
	Number of books read for pleasure	1												
	Learning new things		1			1								1
	Why the world's in the state it is		1			1								1
	Why things happen the way they do		1			1								1
	Things that you don't understand		1			1								1
	New ideas		1			1								1
	Finding out how something works		1			1								1
	Improving skills after started work		1			1								1
	Learn new skills after started work		1			1								1
	Tools/machinery										1			
	Experimenting										1			
	Working with art										1			
	Teaching/training										1			
Running meetings/managing people										1				
Keeping records and files										1				
Life satisfaction	The work you do	1	1	1	1	1	1	1	1	1	1	1	1	1
	What you do in your spare time	1	1	1	1	1	1	1	1	1	1	1	1	1
	How you get on with people	1	1	1	1	1	1	1	1	1	1	1	1	1
	The money you get each week	1	1	1	1	1	1	1	1	1	1	1	1	1
	Your social life	1	1	1	1	1	1	1	1	1	1	1	1	1
	Your independence	1	1	1	1	1	1	1	1	1	1	1	1	1
	Your career prospects	1	1	1	1	1	1	1	1	1	1	1	1	1
	Your future	1	1	1	1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year									
		3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	
	Your life at home	1	1	1	1	1	1	1	1	1	1
	Your standard of living	1	1	1	1	1	1	1	1	1	1
	The way the country is run	1	1	1	1	1	1	1	1	1	1
	The state of the economy	1	1	1	1	1	1	1	1	1	1
	Where you live	1	1	1	1	1	1	1	1	1	1
	Your life as a whole	1	1	1	1	1	1	1	1	1	1
Spare time	Go to the library	1	1	1	1	1	1	1	1	1	1
	Read books	1	1	1	1	1	1	1	1	1	1
	Read newspapers or magazines	1	1	1	1	1	1	1	1	1	1
	Use the Internet	1	1	1	1	1	1	1	1	1	1
	Play sport or do exercise	1	1	1	1	1	1	1	1	1	1
	Do any community activities	1	1	1	1	1	1	1	1	1	1
	Play computer or video games	1	1	1	1	1	1	1	1	1	1
	Go to church/place of worship	1	1	1	1	1	1	1	1	1	1
	Volunteer	1	1	1	1	1	1	1	1	1	1
Volunteer	Canvassing/campaigning/fundraising	1	1	1	1	1	1	1	1	1	1
	Unpaid member of board or committee	1	1	1	1	1	1	1	1	1	1
	Provide information	1	1	1	1	1	1	1	1	1	1
	Help organise activities	1	1	1	1	1	1	1	1	1	1
	Coaching/teaching	1	1	1	1	1	1	1	1	1	1
	Meals on Wheels/Collect, serve or deliver food	1	1	1	1	1	1	1	1	1	1
	Provide health care/support/counselling	1	1	1	1	1	1	1	1	1	1
	St John Ambulance	1	1	1	1	1	1	1	1	1	1
	Lifeline or Youthline	1	1	1	1	1	1	1	1	1	1
	Reading for the blind	1	1	1	1	1	1	1	1	1	1
	Church or youth group work	1	1	1	1	1	1	1	1	1	1
	Home help for elderly or others	1	1	1	1	1	1	1	1	1	1
	Childcare	1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year									
		3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	
	Environment activities	1	1	1	1	1	1				
	Other	1	1	1	1		1			1	
	Other volunteer activities	1	3	1							
	Frequency of community work	1	1								
	Outcomes: Job-related skills			1	1					1	
	Outcomes: Helped get a job			1	1					1	



Longitudinal
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