2010

Data Standards Manual
Student Background
Characteristics

For Use by Schools and School Systems

Test Administration Authorities and Assessment Contractors

Fifth edition

December 2009

www.mceecdya.edu.au

The Manual is updated on a regular basis with the latest version available on the MCEECDYA website www.mceecdya.edu.au). The title of the Manual sets out the school year(s) for which the Manual applies. This edition is valid for enrolments for the 2010 school year.

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1   BACKGROUND AND PURPOSE OF THE 2010 MANUAL

1.1 Background

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

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

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

- sex
- Indigenous status
- socioeconomic background
- language background*
- geographic location.

Note: The measure of students' 'Language Background Other Than English' status is currently under review.

The technical specifications for collecting data for the first four of these variables are contained in the Manual. (Geographical information is collected through a separate process.)

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

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

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

1.2 Purpose of the 2010 Manual

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

The 2010 edition of the Manual is to be used by schools and school systems when enrolling students for the first time in the 2010 school year or when collecting information, via special data collection forms, on those students participating in national assessments in 2010.

1.3   Who should use the Manual?

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

- **designing enrolment forms** and enrolment processes

- **collecting information from parents**

- **designing, maintaining or modifying student information storage and retrieval systems**

- **updating student records**

- **managing or coordinating** at the school level **students' participation in** full cohort literacy and numeracy **testing**, and national or international sample assessments.

The Manual also provides information for **test administration authorities**, **testing services contractors**, **software providers** and Boards of Studies.

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

Because implementation of the nationally agreed definitions of student background characteristics began in 2005, most school systems and schools will have already have in place the required data collection protocols. There are, however, a number of potential new users - that is, schools or school systems implementing the required data collection arrangements for the first time in 2010.

New users are most likely to be either

- **new systemic or non-systemic non-government schools coming into operation in 2010**, or
- **schools changing their status or operation and schools providing new level(s) of schooling in 2010**.

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

2   NATIONAL ASSESSMENT, PERFORMANCE MEASUREMENT AND REPORTING

2.1   Council of Australian Governments (COAG) reform agenda

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

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

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

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

2.2   Melbourne Declaration of Educational Goals for Young Australians

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

The *Melbourne Declaration* sets the direction for Australian schooling for the next ten years. A 'Four Year Plan' to support the *Declaration*, developed in parallel with work undertaken through COAG and aligned with relevant COAG activities, was endorsed by all Australian Education Ministers in March 2009. The *Melbourne Declaration* and the Four Year Plan can be found on the MCEECDYA website at www.mceecdya.edu.au .

2.3   Commonwealth-State financial arrangements for 2009-2012

National Education Agreement

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

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

Schools Assistance Act 2008

Australian Government funding for non-government schools for 2009-2012 will continue to be appropriated through the *Schools Assistance Act 2008.* Funding for non-government schools provides for recurrent and capital funding as well as targeted programs.

National Partnership Agreements and 'Closing the Gap'

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

2.4   2010 performance reporting requirements

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

- accountability to students, parents, carers and the community

- public accountability in support of COAG outcomes and targets

- providing an evidence base to support future policy reforms and system improvements, including directing resources to areas of greatest need.

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

Council of Australian Governments Reform Council

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

The first annual report of the COAG Reform Council on the performance of governments in meeting the objectives of the NEA, *National Education Agreement: Baseline performance report for 2008*, was released in November 2009. The report can be accessed at www.coag.gov.au/crc .

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

Performance reporting framework

The performance reporting framework encompasses the following elements

a.   streamlined and consistent reports on national progress, including

      i.   an annual national report to be published within twelve months of the end of the calendar year on the outcomes of schooling in Australia, covering the *Melbourne Declaration on Educational Goals for Young Australians* and the MCEECDYA *Measurement Framework for National Key Performance Measures* (KPM)

      ii.   the biennial COAG report on Overcoming Indigenous Disadvantage

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

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

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

MCEECDYA Measurement Framework for National Key Performance Measures

School systems and schools will continue to meet the requirements of the MCEECDYA KPM Framework, which sets out the basis for reporting progress towards the achievement of the National Goals, including through the provision of performance data. The core of the framework is a schedule setting out the key performance measures and an agreed assessment and reporting cycle for the period 2006 -2014. (The *Measurement Framework* can be accessed on the MCEECDYA website at www.mceecdya.edu.au .).

2.5   Development of an improved measure of students 'language background other than English' (LBOTE) status

Education Ministers have agreed that, as part of its program of developmental work, the Australian Curriculum, Assessment and Reporting Authority (ACARA), working with jurisdictions and the non-government sector, should develop a 'language background other than English' (LBOTE) measure that better identifies students whose language background has a measurable effect on their outcomes. Initial development work has been undertaken during 2009 by MCEECDYA's Performance Measurement and Reporting Taskforce, pending the migration of the data collection, assessment and reporting functions from MCEECDYA to ACARA (see sub-section 2.7).

2.6 National Assessment Program (NAP)

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

*   annual full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9 (NAPLAN)

*   triennial national sample assessments in science literacy (Year 6), information and communication technology literacy (Years 6 and 10), and civics and citizenship (Years 6 and 10)

*   participation by samples of 15 year old students in the *Programme for International Student Assessment* (*PISA*) conducted every three years by the Organisation for Economic Co-operation and Development (OECD) which assesses students' reading, mathematical and scientific literacy

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

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

2.7   Establishment of Australian Curriculum, Assessment and Reporting Authority

A new independent statutory authority, the Australian Curriculum, Assessment and Reporting Authority (ACARA), was established in 2008 to develop the national school curriculum, to develop and coordinate national assessments, and to collect, analyse and publish student assessment data and other data relating to schools and comparative school performance.

A number of MCEECDYA's functions will be transferred to ACARA. These include managing and overseeing the delivery of tests for the National Assessment Program: the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the triennial sample assessments in science literacy, civics and citizenship, and ICT literacy – as well as associated tasks, including reporting student achievement by the relevant student background characteristics. It may also include the production of a successor publication to this Manual.

Further information on the role of ACARA can be accessed on the authority's website at www.acara.edu.au.

2.8   National reporting on the performance of individual schools

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

From early 2010, ACARA will publish profiles of all Australian schools via a new website. The *My School* website will contain statistical and contextual information on each school, including the characteristics of the school's student population and the school's capacity, including the numbers and qualifications of its teaching staff. It will also contain information on the performance of each school in the NAPLAN tests by publishing the overall national mean scale score and the mean scale score for the school, which can be compared with the mean scale scores of statistically similar schools across Australia. Information on the percentage of students in the school achieving at each NAPLAN band for each of the domains tested will also be included on the website.

While the *My School* website is still under development, a number of fact sheets and a sample school report can be downloaded at www.myschool.edu.au.

For 2010, the first year of individual school reporting, each school has been assigned a value using the Index of Community Socio-educational Advantage (ICSEA) to provide an interim measure for making reasonable comparisons between schools, pending the development of a longer term measure by ACARA. ICSEA is a purpose-built index, which places schools on a numerical scale by reference to their relative socio-educational advantage. The index takes into account a range of socio-economic factors derived from ABS Census data for the households from which the school draws its students and other factors known to have a strong correlation with student performance in NAPLAN tests, such as the percentage of Indigenous enrolments and the geographic location of the school.

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

Parental occupation group and parental educational attainment are used as two separate and distinct indicators of socio-economic background ('Socio-economic background – occupation' and 'Socio-economic background – education'), with the higher of the two parents' levels of education and occupation being used for national reporting purposes, except in the case of sole parents. This allows governments and school education authorities to evaluate the influence of socioeconomic background on educational outcomes across and within jurisdictions, and to draw valid conclusions about the independent effects of other student background characteristics, such as Indigenous status, language background other than English or geographic location. (Section 4 emphasises the importance of improving the quality of data available on the two socioeconomic background variables.)

2.9   Principles and protocols for reporting on schooling in Australia

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

schools contains accurate and verified data, contextual information to aid interpretation of the information, and a range of indicators to provide a fair and balanced view of performance.

The document can be accessed on the MCEECDYA website at www.mceecdya.edu.au.

3   NATIONAL ASSESSMENTS TO BE CONDUCTED IN 2010

3.1   2010 schedule of national assessments

In 2010 (as in 2008 and 2009), all Year 3, 5, 7 and 9 students will participate in the ***National Assessment Program - Literacy and Numeracy* (2010 *NAPLAN*)**.

The 2010 sample assessment program will have both national and international elements

- a sample of Year 6 and Year 10 students from government, Catholic and independent schools in all States and Territories will be selected to participate in the ***National Assessment Program – Civics and Citizenship* (*NAP-C&C*, 2010)**

- samples of Year 4 and Year 8 students from government and non-government schools in all States and Territories will participate in the ***Trends in International Mathematics and Science Study* (*TIMSS* 2010-2011***) conducted by the International Association for the Evaluation of Educational Achievement (IEA)

- the Year 4 students selected to participate in *TIMSS* will also participate in the ***Progress in International Reading Literacy Study***** **(*PIRLS* 2010-2011***) which will be conducted concurrently with *TIMSS* 2010-2011 by the International Association for the Evaluation of Educational Achievement (IEA)

*   *Note*: In southern hemisphere countries, *TIMSS* and *PIRLS* will be conducted
         towards the end of 2010: in northern hemisphere countries, the assessments will be
         conducted in 2011.

**   *Note*: *PIRLS* does not form part of the standard National Assessment Program
         schedule of assessments. The four-year and five-year cycles for *TIMSS* and *PIRLS,*
         both conducted by the IEA, coincide in 2011, providing an opportunity to assess
         students' mathematics, science and reading literacy simultaneously.

3.2   2010 National Assessment Program - Literacy and Numeracy (NAPLAN)

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

Full cohort national literacy and numeracy testing of all Year 3, 5, 7 and 9 students will take place in May 2010. Schools are required to have obtained student background information from parents or guardians through the enrolment process for all students in those year levels. Schools and school systems implementing the required data collection arrangements for the first time in 2010 and which have not yet integrated the requirements in their enrolment process, will need to undertake special collections of student background information from students' parents using the question modules specified in this Manual.

ACARA will be responsible for national management of the NAPLAN tests in 2010. Test administration authorities are responsible for delivery and logistical services to schools at the State or Territory level. In 2010, the test administration authority for all schools (government, Catholic and independent) will be the relevant State or Territory education department or assessment agency. Administrative handbooks or manuals setting out the detailed arrangements for Year 3, 5, 7 and 9 NAPLAN testing in 2010 will be sent to each school by the relevant test administration authority.

Further information on the national literacy and numeracy tests, including details of contacts for each State and Territory test administration authority and the sector organisations for Catholic and independent schools, can be found on the NAPLAN website at www.naplan.edu.au.

3.3   National Assessment Program – Civics and Citizenship (NAP-C&C, 2010)

A sample of Year 6 and Year 10 students from government, Catholic and independent schools in every State and Territory will be selected to participate in the National Assessment Program – Civics and Citizenship (NAP-C&C, 2010) in October 2010. This will be the third triennial assessment of civics and citizenship. The assessment will focus on students' civics knowledge and understanding, and the skills and values needed for active citizenship. (Reports on the 2004 and 2007 assessments are available on the MCEECDYA website at www.mceecdya.edu.au.)

Student background data collected in accordance with the specifications set out in this Manual will be drawn from enrolment records. Some jurisdictions may provide this information at the system or central level for their sector. Other jurisdictions will require it to be provided at the school level. The assessment contractor will supply participating schools with information on the administration of the assessment, including the electronic provision of student background data.

The Australian Council for Educational Research (ACER) has been contracted to conduct the Year 6 and Year 10 Civics and Citizenship sample assessments. The report of the assessment results will document students' attainment in relation to proficiency levels and standards, including the performance of specified groups of students. It will also report on student results by sex, Indigenous status, language background, socioeconomic status categories and geographic location.

ACER will contact all schools selected to take part in the assessment by May 2010. A class of Year 6 students or Year 10 students in each of the sample schools will be selected to participate in the assessment. Each school selected in the sample will nominate a school contact person who will receive detailed information on procedures for the administration of the tests. The government, Catholic and independent sectors in each State and Territory will appoint liaison officers to communicate with schools or school systems on the conduct of the assessments.

3.4   IEA _Trends in International Mathematics and Science Study_ (_TIMSS_ 2010-2011)

Samples of Year 4 and Year 8 students from government and non-government schools in all States and Territories will participate in the _Trends in International Mathematics and Science Study_ (_TIMSS_ 2010-2011), which is conducted by the International Association for the Evaluation of Educational Achievement (IEA) every four years.

This will be the fifth cycle of TIMSS, with previous cycles of _TIMSS_ conducted in 1994, 1998, 2002 and 2006. _TIMSS_ 2010-2011 will assess students' achievement in mathematics and science at Year 4 and Year 8.

In Australia, ACER will be the organisation responsible for managing the assessment.

In southern hemisphere countries, _TIMSS_ will be conducted between October and December 2010. In northern hemisphere countries, the assessment will be conducted in 2011. This is to ensure that students are at the same stage of the school year in both hemispheres.

As for previous cycles of TIMSS, analysis of student achievement data will include disaggregation by sex, Indigenous status, socioeconomic background, language background and geographic location.

Further information on the IEA and _TIMSS_ can be found at www.iea.nl/.

3.5   IEA _Progress in International Reading Literacy Study_ (_PIRLS_ 2010-2011)

The Year 4 students selected to participate in _TIMSS_ 2010-2011 will also participate in the _Progress in International Reading Literacy Study_ (_PIRLS_ 2010-2011) which, like _TIMSS_, is conducted by the IEA.

PIRLS 2010-2011, which will be conducted concurrently with _TIMSS_ 2010-2011 between October and December 2010, will assess students' reading literacy at Year 4. ACER will also manage this assessment. As with _TIMSS_, in northern hemisphere countries, the _PIRLS_ assessment will be conducted in 2011.

PIRLS, which is conducted on a five yearly cycle, does not form part of Australia's standard National Assessment Program schedule of assessments. This will be the first time that Australia has participated in an international reading literacy study in the primary years of schooling. Australia is participating in *PIRLS* in 2010-2011 because the four-year and five-year cycles for *TIMSS* and *PIRLS,* both conducted by the IEA, coincide in 2011 (the assessment year in northern hemisphere countries), providing an opportunity to assess students' mathematics, science and reading literacy simultaneously and to report on students' performance across different countries.

As with *TIMSS*, performance data from *PIRLS* will be disaggregated by relevant student background characteristics.

Further information on the IEA and *PIRLS* can be found at www.iea.nl/.

4   ACTION REQUIRED

4.1   Data quality assurance

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

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

Sub-section 4.2 provides information for existing users of the Manual. New users should refer to Sub-section 4.3.

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

4.2   Existing users

Action required to improve the quality of student background data

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

In some school systems and schools, the collection of data for the parental education and parental occupation indicators has proved difficult. One problem identified as contributing to poor response rates from parents was the designation (either directly or indirectly) of the questions on enrolment forms seeking information on student background characteristics as optional or non-mandatory. Ministers' adoption of the parental education and parental occupation indicators reflected their agreement that the use of single measures applicable to individual students was the most appropriate way to monitor and report on the effects of socioeconomic background (as distinct from other factors, such as Indigenous status, language background other than English or geographic location) on student outcomes. Unfortunately, poor response rates from parents have resulted in data not being sufficiently robust to meet all reporting requirements.

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

•   where data is held at the school level, test administration authorities or assessment contractors making multiple contacts with school liaison officers prior to assessments to confirm the availability of data; and, where data is held centrally and appears incomplete, central agencies seeking the outstanding data from schools

•   State and Territory test administration authorities (in the case of full cohort NAPLAN assessments) or the assessment contractor (in the case of the national – or international –sample assessments) issuing reminders to school systems and non-government peak bodies of the obligations of their constituent schools to provide the requisite data

- schools, in turn, following up missing data and providing advice to parents, explaining, in positive terms, the rationale for collecting data on student background characteristics, and encouraging them to provide the information

- conducting a concerted information campaign encompassing all stakeholders to generate improved response rates for all the student background variables and, particularly, the parental education and parental occupation data items

- jurisdictions and sectors identifying individual schools with high levels of incomplete or missing data and, as necessary, providing support in the form of information on data collection, entry, storage and retrieval protocols and procedures that have proved effective elsewhere

- school systems emphasising the importance of having data on educationally disadvantaged groups of students available at the State and Territory and individual school levels to provide an evidence base for intervention strategies or for directing additional resources

- as necessary, government systems or, in the case of non-government schools, State and Territory Catholic Education Offices and Associations of Independent Schools, conducting briefings and workshops for key stakeholders and personnel.

'Indigenous status''

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

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

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

Existing users need to ensure that data collected from parents for the 'Main language other than English spoken at home' variable is coded to the *Australian Standard Classification of Languages* (*ASCL*) Second Edition (2005); and data collected from parents for the 'Country of birth of student' data item is now being coded to the *Standard Australian Classification of Countries* (*SACC*) Second Edition (2008).

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

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

Provision of data to test administration authority

Existing users should ensure that information has been obtained from the test administration authority for the relevant assessment on the agreed process and format for providing student background information for linking to students' test data.

A checklist for existing users is provided at <u>Attachment 1A</u>.

4.3   New users

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

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

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

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

Revision of enrolment forms

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

Use of special data collection forms

Schools or school systems which have not modified their enrolment forms to collect student background information using the agreed technical standards will need to use special data collection forms to collect the necessary information from parents of Year 3, 5, 7 and 9 students for linking to students' NAPLAN results and from parents of Year 6 and Year 10 students in those schools selected to participate in the National Assessment Program (NAP) – Civics and Citizenship, 2010. <u>Attachment 2</u> provides two sample special data collection forms using the agreed question modules.

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

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

Information for test administration authorities

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

• the test administration authority for the 2010 national literacy and numeracy tests (see sub-section 3.2)

• the assessment contractors engaged to conduct the 2010 civics and citizenship sample assessment (see sub-section 3.3)

- the assessment contractor engaged to conduct the 2010-11 *TIMSS* and *PIRLS* international sample assessments (see sub-sections 3.4 and 3.5).

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

Revision of student data storage system to include required fields

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

- student data records include fields for all the information specified in Section 5

- the fields in electronic records meet the information system requirements specified in Section 5

- student background information is able to be retrieved in such a way that it can be linked to students' test data by the test administration authority or assessment contractor, for example, by means of a suitable student identifier.

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

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

4.4 Help for schools

Government sector
The implementation of the data collection arrangements has been managed centrally by State and Territory education departments.

Catholic sector
In diocesan/systemic schools, implementation has been managed at diocesan level.
In non-diocesan/non-systemic schools, implementation has varied across States and Territories.
Please consult your Catholic Education Commission for further information.

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

Contacts for schools

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

New South Wales	Lucy Lu NSW Department of Education and Training Phone: (02) 9561 8691 Email: lucy.lu@det.nsw.edu.au
Victoria	Susan Dennett Department of Education and Early Childhood Development Phone: (03) 9637 2175 Email: susan.dennett@edumail.vic.gov.au

Queensland	Carol Vayanos Education Queensland Phone: (07) 3237 0730 Email: carol.vayanos@deta.qld.gov.au
South Australia	Miriam Doull Department of Education and Children's Services Phone: (08) 8226 1477 Email: Doull.Miriam@sa.gov.au
Western Australia	John Harris Department of Education and Training Phone: (08) 9264 4668 Email: John.Harris@det.wa.edu.au
Tasmania	Andrew Oakley Department of Education Phone: (03) 6233 2012 Email: andrew.oakley@education.tas.gov.au
Northern Territory	Susan Barnes Department of Education and Training Phone: (08) 8999 5796 Email: susan.barnes@nt.gov.au
Australian Capital Territory	Tracy Stewart ACT Department of Education and Training Phone: (02) 6205 5511 Email: tracy.stewart@act.gov.au

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

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

New South Wales	Robyn Yates The Association of Independent Schools of New South Wales Ltd (AISNSW) Phone: (02) 9299 2845 Email: aisnsw@aisnsw.edu.au
Victoria	Peter Roberts Assistant Director, Management Services Association of Independent Schools of Victoria Inc (AISV) Phone: (03) 9825 7211 Email: peter.roberts@ais.vic.edu.au
Queensland	David Robertson Director (Strategic & Government Relations) Independent Schools Queensland (ISQ) Phone: (07) 3228 1515 Email: drobertson@aisq.qld.edu.au
South Australia	Brian Simons Assistant Director, Administration Services Association of Independent Schools of South Australia (AISSA) Phone: (08) 8179 1406 Email: simonsb@ais.sa.edu.au
Western Australia	Keva Crouch Association of Independent Schools of Western Australia Inc (AISWA)

	Phone: (08) 9441 1614 Email: kcrouch@ais.wa.edu.au Ron Gorman Phone: (08) 9441 1620 Email: rgorman@ais.wa.edu.au
Tasmania	Tony Crehan The Association of Independent Schools of Tasmania (AIST) Phone: (03) 6224 0125 Email: aist@tassie.net.au
Northern Territory	Gail Barker Association of Independent Schools of the Northern Territory Inc (AISNT) Phone: (08) 8981 8668 Email: admin@aisnt.asn.au
Australian Capital Territory	Jeremy Irvine Executive Director Association of Independent Schools of the ACT Inc (AISACT) Phone: (02) 6162 0834 Email: director@ais.act.edu.au

4.5 Privacy requirements

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

Non-government schools

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

5 TECHNICAL SPECIFICATIONS

5.1 How to use this section

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

- sex
- Indigenous status
- socioeconomic background
- language background.

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

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

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

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

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

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

Standard format

The information in sub-sections 5.2 to 5.8 (one sub-section for each data element) is set out in a standard format with the following common headings on the left hand side:

- *Definition* – provides a description of the data element.

- *Related Indicator(s)* – shows how the data element relates to the background characteristic.

- *Question Module* – sets out the relevant question(s) as they must appear on the enrolment form. In some cases more than one question option is offered. Where this occurs, schools or school systems may select the option that suits them best.

- *Rules* – shows how responses should be coded.

- *Guide for Use* – indicates how responses are linked to relevant classifications in the Attachments.

- *Output Requirements* – sets out the form in which the school or school system is to record the data on each student for provision to the testing agent.

- *Information System Requirements* – shows the properties of the fields to be used in information storage and retrieval systems. For more information on the properties of the fields see Attachment 7: Glossary.

- *Coding Structure* – lists the allowable codes for responses to the questions.

- *Information for the Testing Agent: Deriving the Indicator* – shows how the testing agent will provide the information for the annual *National Report on Schooling.*

Rules and Principles

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

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

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

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

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

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

5.2 Technical specifications - Sex

Definition:	'Sex' is the distinction 'male' and 'female', as reported by a person.
Related Indicator(s):	'Sex' of student is required to report on student's performance by male and female.
Question Module:	For the collection of data on 'Sex' the following question module should be used:

Sex: ☐ Male
☐ Female

Guide for Use:	'Sex' is regarded as the physical and biological distinction between male and female. It is not the socially expected/perceived dimensions of behaviour associated with male and female (masculinity and femininity).
Output Requirements:	The following output code needs to be recorded for each student and provided to the testing agent as and when required:

1   Male
2   Female

Information System Requirements:

It is necessary to store 'Sex' data that will enable output according to the following:

Form of representation:	Code
Datatype:	Numeric character
Size of data element values:	1
Permissible data element values:	Code values represented in the 'Sex' classification.
	Where 'sex' is Not stated/inadequately described, the code should be '9'.

Coding Structure:

'Sex' is a flat classification having only one level with the two categories 'male' and 'female'. The code structure is simply:

1   Male
2   Female

9   Not stated/inadequately described

Information for the Testing Agent:	'Sex' of student is to be reported by male and female.

5.3 Technical specifications - Indigenous status

Definition: A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The term 'origin' is considered to relate to people's Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity.

Related Indicator(s): 'Indigenous status' of the student is used to derive the Indigenous status indicator.

Question Module: One of the following questions should be used to collect 'Indigenous status':

Question Option One:

Is the student of Aboriginal or Torres Strait Islander origin?
(For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes.)

No.....................................… ☐
Yes, Aboriginal.................................... ☐
Yes, Torres Strait Islander.................... ☐

Question Option Two:

A response category for 'Both Aboriginal and Torres Strait Islander' can be included if the data collection practices of the department/school system/school cannot accommodate more than one category being ticked at the same time. In that case, the following question can be used:

Is the student of Aboriginal or Torres Strait Islander origin?

No.....................................… ☐
Yes, Aboriginal.................................... ☐
Yes, Torres Strait Islander.................... ☐
Yes, Both Aboriginal and Torres Strait Islander………………………………….. ☐

Rules: The 'Indigenous status' question allows for more than one response. The procedure for coding multiple responses is as follows:

• If the respondent marks 'No' and either 'Aboriginal' or 'Torres Strait Islander', then the response should be coded to either 'Aboriginal' or 'Torres Strait Islander' as indicated (i.e. disregard the 'No' response).

• If the respondent marks both the 'Aboriginal' and 'Torres Strait Islander' boxes, then the response should be coded to 'Both Aboriginal and Torres Strait Islander Origin'.

5.3 Technical specifications - Indigenous status (continued)

• If the respondent marks all three boxes ('No', 'Aboriginal' and 'Torres Strait Islander'), then the response should be coded to 'Both Aboriginal and Torres Strait Islander Origin' (i.e. disregard the 'No' response).

Where 'Indigenous status' is not stated or unknown, the code should be '9'.

Output Requirements:

The following output code needs to be recorded for each student and provided to the testing agent as and when required:

1 Aboriginal but not Torres Strait Islander Origin
2 Torres Strait Islander but not Aboriginal Origin
3 Both Aboriginal and Torres Strait Islander Origin
4 Neither Aboriginal nor Torres Strait Islander Origin
9 Not stated/Unknown

Information System Requirements:

It is necessary to store 'Indigenous status' data that will enable output according to the following:

Form of representation:	Code
Datatype:	Numeric character
Size of data element values:	1
Permissible data element values:	All codes represented in the 'Indigenous status' classification.
	Where 'Indigenous status' is 'Not stated/Unknown' the code should be '9'.

Coding Structure:

'Indigenous status' has a hierarchical structure comprising two levels. There are four categories at the detailed level of the classification that are grouped into two categories at the broader level. The classification is as follows:

1 Indigenous
    11 Aboriginal but not Torres Strait Islander Origin
    12 Torres Strait Islander but not Aboriginal Origin
    13 Both Aboriginal and Torres Strait Islander Origin

2 Non-Indigenous
    24 Neither Aboriginal nor Torres Strait Islander Origin

9 Not stated/Unknown

Only the second digit of the two-digit code needs to be used for data input and storage purposes. Responses should be coded to the appropriate category of the classification. For example, '24 Neither Aboriginal nor Torres Strait Islander Origin' would have an input code of '4'.

5.3   Technical specifications - Indigenous status (continued)

'Not stated/Unknown' 'Indigenous status' is to be uniquely represented in information management systems using the code '9'. **The 'Not stated/Unknown' category should not, however, appear as a response option on enrolment forms.**

Information for the Testing Agent: Deriving 'Indigenous Status Indicator'

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

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

'Indigenous Status'   **'Indigenous Status Indicator'**

```
┌─────────────────────┐
│  Aboriginal but not │
│ Torres Strait Islander│
│       Origin        │──────┐
│        (1)          │      │
└─────────────────────┘      │
                             │
┌─────────────────────┐      │         ┌─────────────────────┐
│ Torres Strait Islander│     │         │                     │
│   but not Aboriginal │──────┼────────▶│     Indigenous      │
│       Origin        │      │         │                     │
│        (2)          │      │         └─────────────────────┘
└─────────────────────┘      │
                             │
┌─────────────────────┐      │
│  Both Aboriginal and │     │
│ Torres Strait Islander│     │
│       Origin        │──────┘
│        (3)          │
└─────────────────────┘

┌─────────────────────┐                ┌─────────────────────┐
│ Neither Aboriginal nor│               │                     │
│ Torres Strait Islander│──────────────▶│    Non-Indigenous   │
│       Origin        │                │                     │
│        (4)          │                └─────────────────────┘
└─────────────────────┘

┌─────────────────────┐                ┌─────────────────────┐
│   Not stated/Unknown │──────────────▶│   Not stated/Unknown│
│        (9)          │                │                     │
└─────────────────────┘                └─────────────────────┘
```
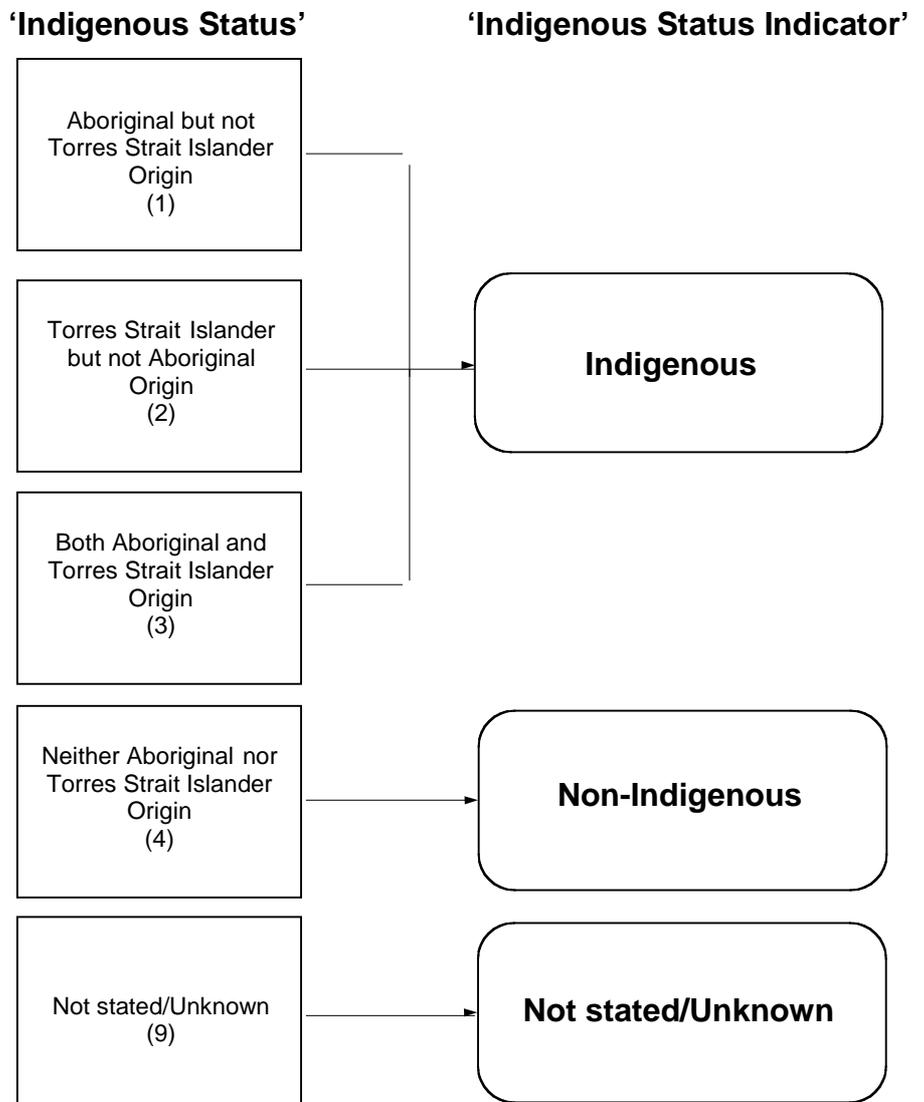
5.4   Technical specifications - Parental school education

Definition: 'Parental school education' is the highest year of primary or secondary education a parent/guardian has completed.

Related Indicator(s):   'Parental school education' of mother/parent1/guardian1 <u>and</u> father/parent2/guardian2 are required to derive the Socio-economic background – education indicator.

Question Module: For the collection of data on 'Parental school education' the following two question modules should be used:

What is the highest year of primary or secondary school the mother/parent1/guardian1 has completed?
(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)

Mark one box only

Year 12 or equivalent.................................…… ☐
Year 11 or equivalent................................…… ☐
Year 10 or equivalent...............................…… ☐
Year 9 or equivalent or below...................…… ☐

What is the highest year of primary or secondary school the father/parent2/guardian2 has completed?
(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)

Mark one box only

Year 12 or equivalent...............................…… ☐
Year 11 or equivalent...............................…… ☐
Year 10 or equivalent...............................…… ☐
Year 9 or equivalent or below..................……… ☐

See Glossary for advice on the terminology to use for mother/father/parent/guardian.

Rules: For the purposes of this data element, school education means primary and secondary education, regardless of the location or institution where it is undertaken. It therefore includes study at a secondary education level that might, for example, be undertaken at a Technical and Further Education (TAFE) institution.

For the purposes of this data element, persons who have never attended school should be included in the 'Year 9 or equivalent or below' category.

5.4 Technical specifications - Parental school education (continued)

Output Requirements:

The following output code needs to be recorded for each student and provided to the testing agent as and when required:

- 1 digit 'Parental school education' code for mother/parent1/guardian1; and

- 1 digit 'Parental school education' code for father/parent2/guardian2.

Information System Requirements:

It is necessary to store 'Parental school education' data that will enable output according to the following:

Form of representation:	Code
Datatype:	Numeric character
Size of data element values:	1
Permissible data element values:	All relevant categories of the coding structure specified below.

Coding Structure:

The coding structure for 'Parental school education' is:

4   Year 12 or equivalent
3   Year 11 or equivalent
2   Year 10 or equivalent
1   Year 9 or equivalent or below
0   Not stated/Unknown

Information for the Testing Agent: Deriving Socio-economic background – education indicator

For the purpose of nationally comparable reporting on student outcomes in the annual National Report on Schooling in Australia (see Glossary), the testing agent will be asked to provide tables on the learning outcomes of students including their Socio-economic background – education.

For the purpose of providing such tables, the testing agent will need to combine 'Parental school education' data and 'Parental non-school education' to derive the Socio-economic background-education indicator.

The derivation requirements are set out in the specifications for the next data element (5.5 Technical specification – Parental non-school education).

5.5   Technical specifications - Parental non-school education

Definition: 'Parental non-school education' identifies the highest qualification attained by a parent/guardian in any area of study other than school education.

Related Indicator(s): 'Parental non-school education' of mother/parent1/guardian1 <u>and</u> father/parent2/guardian2 are required to derive the Socio-economic background– education indicator.

Question Module: For the collection of data on 'Parental non-school education' the following two question modules should be used:

What is the level of the _highest_ qualification the mother/parent1/guardian1 has completed?

Mark one box only

Bachelor degree or above...............................…… ☐
Advanced diploma/Diploma..........…………....... ☐
Certificate I to IV (including trade certificate)….. ☐
No non-school qualification..............................…… ☐

What is the level of the _highest_ qualification the father/parent2/guardian2 has completed?

Mark one box only

Bachelor degree or above.............................…… ☐
Advanced diploma/Diploma..........………….….. ☐
Certificate I to IV (including trade certificate)….. ☐
No non-school qualification............................…… ☐

See Glossary for advice on the terminology to use for mother/father/parent/guardian and for definitions on what constitutes Bachelor degree or above, Advanced diploma/Diploma and Certificate I to IV.

Rules: Primary and secondary education are not non-school qualifications, regardless of the location or institution where the study is undertaken. Secondary education undertaken for example as a mature-age student at a Technical and Further Education (TAFE) institution is considered school education. However non-school qualifications completed by parents/guardians when at school, e.g. Certificate I, should be included as non-school qualifications.

Output Requirements: The following output codes need to be recorded for each student and provided to the testing agent as and when required:

• 1 digit 'Parental non-school education' code for mother/parent1/guardian1; and

• 1 digit 'Parental non-school education' code for father/parent2/guardian2.

5.5   Technical specifications - Parental non-school education (continued)

**Information System
Requirements:**

It is necessary to store 'Parental non-school education' data that will enable output according to the following:

Form of representation:	Code
Datatype:	Numeric character
Size of data element values:	1
Permissible data element values:	All relevant categories of the coding structure specified below.

Coding Structure:

The coding structure for 'Parental non-school education' is:

7	Bachelor degree or above
6	Advanced diploma/Diploma
5	Certificate I to IV (including trade certificate)
8	No non-school qualification
0	Not stated/Unknown

**Information for the
Testing Agent:
Deriving Socio-economic
background - education
indicator**

For the purpose of nationally comparable reporting on student outcomes in the annual _National Report on Schooling in Australia_ (see Glossary), the testing agent will be asked to provide tables on the learning outcomes of students including their Socio-economic background – education.

For the purpose of providing such tables, the testing agent will need to combine 'Parental school education' data and 'Parental non-school education' data to derive the Socio-economic background - education indicator.

Therefore, the derivation requires the combination of

FSE	Father's School Education
MSE	Mother's School Education
FNSE	Father's Non-School Education, and
MNSE	Mother's Non-School Education

to determine a single value, the Socio-economic background – education indicator. In general, this will be the highest educational attainment of either parent, as shown in the following table.

5.5 Technical specifications - Parental non-school education (continued)

Derivation Conditions	Socio-economic Background – Education Indicator
1. FNSE = 8 MNSE = 8 FSE = 4,3,2,1,0 MSE = 4,3,2,1,0	Parental Education Indicator = highest response of FSE, MSE
2. FNSE = 8 MNSE = 7,6,5,0 FSE = 4,3,2,1,0 MSE = 4,3,2,1,0	Parental Education Indicator = highest response of MNSE, FSE, MSE
3. FNSE = 7,6,5,0 MNSE = 8 FSE = 4,3,2,1,0 MSE = 4,3,2,1,0	Parental Education Indicator = highest response of FNSE, FSE, MSE
4. FNSE = 7,6,5,0 MNSE = 7,6,5,0 FSE = 4,3,2,1,0 MSE = 4,3,2,1,0	Parental Education Indicator = highest response of FNSE, MNSE, FSE, MSE

Example 1: Where the Parental non-school education (father) response code is '6' and the Parental non-school education (mother) response code is '8', the Parental school education (father) is '4' and the Parental school education (mother) response code is '3', the derived Socio-economic background – education indicator code will be '6'.

Example 2: Where the Parental non-school education (father) response code is '0' and the Parental non-school education (mother) response code is '8', the Parental school education (father) is '0' and the Parental school education (mother) response code is '3', the derived Socio-economic background – education indicator code will be '3'.

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

Example 4: Where the Parental non-school education (father) response code is '0' and the Parental non-school education (mother) response code is '0', the Parental school education (father) is '0' and the Parental school education (mother) response code is '0', the derived Socio-economic background – education indicator code will be '0'.

The coding structure for 'Parental non-school education', represented above by
FNSE (Father's Non-School Education) and MNSE (Mother's Non-School Education) is:

7	Bachelor degree or above
6	Advanced diploma/Diploma
5	Certificate I to IV (including trade certificate)
8	No non-school qualification
0	Not stated/Unknown

The coding structure for 'Parental school education', represented above by
FSE (Father's School Education) and MSE (Mother's School Education) is:

4	Year 12 or equivalent
3	Year 11 or equivalent
2	Year 10 or equivalent
1	Year 9 or equivalent or below
0	Not stated/Unknown

5.6 Technical specifications - Parental occupation group

Definition:

‘Parental occupation group’ is defined as the occupation group which includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, report the occupation group which includes their main job.

Related Indicator(s):

‘Parental occupation group’ of mother/parent1/guardian1 and father/parent2/guardian2 are required to derive the Socio-economic background – occupation indicator.

Question Module:

For the collection of data on ‘Parental occupation group’ the following two question modules should be used:

What is the occupation group of the mother/parent1/guardian1?
Please select the appropriate parental occupation group from the attached list.
- *If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.*
- *If the person has not been in paid work in the last 12 months, enter '8' above.*

What is the occupation group of the father/parent2/guardian2?
Please select the appropriate parental occupation group from the attached list.
- *If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.*
- *If the person has not been in paid work in the last 12 months, enter '8' above.*

5.6 Technical specifications - Parental occupation group (continued)
LIST OF PARENTAL OCCUPATION GROUPS

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

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

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

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

Group 3: Tradesmen/women, clerks and skilled office, sales and service staff ☐

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

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

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

5.6 Technical specifications - Parental occupation group (continued)

Rules: 'Parental occupation group' is used to derive the Socio-economic background – occupation indicator. It is necessary therefore to uniquely identify in the collection and storage processes (e.g. on student enrolment forms and in information management systems) the:

- 'Parental occupation group' of the mother/parent1/guardian1; and

- 'Parental occupation group' of the father/parent2/guardian2.

Output Requirements: The following output codes need to be recorded for each student and provided to the testing agent as and when required:

- 1 digit 'Parental occupation' code for mother/parent1/guardian1; and

- 1 digit 'Parental occupation' code for father/parent2/guardian2.

Information System Requirements: It is necessary to store 'Parental occupation group' data that will enable output according to the following:

Form of representation:	Code
Datatype:	Numeric character
Size of data element values:	1
Permissible data element values:	All relevant categories of the coding structure specified below.

Where the occupation group of the parent/guardian is not stated or unknown the code should be '9'.

Coding Structure: 'Parental occupation' is a flat classification having only one level with six categories. The code structure is simply:

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

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

3   Tradesmen/women, clerks and skilled office, sales and service staff

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

8   Not in paid work in last 12 months

9   Not stated or unknown

5.6 Technical specifications - Parental occupation group (continued)

**Information for the
Testing Agent:
Deriving Socio-economic
background - occupation
 indicator**

For the purpose of nationally comparable reporting on student outcomes in the annual National Report on Schooling in Australia (see Glossary), the testing agent will be asked to provide tables on the learning outcomes of students including their Socio-economic background – occupation.

For the purpose of providing such tables, the testing agent will need to compare 'Parental occupation group' data from the father and the mother to derive the Socio-economic background-occupation indicator. Based on the above code values for each of the mother/parent1/guardian1 and father/parent2/guardian2, the testing agent will determine the higher 'Parental occupation group'.

Therefore, the derivation requires the combination of

FOCC   Father's Occupation, and
MOCC   Mother's Occupation

to determine a single value, the Socio-economic background – occupation indicator. This is illustrated in the following table:

Derivation Conditions	Socio-economic Background – Occupation Indicator
1. FOCC = 9	Occupation Indicator = MOCC
2. FOCC = 8 and MOCC = 9	Occupation Indicator = FOCC
3. FOCC = 8 and MOCC = 8,4,3,2,1	Occupation Indicator = MOCC
4. FOCC = 4,3,2,1 and MOCC = 9,8	Occupation Indicator = FOCC
5. FOCC = 4,3,2,1 and MOCC = 4,3,2,1	Occupation Indicator = lowest response code of FOCC and MOCC

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

Example 2: Where the Parental occupation (father) response code is '9' and the Parental occupation (mother) response code is '1', the derived Socio-economic background – occupation indicator code will be '1'.

Example 3: Where the Parental occupation (father) response code is '9' and the Parental occupation (mother) response code is '8', the derived Socio-economic background – occupation indicator code will be '8'.

Example 4: Where the Parental occupation (father) response code is '8' and the Parental occupation (mother) response code is '8', the derived Socio-economic background – occupation indicator code will be '8'.

The categories to be used in reporting will be drawn from the six Socio-economic background - occupation indicator codes listed in the Coding Structure.

5.6 Technical specifications - Parental occupation group (continued)

The coding structure for 'Parental occupation', represented above by Father's Occupation (FOCC) and Mother's Occupation (MOCC) is:

1	Senior management in large business organisation, government administration and defence, and qualified professionals
2	Other business managers, arts/media/sportspersons and associate professionals
3	Tradesmen/women, clerks and skilled office, sales and service staff
4	Machine operators, hospitality staff, assistants, labourers and related workers
8	Not in paid work in last 12 months
9	Not stated or unknown

Technical specifications - Main language other than English spoken at home

Definition: 'Main language other than English spoken at home' is defined as the main language other than English, spoken in the home by the respondent.

If the respondent speaks more than one language at home (not including English), report the language the respondent speaks most often.

Information is to be sought in relation to the student, mother/parent1/guardian1 and father/parent2/guardian2.

Related Indicator(s): 'Main language other than English spoken at home' is required to derive the 'Language background' and 'Main language other than English spoken at home' indicators.

Question Module: 'Main language other than English spoken at home' can be collected in two ways.

Clear instructions, as provided below, must be included regarding the choice of only one language (the language spoken most often), other than English, when the respondent speaks multiple languages at home.

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

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

No,	English only ....…..	☐
Yes,	Arabic ………………………………….	☐
Yes,	Cantonese …………………………………	☐
Yes,	Italian ………………………………………..	☐
Yes,	Vietnamese ………………………………	☐
Yes,	Mandarin …………………………………	☐
Yes,	Greek ………………………………………..	☐
Yes,	Spanish …………………………………	☐
Yes,	Tagalog …………………………………	☐
Yes,	Hindi ……………………………………	☐
Yes,	Other - please specify ....…	

5.7 Technical specifications - Main language other than English spoken at home (continued)

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

No,	English only ....…..	☐
Yes,	Arabic …………………………………….	☐
Yes,	Cantonese ………………………………	☐
Yes,	Italian …………………………………...	☐
Yes,	Vietnamese ………………………….....	☐
Yes,	Mandarin ………………………………..	☐
Yes,	Greek …………………………………..	☐
Yes,	Spanish ………………………………....	☐
Yes,	Tagalog ……………………………….…	☐
Yes,	Hindi …………………………………….	☐
Yes,	Other - please specify ....…	

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

No,	English only ....…..	☐
Yes,	Arabic ………………………………….	☐
Yes,	Cantonese ………………………………	☐
Yes,	Italian …………………………………...	☐
Yes,	Vietnamese ………………………….....	☐
Yes,	Mandarin ………………………………..	☐
Yes,	Greek …………………………………..	☐
Yes,	Spanish ………………………………....	☐
Yes,	Tagalog ……………………………….…	☐
Yes,	Hindi …………………………………….	☐
Yes,	Other - please specify ....…	

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

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

5.7 Technical specifications - Main language other than English spoken at home (continued)

Question Option Two:

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

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

> No, English only.........................…….. ☐
> Yes, Other - please specify ....……

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

> No, English only.........................…….. ☐
> Yes, Other - please specify ....……

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

> No, English only.........................…….. ☐
> Yes, Other - please specify ....……

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

Rules:

The 'Main language other than English spoken at home' by the respondent is used to derive the 'Language background' and the 'Main language other than English spoken at home' indicators. It is necessary therefore to uniquely identify in the collection and storage processes (e.g. on student enrolment forms and in information management systems):

- 'Main language other than English spoken at home' of the student; and

- 'Main language other than English spoken at home' of the mother/parent1/guardian1; and

- 'Main language other than English spoken at home' of the father/parent2/guardian2.

5.7 Technical specifications - Main language other than English spoken at home (continued)

The procedures for coding multiple language responses are:

- If the respondent specifies that more than one language other than English is spoken, then the response should be coded to the first language other than English specified.

- If the respondent specifies that they speak both English and another language(s), then the response should be coded to the first language other than English specified.

The above coding rules will result in some misreporting, as the first language specified might not be the main language (other than English) spoken at home.

Guide for Use:

The ABS coding index to link responses to the 'Main language other than English spoken at home' question to the *Australian Standard Classification of Languages* Second Edition is described at Attachment 3 and can be accessed on the ABS website at www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02005-06?OpenDocument or as a link to this manual on the MCEECDYA website. This coding index facilitates data being accurately coded to the appropriate *ASCL* code by providing an alphabetical listing of possible question responses that can be coded to the relevant *ASCL* code.

Correspondence tables published by the ABS allow users to convert data from the 1997 *ASCL* First Edition to the 2005 *ASCL* Second Edition. The tables are provided at www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02005-06?OpenDocument.

Output Requirements:

The following output codes need to be recorded in respect of each student and provided to the testing agent as and when required:

- 4 digit *ASCL* code for the student;

- 4 digit *ASCL* code for the mother/parent1/guardian1; and

- 4 digit *ASCL* code for the father/parent2/guardian2.

Information System Requirements:

It is necessary to store 'Main language other than English spoken at home' data that will enable output according to the following:

Form of representation:	Code
Datatype:	Numeric character
Size of data element values:	4
Permissible data element values:	All codes represented in the *Australian Standard Classification of Languages* (*ASCL*) Second Edition, ABS cat. no. 1267.0.

5.7 Technical specifications - Main language other than English spoken at home (continued)

Where the language spoken by the respondent is not stated the code should be '0002'.

The code for the most common response '*No, English only'* is 1201.

Four-digit codes ending with two or three zeros are described as 'not further defined' (n.f.d.) codes. These codes are used to code responses that cannot be coded to the most detailed level of the classification but can be coded to a higher level of the classification.

For example: a response 'Celtic' does not contain sufficient information to be coded to a particular language but it can be coded to the Narrow Group 'Celtic' (11) as 'Celtic n.f.d.' (1100), which includes all languages in this Group.

Coding Structure:

The *ASCL* Second Edition (ABS cat. no. 1267.0) is a 4-digit, three-level hierarchical coding structure. The following example illustrates the coding scheme:

Broad Group: 1   Northern European Languages
Narrow Group: 11 Celtic
Detailed Level: 1101 Gaelic (Scotland)
                            1102 Irish
                            1103 Welsh
                            1199 Celtic, n.e.c.

The *ASCL* Second Edition comprises nine Broad Groups, 51 Narrow Groups and 364 Detailed Levels. For a complete list of Language codes refer to the *Australian Standard Classification of Languages* (*ASCL*) Second Edition, ABS cat. no. 1267.0. The coding index is described at Attachment 3 and can be accessed on the ABS website at www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02005-06?OpenDocument or as a link to this manual on the MCEECDYA website.

Correspondence tables published by the ABS allow users to convert data from the 1998 *SACC* First Edition to the 2008 *SACC* Second Edition. The tables are also provided at www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02005-06?OpenDocument.

Information for the Testing Agent: Deriving 'Language background' and 'Main language other than English spoken at home' indicators

For the purpose of nationally comparable reporting on student outcomes in the annual National Report on Schooling in Australia (ANR), the testing agent will be asked to provide tables on the learning outcomes of students including their language background. Generally, for the language background indicator, if either the student or parent/guardian1 or parent/guardian2 speaks a language other than English at home, the derived language background indicator code will be 'LBOTE'.

For the purpose of providing such tables, the testing agent will need to compare 'Main language other than English spoken at

home' data from the student, the father and the mother to derive the language background indicator. Based on the above code values for each of the student, the mother/parent1/guardian1 and father/parent2/guardian2, the testing agent will determine the 'Language background'.

Therefore, the derivation requires the combination of Students' Language (SLG), Father's Language (FLG) and Mother's Language (MLG) to determine a single value, the 'Language background' indicator. This is illustrated in the following table:

Derivation Conditions	Language background Indicator
1. SLG= 1201, FLG = 1201, 0002, 0001, 0000 MLG = 1201, 0002, 0001, 0000	Language background Indicator = Not LBOTE
2. FLG (not =) 1201, 0002, 0001, 0000	Language background Indicator = LBOTE
3. SLG = 1201, FLG = 0002, 0001, 0000, MLG (not =) 1201, 0002, 0001, 0000	Language background Indicator = LBOTE
4 SLG = 0002, 0001, 0000, FLG = 1201, 0002, 0001, 0000, MLG = 1201	Language background Indicator = Not LBOTE
5. SLG = 0002, 0001, 0000 FLG = 1201, 0002, 0001, 0000, MLG (not =) 1201, 0002, 0001, 0000	Language background Indicator = LBOTE
6. SLG = 0002, 0001, 0000, FLG = 1201, MLG = 0002, 0001, 0000	Language background Indicator = Not LBOTE
7. SLG = 0002, 0001, 0000, FLG = 0002, 0001, 0000, MLG = 0002, 0001, 0000	Language background Indicator = Not stated/Non verbal/Inadequately described

Example 1: Where the Language (student) response code is '1201', the Language (father) response code is '2101' and the Language (mother) response code is ' 0002', the derived Language background indicator code will be 'LBOTE'.

Example 2: Where the Language (student) response code is '1201', the Language (father) response code is '1201' and the Language (mother) response code is ' 2101', the derived Language background indicator code will be 'LBOTE'.

Example 3: Where the Language (student) response code is '0002', the Language (father) response code is '1201' and the Language (mother) response code is ' 1201', the derived Language background indicator code will be 'Not LBOTE'.

Example 4: Where the Language (student) response code is '0002', the Language (father) response code is '0002' and the Language (mother) response code is '0002', the derived Language background indicator code will be 'Not stated/Non verbal/Inadequately described'.

The coding structure for Main Language Other Than English Spoken At Home, represented above by Student's Language (SLG), Father's Language (FLG) and Mother's Language (MLG) is based on the *Australian Standard Classification of Languages* Second Edition where:

0000 Inadequately described
0001 Non verbal, so described
0002 Not stated
1201 English

All other 4 digit languages as specified in the *ASCL* Second Edition.

5.8   Technical specifications - Country of birth

Definition: 'Country of birth' of a student is defined as being the one in which the student was born.

Related Indicator(s):   'Country of birth' of student may be used in relation to understanding the 'Language background' and 'Main language other than English spoken at home' indicators.

Question Module: Either one of the following two question options should be used to collect 'Country of birth' data for the student:

Question Option One:

In which country was the student born?

Australia …………………………………….. ☐
New Zealand ……………………………… ☐
England ……………………………….….. ☐
South Africa …………………………….... ☐
China (excludes SARs & Taiwan)………... ☐
Philippines ………………………………….. ☐
India ………………………………………….. ☐
United States of America ………………… ☐
South Korea…………………………………… ☐
Hong Kong (SAR of China) ……………….. ☐
Other - please specify................................

Schools or school systems can choose to use either the above list; a list of the main countries of birth for their State/Territory provided at Attachment 6; or another list of countries developed by the school or school system. Regardless of the list of countries used, the question format must not be changed and the coding needs to be consistent with ABS standards.

Lists of countries for each State/Territory provided at Attachment 6 were derived using Census 2006 data for 'Students 5-19 years of age'.

Question Option Two:

In which country was the student born?

Australia ....…………… ☐
Other – please specify: ………………………

5.8   Technical specifications - Country of birth (continued)

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

Rules:

It is necessary to uniquely identify in the collection and storage processes (e.g. on student enrolment forms and in information management systems), the 'Country of birth' of the student**.**

Guide for Use:

The ABS coding index to link responses to the 'Country of birth' question to the _Standard Australian Classification of Countries_ (_SACC_) Second Edition is described at <u>Attachment 5</u> and can be accessed on the ABS website at <u>www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0Second%20Edition?OpenDocument</u> or as a link to this manual on the MCEECDYA website. This coding index facilitates data being accurately coded to the appropriate _SACC_ code by providing both alphabetical and numeric listings of possible question responses and the relevant _SACC_ code.

Correspondence tables published by the ABS allow users to convert data from the 1998 _SACC_ First Edition to the 2008 _SACC_ Second Edition are also provided at <u>www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0Second%20Edition?OpenDocument</u>.

Output Requirements:

A 4-digit _SACC_ Second Edition code needs to be recorded for each student and provided to the testing agent as and when required.

Information System Requirements:

It is necessary to store 'Country of birth' data that will enable output according to the following:

Form of representation:	Code
Datatype:	Numeric character
Size of data element values:	4
Permissible data element values:	All codes represented in the _Standard Australian Classification of Countries_ (_SACC_) Second Edition (ABS cat. no. 1269.0).

Where the 'Country of birth' is not stated, the code should be '0003'.

Four-digit codes ending with two or three zeros are described as 'not further defined' (n.f.d.) codes. These codes are used to code responses that cannot be coded to the most detailed level of the classification but can be coded to a broader level of the classification.

For example: a response 'United Kingdom' does not contain sufficient information to be coded to a particular country but it can be coded to the Minor Group 'United Kingdom' (21) as 'United Kingdom n.f.d.' (2100) which includes all countries in this Group.

The code for the most common response _'Australia'_ is 1101.

5.8   Technical specifications - Country of birth (continued)

Coding Structure:

The *SACC* (ABS cat. no.1269.0) is a four-digit, three-level hierarchical structure (Major Group, Minor Group and Detailed Level). It comprises nine Major Groups, 27 Minor Groups and 252 Detailed Levels. The following example illustrates the coding scheme:

Major Group:	2	North-West Europe
Minor Group:	21	United Kingdom, Channel Islands & Isle of Man
Detailed Level:	2102	England
	2103	Isle of Man
	2104	Northern Ireland
	2105	Scotland
	2106	Wales
	2107	Guernsey
	2108	Jersey

For a complete list of Country codes refer to the *Standard Australian Classification of Countries* (*SACC*) Second Edition (ABS cat. no.1269.0) at www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0Second%20Edition?OpenDocument or as a link to this manual on the MCEECDYA website..

Information for the Testing Agent:

In reporting student outcomes in the annual *National Report on Schooling* (*ANR*), information on students' country of birth may be used to supplement data on 'Language background' and 'Main language other than English spoken at home'.

Attachment 1a   Checklist for Existing Users

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

	Task	Notes
☐	Remind the school community of information required from parents for a. nationally comparable reporting on student achievement, disaggregated by student background characteristics b. the compilation of student population profiles for performance reporting at the individual school level.	
☐	Inform school personnel, parents and the wider school community of the importance of data quality, with a view to improving parental response rates for all data items.	Identify sources of missing data and, as necessary, take follow-up action to obtain from parents data not previously provided.
☐	Ensure that the processes outlined in the 'Action required' and 'Technical specifications' sections of the Manual have been followed so that data is collected as completely and accurately as possible, is coded correctly, is entered on the school's administrative computer system, and can be accessed or retrieved for linking to student performance data.	Where student data is held centrally, system authorities should check for incomplete or inaccurate data and, as necessary, seek additional information from schools. Where data is held at the school level and is found to be incomplete, schools should follow up with parents in order to update data sets.
☐	Ensure processes are in place for providing the student background information in the format required by the test administration authority (for Year 3, 5, 7 and 9 literacy and numeracy tests) or the assessment contractor (for Year 6 and Year 10 students participating in the 2010 civics and citizenship national sample assessment; and Year 4 and Year 8 students participating in the 2010-11 _TIMSS_ and _PIRLS_ international sample assessments).	Test administration authorities will provide Test Administration Handbooks/Manuals for Principals and Test Administrators for NAPLAN 2010. The assessment contractor for the 2010 national and international sample assessments will provide information on procedures for linking student background data to assessment performance data.
☐	The _Standard Australian Classification of Countries_ (_SACC_) Second Edition was released by the Australian Bureau of Statistics in May 2008. Schools and school systems were asked to undertake the necessary modifications to their student data collection instruments and information storage and retrieval systems during 2009 so that data collected from parents for the 'County of birth of student' data item could be coded as per the _SACC_ Second Edition for 2010 enrolments.	See Attachments 5 and 6.

Attachment 1b   Checklist for New Users

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

Task	Notes
☐ Inform the school community of information required from parents for a. nationally comparable reporting on student achievement, disaggregated by student background characteristics b. the compilation of student body profiles for performance reporting at the individual school level.	
☐ Modify the enrolment form to include the required question modules from the 'Technical specifications' section of the Manual.	This may require amendment of existing questions and/or the addition of new questions. Sample data collection forms are provided at Attachment 2. To ensure consistency in national reporting, **the question modules must be as specified in the 'Technical specifications'** section of the Manual.
☐ Check privacy requirements and notices provided to parents regarding the provision of information to testing agents.	
☐ Review procedures for completion of the enrolment form or special data collection form. These may include: • distribution and collection of forms • handling queries from parents • interviewing parents • checking for completeness and accuracy of data • entering data to storage and retrieval systems.	Modifications to existing procedures may be required.
☐ Train personnel involved in enrolment or data collection procedures.	Relevant personnel include those responsible for such processes as: • interviews • answering questions • handling complaints • checking completeness of data • conducting follow-up • entering data.
☐ Reiterate to school personnel, parents and the wider school community the importance of data quality, with a view to maximising parental response rates for all data items.	Identify items on enrolment forms where data is missing and, as necessary, take follow-up action to obtain the outstanding information from parents.
☐ If arrangements are not in place for the collection of student background data via the enrolment process, use special data collection forms to collect background information from parents of all students in Years 3, 5, 7 and 9 (for the 2010 NAPLAN tests)and, if the school has been selected to participate in national or international sample testing in 2010, from parents of Year 6 and Year 10 students (for the 2010 Civics and Citizenship national assessment) or Year 4 and 8 students (for the _TIMSS_ and _PIRLS_ international assessments). The processes outlined in the 'Action required' and 'Technical specifications' sections of the Manual should be followed to ensure data is as complete and accurate as possible, is coded correctly, is entered on the school's administrative computer	Examples of special data collection forms are provided at Attachment 2.

	system, and can be accessed or retrieved for linking to student performance data.	
☐	Prepare processes for providing the background information in the format required by the test administration authority (for the Year 3, 5, 7 and 9 NAPLAN tests) or the assessment contractor (for the 2010 national and international sample assessments).	Test administration authorities will provide Test Administration Handbooks/Manuals for Principals and Test Administrators for NAPLAN 2010. The assessment contractor for the 2010 national and international sample assessments will provide information on procedures for linking student background data to assessment performance data.

Attachment 2   **Sample Data Collection Forms**

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

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

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

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

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

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

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

Schools can also choose their preferred terminology for parents/guardians/carers (described in the Glossary at Attachment 7).
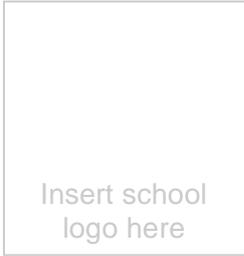
OPTION A: Data Collection Form
Information required for assessment and reporting purposes

Insert school logo here

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

Name of student:

First name

Last name

Home address of student:

(No. and street name)

Suburb

Postcode

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

1 Sex   Male……….….

Female……….

2 Is the student of Aboriginal or Torres Strait Islander origin?
(For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes.)

No………………………………………….
Yes, Aboriginal…………………………….
Yes, Torres Strait Islander……………………

3 In which country was the student born?

Australia ……………………………………..
New Zealand ………………………………….
England ……………………………………….
South Africa …………………………………..
China (excludes SARs & Taiwan) …..............
Philippines …………………………………….
India …………………………………………..
United States of America ……………………
South Korea …………………………………..
Hong Kong (SAR of China) …………………..
Other – please specify ……………………… . ………………………

_____

4   **Does the student or their mother/guardian or their father/guardian speak a language other than English *at home*?**
(If more than one language, indicate the one that is spoken most often.)

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

5(a) **What is the highest year of primary or secondary school the parents/guardians have completed?**
(For persons who have never attended school, mark 'Year 9 or equivalent or below.)

Mark one box only in each column

	mother/parent1/ guardian1	father/parent2/ guardian2
Year 12 or equivalent......................…………	……………….…………	
Year 11 or equivalent.............................…..	……………….…………	
Year 10 or equivalent…...........................….	……………….…………	
Year 9 or equivalent or below.…………….....	……………….…………	

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

Mark one box only in each column

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

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

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

Please select the appropriate parental occupation group from the attached list.
- *If the person is not currently in <u>paid</u> work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.*
- *If the person has not been in <u>paid</u> work in the last 12 months, enter '8' in the box above.*

Thank you for your time.
Please return this form to the school in the enclosed envelope.

List of Parental Occupation Groups (for Question 6)

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

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

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

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

Group 3: Tradesmen/women, clerks and skilled office, sales and service staff

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

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

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

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

OPTION B: Data Collection Form
Information required for assessment and reporting purposes

Insert school
logo here

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

Name of student:

First name

Last name

Home address of student:

(No. and street name)

Suburb

Postcode

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

1 Sex   Male…….…......

Female………**.**

2 Is the student of Aboriginal or Torres Strait Islander origin?
(For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes.)

No……………………………………….…….
Yes, Aboriginal…………………….…………
Yes, Torres Strait Islander……………………

3 In which country was the student born?

Australia…………………………….…………
Other – please specify……………………..... **.** ……………………….……

**4 Does the student or their mother/guardian or their father/guardian
    speak a language other than English *at home*?**
(If more than one language, indicate the one that is spoken most often.)

		student	**mother/parent1/ guardian1**	**father/parent2/ guardian2**
No,	English only......................…	………………	……………..…….**.**	
Yes,	Other - please specify	………………	………………....	………………….

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

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

Mark one box only in each column

	mother/parent1/ guardian1	father/parent2/ guardian2
Year 12 or equivalent.......….....................…	..……….....…............…	
Year 11 or equivalent.....…...…......................	..……….....…............…	
Year 10 or equivalent…......…......................…	..……….....…............…	
Year 9 or equivalent or below...……..................	..……….....…............…	

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

Mark one box only in each column

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

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

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

Please select the appropriate parental occupation group from the attached list.

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

Thank you for your time.
Please return this form to the school in the enclosed envelope.

List of Parental Occupation Groups (for Question 6)

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

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

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

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

Group 3: Tradesmen/women, clerks and skilled office, sales and service staff

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

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

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

Attachment 3 Australian Standard Classification of Languages (*ASCL*) Second Edition Coding Index

A coding index is required to link responses to the 'Main language other than English spoken at home' question to the *Australian Standard Classification of Languages* (*ASCL*) Second Edition, ABS cat. no. 1267.0. This enables data to be coded accurately and quickly to the appropriate category in the classification.

Schools and school systems should ensure that information collected for the first time in 2010 on the 'Main language other than English spoken at home' of the student and both the student's parents is coded in accordance with the *ASCL* Second Edition (2005) coding index.

The index can be obtained in the form of an electronic text file from the Australian Bureau of Statistics (ABS) website at www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02005-06?OpenDocument or as a link to this Manual on the MCEECDYA website.

The base-level units of the classification are languages as described in the *Australian Standard Classification of Languages* (*ASCL*) Second Edition, ABS cat. no. 1267.0. The term 'language' is used to describe languages, dialects, pidgins, Creoles, and invented and sign languages.

The *ASCL* Second Edition

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

The *ASCL* Second Edition

•   extended the coverage of non-Indigenous languages to include an additional 56 languages in the classification giving a total of 194 categories

•   extended the coverage of Australian Indigenous languages to include an additional 115 new Australian Indigenous language categories in the classification giving a total of 170

•   revised the structure of Australian Indigenous languages at the narrow groups level to provide increased consistency, a more useful structure and improve the statistical balance among the narrow groups

•   reclassified certain non-Indigenous languages and groups of languages so that they align more closely with the *Standard Australian Classification of Countries* (*SACC*) and they are more appropriately classified

•   renamed a number of categories and groups to make them more transparent and accurate.

Further information on the changes made to the *ASCL* can be found at pages 16-22 in the ABS publication, *Australian Standard Classification of Languages* (*ASCL*) Second Edition, ABS cat. no. 1267.0*.

Some users may need to convert data collected using the 1997 *ASCL* First Edition to the 2005 *ASCL* Second Edition. The ABS publishes a correspondence table between the second and first editions of the *ASCL* to facilitate this process. The table can be obtained in the form of an electronic text file from the ABS website at www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02005-06?OpenDocument.

Coding Rules

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

• Responses that match exactly with an entry in the coding index are assigned the code allocated to that index entry.

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

Attachment 4   Main Languages Spoken, for Australia and by State/Territory

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

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

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

Main languages spoken, for Australia and by State/Territory

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

Australia:

> **Does the student/mother/parent1/guardian1/father/parent2/guardian2 speak a language other than English _at home_?**
> _(If more than one language, indicate the one that is spoken most often.)_

No,	English only...
Yes,	Arabic...................……………………..
Yes,	Cantonese...........................…..
Yes,	Italian……………….......................
Yes,	Vietnamese...
Yes,	Mandarin...........................…….
Yes,	Greek…............................………..
Yes,	Spanish………….....………......…
Yes,	Tagalog.......................……………….
Yes,	Hindi……….....................................…
Yes,	Other - please specify...................................

_____

New South Wales:

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

No,   English only...

Yes,   Arabic..

Yes,   Cantonese...

Yes,   Mandarin..............................…......

Yes,   Vietnamese...

Yes,   Greek..

Yes,   Italian...

Yes,   Tagalog...

Yes,   Hindi…...

Yes,   Spanish...

Yes,   Other - please specify..................................

Victoria:

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

No,   English only...

Yes,   Italian..

Yes,   Greek..

Yes,   Vietnamese...

Yes,   Cantonese.........................……………

Yes,   Arabic..

Yes,   Mandarin...

Yes,   Turkish...

Yes,   Macedonian..

Yes,   Sinhalese………..............................

Yes,   Other - please specify..................................

Queensland:

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

No,   English only...

Yes,   Mandarin...

Yes,   Vietnamese............….…….................

Yes,   Cantonese...

Yes,   Italian…...

Yes,   Samoan…….....................…............

Yes,   Spanish...............……….................

Yes,   Tagalog.............…...........................

Yes,   Hindi...…

Yes,   Greek…...

Yes,   Other - please specify..................................

South Australia:

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

No,	English only...
Yes,	Italian..
Yes,	Greek...................................……............
Yes,	Vietnamese..
Yes,	Cantonese..
Yes,	Arabic …………………………………………
Yes,	Mandarin………………............................
Yes,	Polish…………..…...................................
Yes,	Serbian...……….......................................
Yes,	German………………………………..
Yes,	Other - please specify.................................

Western Australia:

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

No,	English only...
Yes,	Italian..
Yes,	Vietnamese..
Yes,	Cantonese...……
Yes,	Mandarin ....……
Yes,	Arabic..
Yes,	Afrikaans…...............…...……………
Yes,	Indonesian…………..................................
Yes,	Spanish.........................….....……...
Yes,	Malay…….....……...................................
Yes,	Other - please specify.................................

Tasmania:

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

No,	English only...
Yes,	Greek..
Yes,	German……...…......................................
Yes,	Italian..……
Yes,	Spanish..
Yes,	Arabic..
Yes,	Dutch ....….……….…
Yes,	Cantonese..........................……….…...…..
Yes,	Polish…………..…....…......….........….....
Yes,	Mandarin…………….......................…...
Yes,	Other - please specify.................................

Northern Territory:

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

No,   English only...

Yes,   Greek....................................……

Yes,   Kriol…...

Yes,   Arrernte (Aranda)...................................

Yes,   Djambarrpuyngu...................................

Yes,   Warlpiri…………….................................

Yes,   Murrinh Patha...........…………………..

Yes,   Alyawarr (Alyawara)............................

Yes,   Tiwi…………..............…....……………..

Yes,   Anindilyakwa…..…………….................

Yes,   Other - please specify.................................

Australian Capital Territory:

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

No,   English only...

Yes,   Vietnamese......................….........

Yes,   Mandarin…..

Yes,   Cantonese..

Yes,   Italian…..

Yes,   Spanish..

Yes,   Greek…......................………………..

Yes,   Croatian...

Yes,   Hindi…………….......…………….......

Yes,   Arabic..

Yes,   Other - please specify.................................

Attachment 5   Standard Australian Classification of Countries (SACC) Second Edition Coding Index

A coding index is required to link responses from the 'Country of Birth' questions to the _Standard Australian Classification of Countries_ (_SACC_) Second Edition (ABS cat. no.1269.0) classification categories. This enables data to be coded accurately and quickly to the appropriate category in the classification.

The index can be obtained in the form of an electronic text file from either the Australian Bureau of Statistics (ABS) website at www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0Second%20Edition?OpenDocument or as a link to this manual on the MCEECDYA website.

Schools and school systems should ensure that information collected for the first time in 2010 on the 'Country of birth' of a student is coded in accordance with the updated _SACC_ Second Edition (2008) coding index.

There may be a small number of instances where a student's country of birth data collected in previous years and coded in accordance with the _SACC_ First Edition (1998) needs to be updated. The ABS publishes a correspondence table between the two editions of the _SACC_ to facilitate the conversion of data collected using the 1998 _SACC_ First Edition to the 2008 _SACC_ Second Edition. The table can be obtained in the form of an electronic text file from the ABS website at www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0Second%20Edition?OpenDocument.

Schools and school systems were asked to make the necessary modifications to their student information systems in 2009 to ensure that their data systems would be able to accommodate the required fields for 'Country of birth' coding as per the _SACC_ Second Edition for 2010 enrolments.

The _SACC_ Second Edition

The first edition of the _SACC_ was published in 1998. The classification has now been reviewed and amended to improve its usefulness with a second edition being published by the ABS in May 2008.

The _SACC_ Second Edition

- Incorporates the following revisions to the earlier (1998) edition:
    - the inclusion of East Timor, and name changes for Macau and Taiwan (1999)
    - the creation of the state of Serbia and Montenegro (2004)
    - the inclusion of independent republics of Montenegro and Serbia (2007).

- Makes the following name/wording changes:
    - United Kingdom, Channel Islands and Isle of Man (was United Kingdom)
    - Faroe Islands (was Faeroe Islands)
    - Vietnam (was Viet Nam)
    - China (excludes SARs and Taiwan) – was China (excludes SARs and Taiwan Province)
    - Kyrgyzstan (was Kyrgyz Republic).

- Adds the following to the classification:
    - Pitcairn Islands (was in Polynesia, n.e.c, as Pitcairn Island)
    - Guernsey (was part of Channel Islands)
    - Jersey (was part of Channel Islands)
    - Aland Islands (was part of Finland, as Aland)
    - Kosovo (was part of Serbia)
    - Spanish North Africa (was in North Africa, n.e.c.)
    - St Barthelemy (was in Guadeloupe)

    – St Martin (was in Guadeloupe).

• Removes the following from the classification:
    – Channel Islands (Guernsey and Jersey separately identified)
    – North Africa, n.e.c (all parts now in Spanish North Africa).

Coding rules

A range of coding rules is applied in the coding index to facilitate accurate coding of responses to the *SACC* classification. These include:

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

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

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

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

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

Attachment 6   Main Countries of Birth, for Australia and by State/Territory

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

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

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

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

Main countries of birth, for Australia and by State Territory

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

Australia:

      In which country was the student born?

            Australia..…………………
            New Zealand.............................…..…………….…..
            England..…………………
            South Africa...........................…...…………….
            China (excludes SARs & Taiwan)…………………
            Philippines..........................………………………….
            India…………..........................…………….……………
            United States of America....………………………..
            South Korea……………......……….……………..
            Hong Kong (SAR of China)..………………………
            Other - please specify..

_____

New South Wales:

In which country was the student born?

Australia...

New Zealand..

England...

China (excludes SARs & Taiwan).........................

Philippines..

India……………………..

South Africa.....................................….................

South Korea.............................…....................……

Hong Kong (SAR of China)..……………….………..

Iraq………………………..........................…..……….

Other - please specify..

Victoria:

In which country was the student born?

Australia...

New Zealand..

England...

India..…….............

China (excludes SARs & Taiwan).........................

Philippines..

South Africa...

Sri Lanka…..…..............

Sudan…..…….

United States of America...........……………..……

Other - please specify..

Queensland:

In which country was the student born?

Australia...

New Zealand..

England...

South Africa...

Philippines..

United States of America...……………………..…..

Taiwan……………...................................…..……….

South Korea…………….................................………

Papua New Guinea..........................…....…….......

Hong Kong (SAR of China)..………..……………….

Other - please specify..

South Australia:

In which country was the student born?

Australia...

England...

New Zealand..

South Africa...

Philippines...

India……...

South Korea…………….......................……

China (excludes SARs & Taiwan)…………………

United States of America........................………

Afghanistan...................................……….

Other - please specify...

Western Australia:

In which country was the student born?

Australia...

England...

South Africa...

New Zealand..

Singapore…...........................……………………

Malaysia………………….......................................

Scotland……..

Indonesia....................................……

United States of America.....................................

India…….......................................…

Other - please specify...

Tasmania:

In which country was the student born?

Australia...

New Zealand..

England...

Sudan……...

South Africa. ....

United States of America ....…

Other - please specify...

_____

Northern Territory:

In which country was the student born?

Australia...
Philippines…………….......................................
United States of America....................................
New Zealand...
England..
Other - please specify.......................................

Australian Capital Territory:

In which country was the student born?

Australia...
England..
United States of America....................................
New Zealand…………......................................
India...
China (excludes SARs & Taiwan).........................
Philippines..
South Korea..
South Africa..
Thailand……..
Other - please specify.......................................

Attachment 7   Glossary

ABS	Australian Bureau of Statistics.
ACARA	Australian Curriculum, Assessment and Reporting Authority – independent statutory authority established to develop and administer national school curriculum and assessments, and to report assessment and other data relating to schools and comparative school performance.
ACER	Australian Council for Educational Research
Assessment contractor	The organisation administering a particular national sample assessment. An assessment contractor may be responsible for some or all aspects of the preparation, distribution and collection of student tests, the linking of test results with student background characteristics, the analysis of results or the preparation of reports. (May also be referred to as a 'testing agent'.)
Bachelor degree and above	Includes Postgraduate Degree, Masters Degree, Graduate Diploma, Graduate Certificate, Bachelor Degree (with Honours) and Bachelor Degree.
Certificate I to IV (including trade certificate)	Includes Certificate I, Certificate II, Certificate III, Certificate IV, Trade Certificate, Advanced Certificate, Apprenticeship Certificate, Traineeship Certificate.
COAG	Council of Australian Governments
COAG Reform Council	Council of Australian Governments Reform Council – independent body established to monitor, assess and report to COAG on the performance of governments in achieving performance benchmarks.
Country of birth	The country in which the student was born.
Data type	Can be an integer, numeric, alphanumeric, etc. In the 'Country of Birth' data element, the data type would be a numeric code from the _Standard Australian Classification of Countries_.
Diploma/Advanced diploma	Includes Advanced Diploma, Associate Degree and Diploma.
Enrolment form	The form used by schools to collect information from parents when enrolling students.
Father/parent2/guardian2	See Parent/guardian.
Form of representation	Can be a code or a picture. In all cases in this document, it will be a code.
ICSEA	Index of Community Socio-educational Advantage
ICT	Information and communication technology.
IEA	International Association for the Evaluation of Educational Achievement
Indigenous status	A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The indicator will be used to determine Indigenous and non-Indigenous status.
KPM	Key Performance Measures

Language background indicator	This indicator is derived from the main language other than English spoken at home by the student or the student's mother or father. It indicates whether a student is of an English language background or other than English language background. A student is defined as being of a language background other than English if either the student, the student's mother or the student's father speaks a language other than English at home.
	Note: The language background indicator is currently under review.
LBOTE	Language Background Other Than English
	Note: The language background indicator is currently under review.
Main language other than English spoken at home	The main language, other than English, spoken in the student's home by the student or the student's mother or father.
MCEECDYA	Ministerial Council on Education, Early Childhood Development and Youth Affairs. MCEECDYA was established on 1 July 2009 following a realignment of the roles and responsibilities of previously existing councils. The Council comprises Commonwealth, State and Territory Ministers with responsibility for the portfolios of school education, early childhood development and youth affairs. (New Zealand is also a member of MCEECDYA; Papua New Guinea, Norfolk Island and East Timor have observer status.) See www.mceecdya.edu.au.
MCEETYA	Former Ministerial Council on Education, Employment, Training and Youth Affairs. Replaced by MCEECDYA on 1 July 2009.
Melbourne Declaration	See National Goals for Schooling.
Mother/parent1/guardian1	See Parent/guardian.
NAP	National Assessment Program – The NAP comprises a suite of national and international assessments which provide nationally comparable data on student achievement in literacy, numeracy, science, civics and citizenship, and ICT.
NAPLAN	National Assessment Program – Literacy and Numeracy. Annual national full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9. NAPLAN tests were first conducted in 2008, replacing former State and Territory based literacy and numeracy tests.
National Goals for Schooling	*Melbourne Declaration of Educational Goals for Young Australians*. Released in 2008 and superseding the 1999 *Adelaide Declaration on National Goals for Schooling in the Twenty-First Century*. See www.mceecdya.edu.au.
National sample assessment	Three-yearly national assessments involving samples of schools and students, in the areas of science (Year 6), civics and citizenship education (Years 6 and 10) and ICT (also Years 6 and 10).
OECD	Organisation for Economic Cooperation and Development.

Parent/guardian	Schools and school systems should select the appropriate wording for 'Mother/parent/guardian' and 'Father/parent/guardian' on their enrolment form, to align with local or State/Territory policies. Some possible alternatives are:

- mother and father
- parent 1 and parent 2
- guardian 1 and guardian 2
- parent/guardian1 and parent/guardian2
- mother/guardian1 and father/guardian2
- mother/parent1/guardian1 and father/parent2/guardian2.

Parental non-school education	The highest qualification attained by a parent/guardian in any area of study other than school education.
Parental occupation group	The occupation group which best reflects the main work undertaken by the parent/guardian. For the purposes of national reporting, a parent/guardian's work is classified into one of four groups.
Parental school education	The highest year of primary or secondary education a parent/guardian has completed.
Performance Measurement and Reporting Taskforce	The taskforce of MCEECDYA responsible for the development of Key Performance Measures and for assessing and reporting progress towards the achievement of the National Goals for Schooling.
Permissible data element values	Listing of all codes represented in the classification relevant to the data element. In the case of Country of Birth, this would be every code included in the _Standard Australian Classification of Countries_ (_SACC_) classification and any supplementary codes used.
PIRLS	The IEA's _Progress in International Reading Literacy Study_, which assesses a sample of Year 4 and Year 8 students every five years.
PISA	The OECD's _Programme for International Student Assessment_, which assesses the reading, mathematical and scientific literacy of a sample of 15-year-old students every three years.
Question module	The exact wording of a question and response categories to be included on the enrolment or special data collection form.
Sex	'Sex' is the distinction 'male' and 'female', as reported by a person.
Size of data element values	Shows the field length required to store the data. In the case of Country of Birth, the size would be 4, which is the length of the numeric code.
Socioeconomic background – education	The indicator derived from the parental school and parental non-school education for both parents/guardians. The indicator is based on the higher educational attainment of the two parents/guardians.
Socioeconomic background – occupation	The indicator derived from the parental occupation group of both parents/guardians. The indicator is based on the higher occupation group of the two parents/guardians.
Student identifier	A numeric or alphanumeric string that is used to identify a given student within a school or school system, for example, a student number.

Supplementary codes	These include 'Inadequately described', 'Not stated and 'Not further defined' codes. 'Not further defined' codes are used to process incomplete, non-specific or imprecise responses which cannot be coded to the most detailed level of classification but which contain enough information to allow them to be coded to a higher level of the classification structure. 'Inadequately described' codes are used to process responses which do not provide sufficient information to be coded to any level of the structure.
Test administration authority	The relevant State or Territory assessment agency or authority responsible for the delivery of the NAPLAN tests at the State or Territory level.
Testing agent	The organisation administering literacy and numeracy testing at Years 3, 5, 7 and 9 or a particular national sample assessment. (May also be referred to as 'Test administration authority' or 'Assessment contractor'.) A testing agent may be responsible for some or all aspects of the preparation, distribution and collection of student tests, the linking of test results with student background characteristics, the analysis of results or the preparation of reports.
TIMSS	The IEA's *Trends in International Mathematics and Science Study*, which assesses a sample of Year 4 and Year 8 students every four years to provide data on trends in mathematics and science achievement.