



MINISTERIAL COUNCIL ON EDUCATION, EMPLOYMENT, TRAINING AND  
YOUTH AFFAIRS *Performance Measurement and Reporting Taskforce*

# 2009

## Data Standards Manual Student Background Characteristics

For Use by Schools, School Systems  
and Test Administration Authorities

Fourth edition  
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<http://www.mceetya.edu.au>

The Manual is updated on a regular basis with the latest version available on the MCEETYA website (<http://www.mceetya.edu.au>). The title of the Manual sets out the school year(s) for which the Manual applies. This version is valid for enrolments for the 2009 school year.

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# 1.

## INTRODUCTION

The Manual contains three sections

1. Background information on the purpose and underlying rationale for the collection of student background data
2. Guidance about implementing the data elements in schools' and school systems' data collections
3. Technical specifications for each of the data elements, including data definitions, question modules, classifications and code structures.

### 1.1 Purpose of the 2009 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.

#### 1.1.1 *Reporting framework from 2009*

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.

#### **Council of Australian Government (COAG) reform agenda**

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.

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 (see [Attachment 2](#)).

The availability of information which allows the disaggregation of data by student background characteristics, particularly by Indigenous status and socioeconomic background, is essential to the measurement and reporting of 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.

#### **New national goals for schooling**

On 5 December 2008, State, Territory and Commonwealth Education Ministers released the *Melbourne Declaration of Educational Goals for Young Australians*. The Goals were developed by Education Ministers in collaboration with the Catholic and independent school sectors, following consultation with interested individuals and organisations in the broader community. The developmental work was informed by the COAG measures and targets that relate to school education. The 2008 *Melbourne Declaration* supersedes the 1999 *Adelaide Declaration on National Goals for Schooling in the Twenty-First Century* which has provided the framework for nationally comparable reporting of students' outcomes over the past decade.

## 1.2 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 implementing the changes to enrolment forms and associated data collection and storage processes required for reporting student performance by the agreed background variables. Further editions of the Manual were produced for enrolments for the 2007 and 2008 school years respectively.

The 2009 edition of the Manual is to be used by schools and school systems when enrolling students for the first time in the 2009 school year or when collecting information, via special data collection forms, on those students participating in national assessments in 2009.

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.

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.)

Further information on the background to the collection of student background data using standard definitions is provided in [Attachment 2](#).

## 1.3 Who should use the Manual?

Within schools and school systems the Manual is for the use of those involved in the:

- design of enrolment forms and enrolment processes
- collection of information from parents
- design, maintenance or modification of student information storage and retrieval systems
- updating of student records
- school-level management or coordination of students' participation in full cohort literacy and numeracy testing, and national or international sample assessments.

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

Not all schools need to use this 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 implemented 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 2009. These are most likely to be either:

- new systemic or non-systemic non-government schools coming into operation in 2009; or
- schools changing their status or operation and schools providing new level(s) of schooling in 2009.

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 1.3.2 below.

### **1.3.1 Existing users**

For existing users, the principal update that needs to be noted is that data collected from parents for the 'Country of birth of student' data item should be coded to the *Standard Australian Classification of Countries (SACC)* Second Edition which was released by the Australian Bureau of Statistics in May 2008. (See **2.1: Action required – existing users** and [Attachments 7 and 8](#). [Attachment 8](#) contains an electronic link to the coding index for the classification - in both alphabetical and numerical code order.)

Existing users should also ensure that data collected from parents for the 'Main language other than English spoken at home' data item are coded to the *Australian Standard Classification of Languages (ASCL)* Second Edition which was released by the Australian Bureau of Statistics in 2005 and replaced the 1997 ASCL First Edition. (See **2.1: Action required – existing users** and [Attachments 5 and 6](#). [Attachment 6](#) contains an electronic link to the coding index for the classification - in both alphabetical and numerical code order.)

### **1.3.2 New users**

Those schools or school systems collecting student background information using the agreed questions and response categories as contained in Section 3 of this manual for the first time in 2009, may need to take the steps set out in Section 2 to amend enrolment forms and modify data collection processes. (See **2.2: Action required – new users.**)

It is the responsibility of all users (schools or school systems) to review and adjust their data collection tools and data processing procedures as appropriate to implement in their collections the agreed standards for each data item.

## **1.4 What is the National Assessment Program (NAP)?**

The National Assessment Program (NAP), as endorsed by all Education Ministers, includes annual full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9 and triennial national sample assessments in science (Year 6), information and communication technology (Years 6 and 10), and civics and citizenship (Years 6 and 10).

Australia also participates in sample assessments conducted by international organisations:

- 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
- 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 the achievement of a sample of Year 4 and Year 8 students.

Information on the national key performance measures agreed by Education Ministers for measuring and reporting on student performance and achievement is provided in [Attachment 2](#).

## **1.5 What assessments will be conducted in 2009?**

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

The 2009 sample assessment program will have both national and international elements:

- a sample of Year 6 students from government, Catholic and independent schools in all States and Territories will be selected to participate in the National Assessment Program – Science Literacy (NAP-SL, 2009)
- representative samples of 15 year-old students (in Years 9, 10 or 11) from government and non-government schools in all States and Territories will participate in the OECD Programme for International Student Assessment (PISA 2009).

Further information on both the national and international sample assessments can be found on the MCEETYA website at <http://www.mceetya.edu.au>.

### **1.5.1 National Assessment Program - Literacy and Numeracy (NAPLAN)**

The improvement of students' literacy and numeracy achievement levels is a key component of the national reform agenda with COAG seeking to increase both the proportion of young people meeting basic literacy and numeracy standards, and 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 2009. 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 2009 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.

Curriculum Corporation is responsible for coordinating the national development of the NAPLAN tests in 2009. Test administration authorities are responsible for delivery and logistical services to schools at the State or Territory level. For government schools, the test administration authority is the relevant State or Territory assessment agency or authority. Catholic and independent schools may have their test logistical services provided through a State or Territory test administration authority or through the Curriculum Corporation.

Administrative handbooks or manuals setting out the detailed arrangements for Year 3, 5, 7 and 9 testing in 2009 will be sent to each school by the test administration authority.

Further information on the national literacy and numeracy tests can be found on the NAPLAN website at <http://www.naplan.edu.au>.

### **1.5.2 National Assessment Program – Science Literacy (NAP-SL, 2009)**

A sample of Year 6 students from government, Catholic and independent schools in every State and Territory will be selected to participate in the National Assessment Program – Science Literacy (NAP-SL, 2009). Year 6 student background data collected in accordance with the specifications set out in this Manual will be drawn from enrolment records. The assessment contractor will supply participating schools with information on the administration of the assessment, including the electronic provision of student background data.

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.

An assessment contractor is engaged to carry out tasks associated with the development, conduct and reporting of the national sample assessment. Liaison officers are appointed for the government, Catholic and independent sectors in each State and Territory to communicate with schools or school systems on the conduct of the assessments.

### **1.5.3 OECD Programme for International Student Assessment (PISA 2009)**

Representative samples of 15 year-old students (in Years 9, 10 or 11) from government and non-government schools in all States and Territories will participate in the OECD Programme for International Student Assessment (PISA 2009).

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

The OECD Secretariat has overall managerial responsibility for PISA. The administration and implementation of PISA at the national level in each participating country is overseen by a national project manager. The Australian Council for Educational Research (ACER) has been contracted as the national project manager for PISA 2009.

## **1.6 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.

**For the non-government sector:** 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.

For the purposes of nationally comparable reporting, schools and school systems are not required to seek updated information from parents once the information has been collected according to the agreed questions and response formats. School systems and schools may, however, decide to do so in light of particular policies on student information management. Updating of data also depends on any requirements for agencies or organisations to comply with the privacy legislation applicable to the State/Territory or sector to ensure that information they collect, use or disclose is accurate, complete and up-to-date.

## **1.7 Help for schools**

### **1.7.1 Management of data collection requirements by school sectors**

#### ***Government sector***

- The implementation 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.



## 1.7.2 Contacts for schools

Within the **government sector**, the primary contact for schools is as follows:

New South Wales	Lucy Lu NSW Department of Education and Training Phone: (02) 95618691 Email: <a href="mailto:lucy.lu@det.nsw.edu.au">lucy.lu@det.nsw.edu.au</a>
Victoria	Susan Dennett Department of Education and Training Phone: (03) 96372175 Email: <a href="mailto:susan.dennett@edumail.vic.gov.au">susan.dennett@edumail.vic.gov.au</a>
Queensland	Trevor Kowitz Education Queensland Phone: (07) 3237 0760 Email: <a href="mailto:CorporateData.PERFMEAS@deta.qld.gov.au">CorporateData.PERFMEAS@deta.qld.gov.au</a>
South Australia	Miriam Doull Department of Education and Children's Services Phone: (08) 8226 1477 Email: <a href="mailto:Doull.Miriam@saugov.sa.gov.au">Doull.Miriam@saugov.sa.gov.au</a>
Western Australia	John Harris Department of Education and Training Phone: (08) 9264 4668 Email: <a href="mailto:John.Harris@det.wa.edu.au">John.Harris@det.wa.edu.au</a>
Tasmania	Andrew Oakley Department of Education Phone: (03) 6233 2012 Email: <a href="mailto:andrew.oakley@education.tas.gov.au">andrew.oakley@education.tas.gov.au</a>
Northern Territory	Susan Barnes Department of Education and Training Phone: (08) 8999 5793 Email: <a href="mailto:susan.barnes@nt.gov.au">susan.barnes@nt.gov.au</a>
Australian Capital Territory	Matthew Hardy ACT Department of Education and Training Phone: (02) 6205 5512 Email: <a href="mailto:matthew.hardy@act.gov.au">matthew.hardy@act.gov.au</a>

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 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	Ray Whitfield The Association of Independent Schools of New South Wales Ltd (AISNSW) Phone: (02) 9299 2845 Email: <a href="mailto:aisnsw@aisnsw.edu.au">aisnsw@aisnsw.edu.au</a>
Victoria	Peter Roberts Assistant Director, Management Services Association of Independent Schools of Victoria Inc (AISV) Phone: (03) 9825 7211 Email: <a href="mailto:peter.roberts@ais.vic.edu.au">peter.roberts@ais.vic.edu.au</a>

Queensland	David Robertson Director (Strategic & Government Relations) Independent Schools Queensland (ISQ) Phone: (07) 3228 1515 Email: <a href="mailto:drobertson@aisq.qld.edu.au">drobertson@aisq.qld.edu.au</a>
South Australia	Brian Simons Assistant Director, Administration Services Association of Independent Schools of South Australia (AISSA) Phone: (08) 8179 1406 Email: <a href="mailto:simonsb@ais.sa.edu.au">simonsb@ais.sa.edu.au</a>
Western Australia	Keva Crouch Association of Independent Schools of Western Australia Inc (AISWA) Phone: (08) 9441 1614 Email: <a href="mailto:kcrouch@ais.wa.edu.au">kcrouch@ais.wa.edu.au</a> Ron Gorman Phone: (08) 9441 1620 Email: <a href="mailto:rgorman@ais.wa.edu.au">rgorman@ais.wa.edu.au</a>
Tasmania	Tony Crehan The Association of Independent Schools of Tasmania (AIST) Phone: (03) 6224 0125 Email: <a href="mailto:aist@tassie.net.au">aist@tassie.net.au</a>
Northern Territory	Gail Barker Association of Independent Schools of the Northern Territory Inc (AISNT) Phone: (08) 8981 8668 Email: <a href="mailto:admin@aisnt.asn.au">admin@aisnt.asn.au</a>
Australian Capital Territory	Jeremy Irvine Executive Director Association of Independent Schools of the ACT Inc (AISACT) Phone: (02) 6162 0834 Email: <a href="mailto:jeremy@ais.act.edu.au">jeremy@ais.act.edu.au</a>

## 2.

## ACTION REQUIRED

### 2.1 Existing users

#### 2.1.1 *'Main language other than English spoken at home'*

Data collected from parents for the 'Main language other than English spoken at home' data item should be coded to the *Australian Standard Classification of Languages (ASCL) Second Edition* which was released by the Australian Bureau of Statistics in 2005 and replaced the 1997 ASCL First Edition. [Attachment 6](#) contains an electronic link to the coding index for the classification (in both alphabetical and numerical code order).

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.

**Schools and school systems should ensure that information collected for the first time in 2009 on the 'Main language other than English spoken at home' of a student is coded in accordance with the current ASCL Second Edition (2005) coding index. Data collected in previous years and coded in accordance with the former ASCL First Edition (1997) will need to be converted to the new or revised codes contained in the ASCL Second Edition.**

Attachment 6 provides further information on amendments to the classification. It also contains an electronic link to the correspondence tables published by the Australian Bureau of Statistics to allow users to convert data from the 1997 ASCL First Edition to the 2005 ASCL Second Edition as necessary.

#### 2.1.2 *'Country of birth of student'*

Commencing in 2009, data collected from parents for the 'Country of birth of student' data item should be coded to the *Standard Australian Classification of Countries (SACC) Second Edition* which was released by the Australian Bureau of Statistics in May 2008. [Attachment 8](#) contains an electronic link to the coding index for the classification (in both alphabetical and numerical code order).

The SACC Second Edition makes 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.

**Where possible, schools and school systems should ensure that information collected for the first time in 2009 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) need to be updated.

There may also be some **schools or school systems where the need for modification to student data collection instruments and information storage and retrieval systems will prevent the implementation of changes to 'Country of birth' codes for 2009 enrolments.** Such schools or school systems **should carry out the necessary modifications to their student information systems in 2009 to ensure that their data systems can accommodate the required fields for 'Country of birth' coding as per the SACC Second Edition for 2010 enrolments.** In the meantime, they should continue to use the SACC First Edition.

[Attachment 8](#) provides further information on amendments to the classification. It also contains an electronic link to the correspondence tables published by the Australian Bureau

of Statistics to allow users to convert data from the 1998 SACC First Edition to the 2008 SACC Second Edition as necessary.

### **2.1.3 'Indigenous status'**

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.

### **2.1.4 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 for providing student background information for linking to students' test data.

A checklist for existing users is provided at [Attachment 1A](#).

## **2.2 New users**

The key steps for schools or school systems collecting data using the nationally agreed definitions of student background characteristics for the first time are as follows:

- Revise enrolment forms to ensure the forms incorporate the agreed questions and use the exact wording of the agreed question modules (see **2.2.2** and **2.2.3**).
- Ensure that 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 (for further information, see [Attachments 5 and 6](#)).
- Ensure that responses to the 'Country of birth' question are linked to the updated Standard Australian Classification of Countries (SACC) Second Edition coding index (for further information, see [Attachments 7 and 8](#)).
- Ensure that information has been obtained from the test administration authority for the relevant assessment on the agreed process for providing student background information for linking to students' test data (see **2.2.4**).
- Revise the data storage system for student records to include fields for the agreed student background data items (see **2.2.5**).
- Collect and store the necessary student background data (see **2.2.6**).

Further details are provided below. A checklist of key steps and tasks for new users is provided at [Attachment 1B](#).

### **2.2.2 Changes to enrolment forms**

Enrolment forms need to include the agreed question modules set out in Section 3 of this Manual (*Technical Specifications*). **To ensure consistency in national reporting, the question modules must be used as specified.**

[Attachment 3](#) provides two samples of how the question modules might appear on enrolment forms.

### **2.2.3 Use of special data collection forms**

Schools or school systems which have not implemented the requirements to collect student background information via enrolment forms for the 2009 school year will need to use special data collection forms to collect the necessary information from the parents of Year 3, 5, 7 and 9 students for linking to students' literacy and numeracy results and, in those schools selected to participate in the National Assessment Program (NAP) – Science Literacy, 2009, for Year 6 students.

Attachment 3 provides two sample special data collection forms using the agreed question modules.

#### **2.2.4 Information for test administration authorities**

For the National Assessment Program – Literacy and Numeracy, 2009 (NAPLAN 2009), test administration authorities will collect student background information from schools using the specifications set out in this manual. Further information on the responsibilities of test administration authorities is provided in the document, *National Protocols for Test Administration – NAPLAN 2009*.

In the case of the National Assessment Program (NAP) – Science Literacy, 2009, background information for participating Year 6 students will be collected electronically prior to the testing date (see 1.5.2).

#### **2.2.5 Revising the data storage system for student records**

Along with the required question modules, Section 3 provides 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 3
- the fields in electronic records meet the information system requirements specified in Section 3
- 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, for example, by means of a suitable student identifier.

#### **2.2.6 Collecting and storing the background information**

It is important for national reporting to have data that is as accurate as possible and from as many parents as possible. Schools need to ensure that procedures for the collection of student background information from parents, via enrolment forms or special data collection forms, are carefully considered. For example, schools may provide information accompanying enrolment or special data collection forms explaining 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. Low literacy levels of parents may also present challenges for the collection of student background data in some areas.

Processes need to be in place for entry and coding of 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 2009 national literacy and numeracy tests or by the assessment contractor engaged to conduct the 2009 science literacy sample assessment.

### 3.

## TECHNICAL SPECIFICATIONS

### 3.1 How to use this section

Section 3 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 3 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 background – education	Parental school education	Two modules	Parents/ guardians
		Parental non-school education	Two modules	Parents/ guardians
	Socioeconomic background – 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

The information in Sections 3.2 to 3.8 (one 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/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 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*.

### 3.1.1 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.
- Every 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 efforts to 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.





## 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'.

### 3.3 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'.

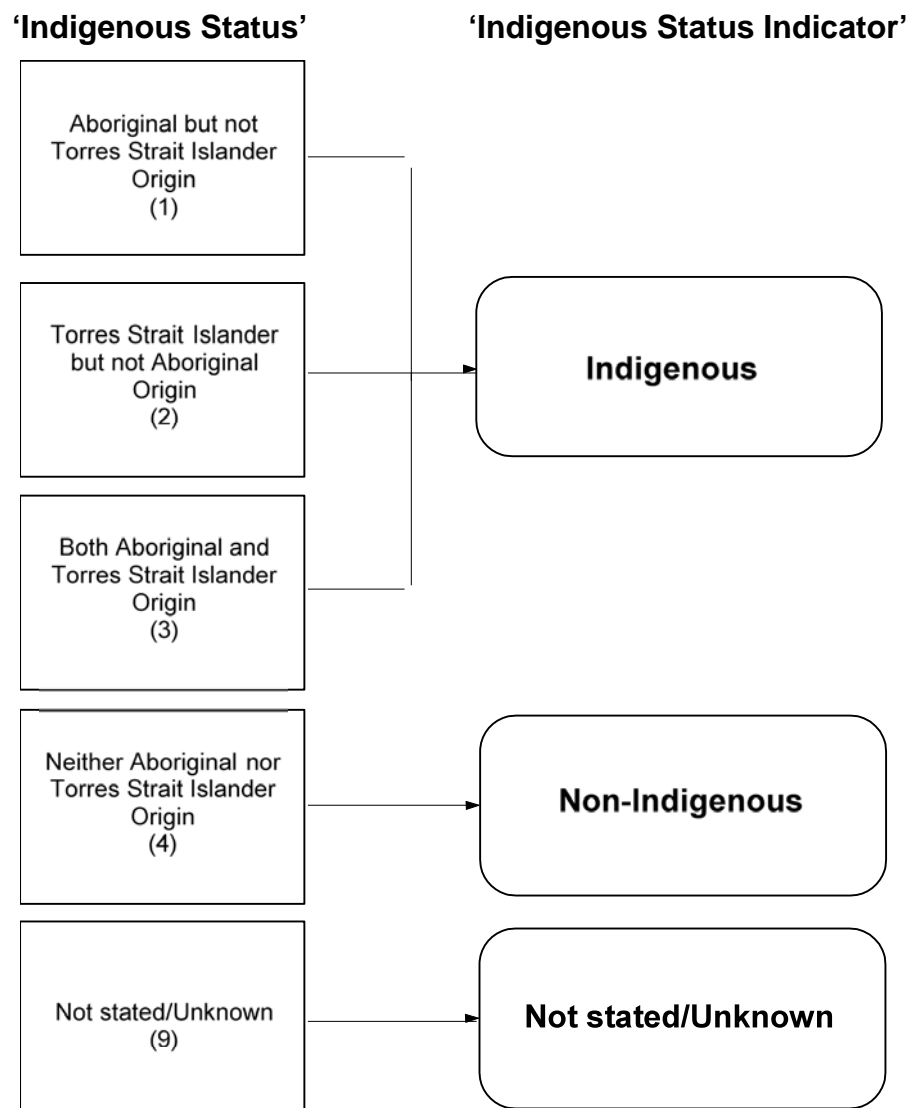
### 3.3 Technical specifications - Indigenous status (continued)

'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:



### 3.4 Technical specifications - Parental school education

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

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

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

**What is the highest year of 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.

### 3.4 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 (3.5 Technical specification – Parental non-school education).

### 3.5 Technical specifications - Parental non-school education

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

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

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

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

- Mark one 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.

### 3.5 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.

### 3.5 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



### 3.6 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.*

### 3.6 Technical specifications - Parental occupation group (continued)

#### LIST OF PARENTAL OCCUPATION GROUPS

<p><b><u>Group 1: Senior management in large business organisation, government administration and defence, and qualified professionals</u></b> <input type="checkbox"/></p> <p><b>Senior executive/manager/department head in industry, commerce, media or other large organisation.</b> <b>Public service manager</b> (Section head or above), regional director, health/education/police/fire services administrator <b>Other administrator</b> [school principal, faculty head/dean, library/museum/gallery director, research facility director] <b>Defence Forces</b> Commissioned Officer <b>Professionals</b> 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. <b>Health, Education, Law, Social Welfare, Engineering, Science, Computing</b> professional <b>Business</b> [management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer] <b>Air/sea transport</b> [aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller]</p>
<p><b><u>Group 2: Other business managers, arts/media/sportspersons and associate professionals</u></b> <input type="checkbox"/></p> <p><b>Owner/manager</b> of farm, construction, import/export, wholesale, manufacturing, transport, real estate business <b>Specialist manager</b> [finance/engineering/production/personnel/industrial relations/sales/marketing] <b>Financial services manager</b> [bank branch manager, finance/investment/insurance broker, credit/loans officer] <b>Retail sales/services manager</b> [shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency] <b>Arts/media/sports</b> [musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/woman, coach, trainer, sports official] <b>Associate professionals</b> generally have diploma/technical qualifications and support managers and professionals. <b>Health, Education, Law, Social Welfare, Engineering, Science, Computing</b> technician/associate professional <b>Business/administration</b> [recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager] <b>Defence Forces</b> senior Non-Commissioned Officer</p>
<p><b><u>Group 3: Tradesmen/women, clerks and skilled office, sales and service staff</u></b> <input type="checkbox"/></p> <p><b>Tradesmen/women</b> generally have completed a 4 year Trade Certificate, usually by apprenticeship. All tradesmen/women are included in this group. <b>Clerks</b> [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] <b>Skilled office, sales and service staff.</b> <b>Office</b> [secretary, personal assistant, desktop publishing operator, switchboard operator] <b>Sales</b> [company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher] <b>Service</b> [aged/disabled/refugee/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor]</p>
<p><b><u>Group 4: Machine operators, hospitality staff, assistants, labourers and related workers</u></b> <input type="checkbox"/></p> <p><b>Drivers, mobile plant, production/processing machinery and other machinery operators.</b> <b>Hospitality staff</b> [hotel service supervisor, receptionist, waiter, bar attendant, kitchenhand, porter, housekeeper] <b>Office assistants, sales assistants and other assistants.</b> <b>Office</b> [typist, word processing/data entry/business machine operator, receptionist, office assistant] <b>Sales</b> [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] <b>Assistant/aide</b> [trades' assistant, school/teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant] <b>Labourers and related workers</b> <b>Defence Forces</b> ranks below senior NCO not included above <b>Agriculture, horticulture, forestry, fishing, mining worker</b> [farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand] <b>Other worker</b> [labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor]</p>

### 3.6 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

### 3.6 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.

### 3.6 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

### 3.7 Technical specifications - Main language other than English spoken at home

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

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

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

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

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

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

*Question Option One:*

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

**Does the student speak a language other than English at home?**

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

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

**3.7 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 5](#); 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 5](#) were derived using Census 2006 data for 'Parents with students 5-19 years of age'.

### 3.7 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.



### 3.7 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 6](#) and can be accessed on the ABS website at <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02005-06?OpenDocument> or as a link to this manual on the MCEETYA 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 <http://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 <i>Australian Standard Classification of Languages (ASCL) Second Edition</i> , ABS cat. no. 1267.0.

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.

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

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 8](#) and can be accessed on the ABS website at <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02005-06?OpenDocument> or as a link to this manual on the MCEETYA 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 <http://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:

<b>Derivation Conditions</b>	<b>Language background Indicator</b>
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 ASCL Second Edition.

There is also the potential to report by main language spoken at home.

### 3.8 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 7](#); 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 7](#) 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: .....

### 3.8 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 Attachment 8 and can be accessed on the ABS website at [http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0 Second%20Edition?OpenDocument](http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0%20Second%20Edition?OpenDocument) or as a link to this manual on the MCEETYA 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 [http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0 Second%20Edition?OpenDocument](http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0%20Second%20Edition?OpenDocument).

**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 <i>Standard Australian Classification of Countries</i> (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.

### 3.8 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 [http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0 Second%20Edition?OpenDocument](http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0%20Second%20Edition?OpenDocument) or as a link to this manual on the MCEETYA 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 the collection of the required student information from parents via the school enrolment process.

Task	Notes
<input type="checkbox"/> The principal update that needs to be noted is that data collected from parents for the 'Country of birth of student' data item should be coded to the <i>Standard Australian Classification of Countries</i> (SACC) Second Edition which was released by the Australian Bureau of Statistics in May 2008.	See Attachments 7 and 8.
<input type="checkbox"/> 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 students in Years 3, 5, 7 and 9 and, if the school has been selected to participate in national sample testing in 2009, from parents of Year 6 students. The processes outlined at Section 2.2.6 should be followed to ensure data collection is as complete and accurate as possible, is coded correctly and is entered on the school's administrative computer system.	Examples of special data collection forms are provided at Attachment 3.
<input type="checkbox"/> 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 the 2009 science literacy sample assessment).	Test administration authorities will provide Test Administration Handbooks/Manuals for Principals and Test Administrators for NAPLAN 2009.  The assessment contractor for the 2009 science literacy sample assessment will provide information on procedures for the electronic collection of student background data.

**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
<input type="checkbox"/> Inform school community of information required from parents.	
<input type="checkbox"/> Modify the enrolment form to include the required questions from Section 3 (Technical Specifications).	This may require amendment of existing questions and the addition of new questions.
<input type="checkbox"/> Check privacy requirements and notices provided to parents regarding provision of information to testing agents.	
<input type="checkbox"/> Review procedures for completion of the enrolment form or special data collection form. These may include: <ul style="list-style-type: none"> <li>• distribution and collection of forms</li> <li>• handling queries from parents</li> <li>• interviewing parents</li> <li>• checking for completeness and accuracy</li> <li>• entering data to storage and retrieval systems.</li> </ul>	Modifications to existing procedures may be required.
<input type="checkbox"/> Train personnel involved in enrolment or data collection procedures.	Relevant personnel include those responsible for such processes as: <ul style="list-style-type: none"> <li>• interviews</li> <li>• answering questions</li> <li>• handling complaints</li> <li>• checking completeness</li> <li>• conducting follow-up</li> <li>• entering data.</li> </ul>
<input type="checkbox"/> Implement the revised enrolment system.	
<input type="checkbox"/> 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 students in Years 3, 5, 7 and 9 and, if the school has been selected to participate in national sample testing in 2009, from parents of Year 6 students. The processes outlined at Section 2.2.6 should be followed to ensure data collection is as complete and accurate as possible, is coded correctly and is entered on the school's administrative computer system.	Examples of special data collection forms are provided at Attachment 3.
<input type="checkbox"/> Prepare processes for providing the 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 the 2009 science literacy sample assessment).	Test administration authorities will provide Test Administration Handbooks/Manuals for Principals and Test Administrators for NAPLAN 2009. The assessment contractor for the 2009 science literacy sample assessment will provide information on procedures for the electronic collection of student background data.

## **Attachment 2:**

# **Background to the Collection of Data on Student Characteristics Using Nationally Agreed Definitions**

### ***Improving educational outcomes for disadvantaged young Australians***

The capacity to obtain a coherent national picture of the educational progress of students with particular background characteristics across Australia has been hampered by the variety of ways in which the student groups have been defined by different States and Territories, school systems and schools.

The *Adelaide Declaration on National Goals for Schooling in the Twenty-First Century*, which was endorsed by all Education Ministers in 1999, provided the underlying rationale for nationally comparable reporting in respect of particular groups of students. In particular, the *Adelaide Declaration* stated that

*Schooling should be socially just, so that:*

*students' outcomes from schooling should be free of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students' socio-economic background or geographic location [Goal 3.1]*

*the learning outcomes of educationally disadvantaged students [should] improve and, over time, match those of other students [Goal 3.2].*

The *Adelaide Declaration* has provided the framework for nationally comparable reporting of students' outcomes over the past decade.

### ***New national goals for schooling***

On 5 December 2008, State, Territory and Commonwealth Education Ministers released the *Melbourne Declaration of Educational Goals for Young Australians*. The Goals were developed by Education Ministers in collaboration with the Catholic and independent school sectors, following public consultation. The 2008 *Melbourne Declaration* supersedes the 1999 *Adelaide Declaration*.

### ***Council of Australian Governments (COAG) agenda***

A further recent development is the agreement of the Council of Australian Governments (COAG), which comprises the Prime Minister, State Premiers and Territory Chief Ministers, to develop a new schools reform plan for the twenty-first century to ensure that all Australian students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy. COAG has given priority to improving student outcomes from schooling, addressing social inclusion and closing the gap on Indigenous disadvantage.

The schooling elements of the COAG Participation and Productivity Framework are reproduced on the following page.

## COAG Productivity Agenda Working Group

### Policy Framework – Outcomes, Progress Measures and Policy Directions

<p>That all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.</p>					ASPIRATIONS
<p>All children are engaged in and benefiting from schooling</p>	<p>Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving</p>	<p>Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children</p>	<p>Australian students excel by international standards</p>	<p>Young people make a successful transition from school to work and further study</p>	OUTCOMES
<ul style="list-style-type: none"> <li>Proportion of children enrolled in and attending school</li> <li>Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing</li> <li>Proportion of students in top and bottom levels of performance in international testing (eg PISA, TIMSS)</li> <li>Proportion of the 19 year old population having attained at least a Year 12 or equivalent or AQF Certificate II</li> <li>Proportion of young people participating in post-school education or training six months after school</li> <li>Proportion of 18-24 year olds engaged in full-time employment, education or training at or above Certificate III level</li> </ul>					INDICATIVE PROGRESS MEASURES
<ul style="list-style-type: none"> <li>Lift the Year 12 or equivalent attainment rate to 90 per cent by 2020</li> <li>Halve the gap for Indigenous students in reading, writing and numeracy within a decade</li> <li>At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020</li> </ul>					COAG TARGETS
<ul style="list-style-type: none"> <li>All Year 9-12 students have access to a computer and teachers are trained appropriately</li> <li>All secondary schools have access to Trades Training Centres delivering high quality industry recognised training at Certificate III level</li> <li>National Curriculum supports world-class teaching in all Australian schools from Kindergarten to Year 12, including literacy and numeracy standards</li> <li>Asian Languages — Increase the number of qualified language teachers and develop national curriculum for advanced students</li> </ul>					COMMONWEALTH ELECTION COMMITMENTS
<ul style="list-style-type: none"> <li>Improving teacher and school leader quality</li> <li>High standards and expectations</li> <li>Greater accountability and better directed resources</li> <li>Modern, world class teaching and learning environments, including ICT</li> <li>Integrated strategies for low SES school communities</li> <li>Boosting parental engagement</li> </ul>					POLICY DIRECTIONS

Source: 22<sup>nd</sup> MCEETYA Meeting Communiqué, 17-18 April 2008, Melbourne

### ***Development of nationally consistent definitions of student background characteristics***

When Education Ministers endorsed the *Adelaide Declaration*, they also agreed to develop nationally consistent definitions of the following student background characteristics for the purpose of national reporting on student outcomes:

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

Information on students' **geographic location** does not appear in the Manual because it does not involve data collection from parents via enrolment forms. Metropolitan, provincial and remote zones are defined using a geographic location classification developed for the purpose.

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

### ***Priority areas of schooling***

Over the past decade, Ministers have endorsed a set of key performance measures to provide the basis for monitoring student achievement in the following priority areas of schooling:

- literacy
- numeracy
- science
- civics and citizenship education
- information and communication technology
- student participation and attainment
- vocational education and training in schools.

### ***National Assessment Program***

The National Assessment Program comprises the following set of nationally agreed assessment programs used to report on student performance and achievement:

- a. National Assessment Program – Literacy and Numeracy assessments of all students in Years 3, 5, 7 and 9
- b. National Assessment Program – triennial sample assessments in
  - Science Literacy (Year 6 students)
  - Civics and Citizenship (Year 6 and Year 10 students)
  - Information and Communication Technology (ICT) Literacy (Year 6 and Year 10 students)
- c. International assessments – PISA and TIMSS (as approved by MCEETYA).

The results of the National Assessment Program are released on the MCEETYA website (<http://www.mceetya.edu.au>) as they become available.

### ***National Key Performance Measures***

The agreed assessments comprising the National Assessment Program are set out in the *Measurement Framework for National Key Performance Measures* which can be accessed on the MCEETYA website (<http://www.mceetya.edu.au>). The table below sets out the assessments for which linking of student background data and assessment results is required. It also provides details of the year level(s) at which assessments are conducted, the proportion of students undertaking the assessment - that is, the full cohort (all students) or a sample of students – and the frequency of the assessments.

Measure	Year Level	Full cohort or Sample	Basis/Test-Instrument	Frequency or Cycle
Literacy - % achieving at or above the national minimum standards for reading, writing & language conventions (spelling, grammar & punctuation)	Years 3, 5, 7 & 9*	Full cohort	National test	Annual
Numeracy - % achieving at or above the national minimum standard for numeracy	Years 3, 5, 7 & 9*	Full cohort	National test	Annual
Science - % achieving at or above the proficient standard in science literacy	Year 6	National sample	National test	Three-yearly from 2003
Civics and Citizenship– % achieving at or above the proficient standard in civic knowledge and understanding, and in citizenship participation skills and civic values	Year 6 } Year 10 }	National sample	National test	Three-yearly from 2004
Information and Communication Technology (ICT) Literacy - % achieving at or above the proficient standard in ICT	Year 6 } Year 10 }	National sample	National test	Three-yearly from 2005

\* National assessments in Year 9 (Reading, Writing, Language Conventions and Numeracy) commenced in 2008.

### ***MCEETYA Performance Measurement and Reporting Taskforce***

The Performance Measurement and Reporting Taskforce is responsible for the development and maintenance of the key performance measures, for monitoring the collection of student background data using the nationally consistent definitions of student groups, and for developing and implementing the Measurement Framework. The taskforce comprises representatives of the Australian Government, all State and Territory education departments, and the two peak bodies representing the non-government school sector (the National Catholic Education Commission and the Independent Schools Council of Australia).

### **Attachment 3:**

### **Special Data Collection Forms**

This attachment provides two sample forms (A and B) which contain the agreed question modules specified in Section 3.

Schools or school systems collecting student background data using the nationally agreed definitions for the first time may wish to use these sample forms as special data collection forms. The question layouts contained in these samples may also be used by schools or school systems to revise their enrolment forms.

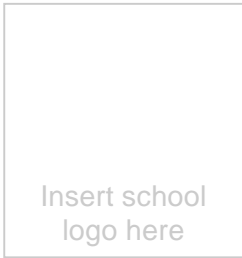
The difference between the two samples lies in the questions relating to country of birth and language background where there are two question options.

Sample A contains the question modules which entail the least amount of coding. It is slightly longer than Sample 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 Sample A, they may use the lists of Main languages spoken for Australia and each State and Territory (Attachment 5) and the Main countries of birth for Australia and each State and Territory (Attachment 7). The question modules using this option are shaded in Sample A.

Sample B provides the shortest form of these questions; however, this will require schools or school systems to do more coding.

Schools or school systems may choose to use a mix of questions from the two samples. They can also choose their preferred terminology for parents/guardians/carers (described in the Glossary).

*[This form provides questions which entail the least amount of coding by schools. Schools or school systems may choose alternative lists of languages and countries— see Attachments 5 and 7.]*



## **SAMPLE A: Data Collection Form**

**Information required for assessment and reporting purposes**

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

### **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 .....	<input type="checkbox"/>
New Zealand .....	<input type="checkbox"/>
England .....	<input type="checkbox"/>
South Africa .....	<input type="checkbox"/>
China (excludes SARs & Taiwan) .....	<input type="checkbox"/>
Philippines .....	<input type="checkbox"/>
India .....	<input type="checkbox"/>
United States of America .....	<input type="checkbox"/>
South Korea .....	<input type="checkbox"/>
Hong Kong (SAR of China) .....	<input type="checkbox"/>
Other – please specify .....	<input type="checkbox"/>



**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 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Arabic .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Cantonese .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Italian .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Vietnamese .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Mandarin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Greek .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Spanish .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Tagalog .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Hindi .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Other - please specify .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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.....	<input type="checkbox"/>	<input type="checkbox"/>
Year 11 or equivalent.....	<input type="checkbox"/>	<input type="checkbox"/>
Year 10 or equivalent.....	<input type="checkbox"/>	<input type="checkbox"/>
Year 9 or equivalent or below.....	<input type="checkbox"/>	<input type="checkbox"/>

**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.....	<input type="checkbox"/>	<input type="checkbox"/>
Advanced diploma/Diploma.....	<input type="checkbox"/>	<input type="checkbox"/>
Certificate I to IV (including trade certificate).....	<input type="checkbox"/>	<input type="checkbox"/>
No non-school qualification.....	<input type="checkbox"/>	<input type="checkbox"/>

**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 paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.*
- If the person has not been in paid work in the last 12 months, enter '8' in the 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/refugee/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor]

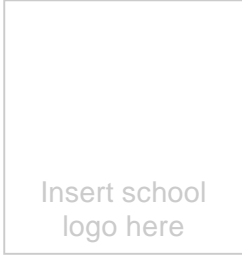
### **Group 4: Machine operators, hospitality staff, assistants, labourers and related workers**

**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]*

## SAMPLE B: Data Collection Form

**Information required for assessment and reporting purposes**



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

**Name of student:**

First name

Last name

**Home address of student:**

(No. and street name)

Suburb

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.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Other - please specify .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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.....	<input type="checkbox"/>	<input type="checkbox"/>
Year 11 or equivalent.....	<input type="checkbox"/>	<input type="checkbox"/>
Year 10 or equivalent.....	<input type="checkbox"/>	<input type="checkbox"/>
Year 9 or equivalent or below.....	<input type="checkbox"/>	<input type="checkbox"/>

**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.....	<input type="checkbox"/>	<input type="checkbox"/>
Advanced diploma/Diploma.....	<input type="checkbox"/>	<input type="checkbox"/>
Certificate I to IV (including trade certificate).....	<input type="checkbox"/>	<input type="checkbox"/>
No non-school qualification.....	<input type="checkbox"/>	<input type="checkbox"/>

**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 paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.
- If the person has not been in paid work in the last 12 months, enter '8' in the 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/refugee/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 4:

## Glossary

ABS	Australian Bureau of Statistics.
ANR	See National Report on Schooling.
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
Country of birth	The country in which the student was born. This information may be used in relation to understanding the Language background indicator and main language other than English spoken at home indicator.
Data type	Could 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	Could be a code or a picture. In all cases in this document it will be a code.
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.
Key Performance Measures	See Attachment 2.
KPM	See Key Performance Measures.
Language background indicator	This indicator is derived from the main language other than English spoken at home by the student or mother or father at home. It indicates whether a student is of an English or other than English language background. A student is defined as being of a language background other than English if either the student, the student's mother or the student's father speaks a language other than English at home.
LBOTE	Language Background Other Than English
Main language other than English spoken at home	The main language, other than English, spoken in the student's home by the student or the student's mother or father.
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs.
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.
National goals	See National Goals for Schooling.
National Goals for Schooling	See <a href="http://www.mceetya.edu.au">http://www.mceetya.edu.au</a>
National Report on Schooling	See <a href="http://www.mceetya.edu.au">http://www.mceetya.edu.au</a>
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). See Attachment 2.

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 using: <ul style="list-style-type: none"> <li>• mother and father</li> <li>• parent 1 and parent 2</li> <li>• guardian 1 and guardian 2</li> <li>• parent/guardian1 and parent/guardian2</li> <li>• mother/guardian1 and father/guardian2</li> <li>• mother/parent1/guardian1 and father/parent2/guardian2.</li> </ul>
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 includes 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	A taskforce of MCEETYA that is responsible for the development and reporting of Key Performance Measures that enable progress to be assessed against 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 <i>Standard Australian Classification of Countries (SACC)</i> classification and any supplementary codes used.
PISA	The OECD’s Programme for International Student Assessment (PISA), which assesses 15-year-old students every 3 years from 2000.
PMRT	See Performance Measurement and Reporting Taskforce.
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 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 uniquely 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. They are designed to facilitate processing by allowing non-specific responses to be coded to a broader level of classification rather than be lost altogether. ‘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	<p>For government schools, the test administration authority is the relevant State or Territory assessment agency or authority. Test administration authorities are responsible for providing administrative and logistical services associated with the delivery of the NAPLAN tests at the State or Territory level.</p> <p>Catholic and independent schools may have their test logistical services provided through a State or Territory test administration authority or through the Curriculum Corporation.</p>
Testing agent	<p>The organisation administering literacy and numeracy testing at Years 3, 5, 7 and 9 or administering a particular national sample assessment. 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.</p>
TIMSS	<p>The IEA's Trends in International Mathematics and Science Study involves assessments of Years 4 and 8 students every 4 years in order to provide data on trends in mathematics and science achievement.</p>



## Attachment 5:

## Main Languages Spoken, by State/Territory

This attachment provides the tick box options for all States/Territories and Australia that are relevant to the sub-population of 'Parents with students 5-19 years of age'. These options were derived using ABS Census 2006 data for 'Parents with students 5-19 years of age'.

Collection of 'Main language other than English spoken at home' by the student and both parents/guardians living in the home is required for reporting purposes. 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 '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. School systems and schools which collected data using previous lists (based on 2001 Census data) are not required to update enrolment forms to reflect the current lists but may choose to do so.

#### 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.....           | <input type="checkbox"/> |
| Yes, | Arabic.....                 | <input type="checkbox"/> |
| Yes, | Cantonese.....              | <input type="checkbox"/> |
| Yes, | Italian.....                | <input type="checkbox"/> |
| Yes, | Vietnamese.....             | <input type="checkbox"/> |
| Yes, | Mandarin.....               | <input type="checkbox"/> |
| Yes, | Greek.....                  | <input type="checkbox"/> |
| Yes, | Spanish.....                | <input type="checkbox"/> |
| Yes, | Tagalog.....                | <input type="checkbox"/> |
| Yes, | Hindi.....                  | <input type="checkbox"/> |
| 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, Djambarrpuynu.....
- 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 6:

## Australian Standard Classification of Languages (ASCL) Coding Index

A coding index is required to link responses from 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 index can be obtained in the form of an electronic text file from the Australian Bureau of Statistics (ABS) website at <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02005-06?OpenDocument> or as a link to this Manual on the MCEETYA website.

Information provided in administrative collections does not always comprise the exact words used as the official names of classification categories in the ASCL. A coding index is therefore necessary to act as a link between individual responses and the classification categories, enabling data to be coded accurately and quickly to the appropriate category in the classification.

The coding index has been developed to assist in the implementation and use of the ASCL and should be used when coding responses to questions relating to language spoken. The coding index has been devised by reference to existing literature in the field; consultation with language experts, government and private organisations with language knowledge and expertise, and ethnic and community groups; and by analysis of existing ABS data. It contains a comprehensive list of the most probable responses to questions relating to language and their correct classification codes.

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 in the ASCL to describe languages, dialects, pidgins, Creoles, and invented and sign languages. As well as the relevant recognised language and its official name, many of the Language categories also cover dialects and regional varieties of that language not separately identified in the classification. In addition to its coding function, the numerical index can be used to clarify the nature, extent and diverse content of each Language category. For example, Occitan and Walloon appear in the index with the same classification code as the Language category French.

### 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 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 more closely align with the Standard Australian Classification of Countries (SACC) and they are more appropriately classified; and
- 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.

Users and providers of language data are urged to use the second edition of the ASCL to collect, classify and disseminate data. 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 <http://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:

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

Responses that relate directly to a Language category are coded to that Language category. Such instances include responses that are an exact match with the Language category title except in terms of alternative spelling, the use of abbreviations, or the use of foreign or idiosyncratic words, etc., and responses that match the title in terms of the fundamental or basic words of the title and differ only in terms of qualifying or extraneous words.

Responses that relate directly to a Language category because they describe a variety, dialect or geographic variation of that language, for which a separate base unit has not been established in the classification, are coded directly to that Language category. For example, Siamese appears in the index with the same classification code as the Language category Thai.

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. A response should only be coded to a residual category if it is clear that it belongs in that category. For example, responses that cannot be identified as relating directly to a particular Language category, but which is known to be within the range of languages relating to a particular Narrow Group, are coded to that Narrow group and allocated an 'n.f.d.' code (for example, Celtic n.f.d. 1100). 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 7:

## Main Countries of Birth, by State/Territory

This attachment provides the tick box options for all States/Territories and Australia that are relevant to the sub-population of 'Students 5-19 years of age'. This information was derived using ABS Census 2006 data for 'Students 5-19 years of age'.

Collection of 'Country of birth' of the student is required for assisting in the interpretation of responses on language background. 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 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 previous lists (based on 2001 Census data) are not required to update enrolment forms to reflect the current lists but may choose to do so.

#### Australia:

##### In which country was the student born?

- |                                     |                          |
|-------------------------------------|--------------------------|
| Australia.....                      | <input type="checkbox"/> |
| New Zealand.....                    | <input type="checkbox"/> |
| England.....                        | <input type="checkbox"/> |
| South Africa.....                   | <input type="checkbox"/> |
| China (excludes SARs & Taiwan)..... | <input type="checkbox"/> |
| Philippines.....                    | <input type="checkbox"/> |
| India.....                          | <input type="checkbox"/> |
| United States of America.....       | <input type="checkbox"/> |
| South Korea.....                    | <input type="checkbox"/> |
| Hong Kong (SAR of China).....       | <input type="checkbox"/> |
| 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 8:**

## **Standard Australian Classification of Countries (SACC) 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 index can be obtained in the form of an electronic text file from either the Australian Bureau of Statistics (ABS) website at <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0Second%20Edition?OpenDocument> or as a link to this manual on the MCEETYA website.

Information provided in administrative collections does not always comprise the exact words used as the official names of classification categories in the SACC. A coding index is therefore necessary to act as a link between individual responses and the classification categories, enabling data to be coded accurately and quickly to the appropriate category in the classification.

The coding index has been developed to assist in the implementation and use of the classification and should be used when coding responses to questions relating to 'Country of birth'. The coding index has been devised by reference to relevant documents such as atlases, gazetteers, guides to countries and by analysis of ABS data collected over many years. It contains a comprehensive list of the most probable responses to questions relating to country and their correct classification codes. The SACC Second Edition has, as its most recent basis, the 2006 Census.

Where possible, schools and school systems should ensure that information collected for the first time in 2009 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) need 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 <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1269.0Second%20Edition?OpenDocument>.

There may also be some schools or school systems where the need for modification to student data collection instruments and information storage and retrieval systems will prevent the implementation of changes to 'Country of birth' codes for 2009 enrolments. Such schools or school systems should carry out the necessary modifications to their student information systems in 2009 to ensure that their data systems can accommodate the required fields for 'Country of birth' coding as per the SACC Second Edition for 2010 enrolments. In the meantime, they should continue to use the SACC First Edition which is also available as a link to this manual on the MCEETYA website.

### **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, nec, 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, nec)
  - 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, nec (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 rules 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 (for example, Tadzhikistan for Tajikistan), abbreviations (for example, Aust. for Australia), acronyms (for example, FRY for the Federal Republic of Yugoslavia), or foreign language names (for example, Ceska Republika for the Czech Republic) 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.

If a response consists of an archaic or historical name (for example, Persia for Iran) it is necessary to determine the current country or geographic area to which the response relates and allocate the appropriate code: country, minor group, n.f.d. (not further defined); major group, n.f.d.; or inadequately described. It should be noted that special supplementary codes have been assigned to the recently defunct political

entities of Eastern Europe (former USSR, former Czechoslovakia, etc.) and these codes are used rather than the standard supplementary codes.

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. code. A response should only be coded to a residual category if it is clear that it belongs in that category. For example, responses which cannot be identified as relating directly to a particular country category, but which is known to be within the range of countries relating to a particular Minor Group, are coded to that Minor group and allocated an 'n.f.d.' code (for example, Northern America n.f.d. 8100). 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 in all applications it is preferable that each country response be coded according to national boundaries existing at the time of the data collection. Therefore, all responses relating to a country which currently exists, but which has undergone boundary changes at some time in the past, are coded to the named country. For example, all persons who give their 'Country of birth' as 'Poland' are coded to Poland, even though the boundaries of Poland may have changed since they were born and they may have in fact been born in a place that is now in Germany. 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. For example, the response 'Danzig' is coded to Poland not to Germany.

Responses relating to countries that have changed name, without changing boundaries, are coded to the name in the current classification. Thus, the response 'Upper Volta' is coded to 'Burkina Faso'.