

Data Standards Manual: Student Background Characteristics

For use by

Schools and School Systems

Test Administration Authorities

Assessment Contractors

2019 edition



The manual is updated on a regular basis with the latest version available on the ACARA website www.acara.edu.au.

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Address enquiries regarding copyright to:

info@acara.edu.au

or

ACARA
Level 13, Tower B, Centennial Plaza
280 Elizabeth Street
Sydney NSW 2000
Australia

Log of changes

2019

Privacy statement

Updated to reflect current legislative requirements. Information for the non-government sector added, including a reference to the Privacy Compliance Manual.

FAQs

FAQs removed from the Manual and published at <https://www.acara.edu.au/reporting/student-background-data-collection-for-independent-schools>

2017

Expanded 'Sex' standard characteristic

The 1200.0.55.012 - Standard for Sex and Gender Variables, 2016 has replaced the ABS 1285.0 - Demographic Variables, 1999 (cat. no. 1285.0). Please see www.abs.gov.au/ausstats/abs@.nsf/mf/1200.0.55.012. The sex and gender standard includes guidelines on the collection of counts of persons who do not fall within the male or female categories of sex and/or gender. A third optional category 'Other - please specify' has been included for consistency with the ABS standard, though not required for reporting purposes. The format and coding details are outlined in the technical specifications section.

Revised ABS Standard Classifications for Indigenous status and Languages

These are the ABS 1200.0.55.008 - Indigenous Status Standard, 2014, Version 1.5; the 1267.0 - *Australian Standard Classification of Languages (ASCL)*, 2016. The coding details are outlined in the technical specifications section.

Updated parental occupation group titles

Based on the 1220.0 - ANZSCO -- Australian and New Zealand Standard Classification of Occupations, 2013, Version 1.2, newly emerging occupations titles or specialisations within each of the parental occupation group have been added or updated where appropriate.

Student country of birth data no longer required

The collecting of data on the country of birth of the student is no longer required and the SBD data collection template has been updated accordingly.

Terminology change for referencing mother/father to parent1 and parent2

All references to 'mother/father' are deleted and replaced with parent1 and parent2.

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1. OVERVIEW

The Data Standards Manual: Student Background Characteristics provides information for schools and school systems to collect student background information from parents/guardians/carers.

The process of collecting student background information from parents/guardians/carers began in 2005 when Education Ministers agreed that all government and non-government schools would use common definitions of specified background variables when reporting on students' outcomes. This is the seventh edition of the manual, which is now covered under the *Australian Education Act 2013 (Cth)*.

The nationally agreed student background characteristics collected are:

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

The student background information is linked to students' results in the various components of the National Assessment Program (NAP) including the calculation of the Index of Community Socio Educational Advantage (ICSEA) which enables fair comparisons to be made between schools with similar students and the Socio Educational Advantage (SEA) model which contributes to school funding.

It is the responsibility of schools and school systems to review and adjust their data collection tools and data processing procedures to ensure that their collections incorporate the standard definitions, question modules and data coding structure for each of the variables, as per the technical specifications provided in the manual.

1.1 Purpose of the manual

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

The 2017 edition of the Data Standards Manual is to be used by schools and school systems when enrolling students for the first time in the school year or when collecting information, via special data collection forms on those students participating in national assessments.

The Student Background Data characteristics and specifications have been incorporated into the Systems Interoperability Framework (SIF) which details the agreed technical data standards to share data between ICT systems across the school sector allowing information to be exchanged accurately and efficiently. The SIF field names, descriptions and coding structure are used internationally.

1.2 Who should use the manual?

The Data Standards Manual is for the use of schools, school system personnel, test administration authorities, testing services contractors, software providers and Education Standards Authorities (former boards of studies) responsible for:

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

However, not all schools need to use the manual as in some systems, the implementation of the required student data collection arrangements is a central responsibility.

Most school systems and schools already have in place the required data collection protocols.

There are, however, a number of potential new users - that is, schools or school systems implementing the required data collection arrangements for the first time.

New users are most likely to be either:

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

Such schools may need to review and adjust their data collection tools and data processing procedures to implement in their collections according to the standards agreed for each data item.

1.3 Reporting Student Background Data

Student Background Data is used in the *National Assessment Program (NAP)*¹ which has both national and international components.

National

National Assessment Program — Literacy and Numeracy (NAPLAN)

This is the annual full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9 (NAPLAN). Schools are required to have obtained student background information from parents/guardians/carers through the enrolment process for all students in these year levels.

Schools and school systems implementing the required data collection arrangements for the first time and which have not yet integrated the requirements into their enrolment process

¹ Further information on both the national and international components of the National Assessment Program can be found on the National Assessment Program website at www.nap.edu.au.

will need to undertake special collections of student background information from students' parents using the question modules specified in this manual.

The report of the assessment results document students' attainment in relation to proficiency levels and standards, including the performance of specified groups of students. It also reports on student results by sex, Indigenous status, language background, socio-economic status categories and geographic location.

National Sample Assessment Program

National sample assessments are collected every three years for students from schools in every state and territory for science literacy (Year 6 and Year 10), information and communication technology literacy (Years 6 and 10), and civics and citizenship (Years 6 and 10) on a rotational basis.²

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

ACARA is responsible for the NAP sample tests and contractors are engaged by ACARA to conduct the assessments. The report documents students' attainment in relation to proficiency levels and standards, including the performance of specified groups of students and student results by sex, Indigenous status, language background, socio-economic status categories and geographic location.

Index of Community Socio-Educational Advantage calculation and *My School* website

The Index of Community Socio-Educational Advantage (ICSEA) was created by ACARA specifically to enable meaningful comparisons of National Assessment Program – Literacy and Numeracy (NAPLAN) test achievement by students in schools across Australia.

Key factors in students' family backgrounds (parents' occupation, school education and non-school education) have an influence on students' educational outcomes at school. In addition to these student-level factors, research has shown that school-level factors (a school's geographical location and the proportion of Indigenous students at the school) need to be considered when summarising educational advantage or disadvantage at the school level. The ICSEA score is constructed taking into account both student- and school-level factors.

The *My School* website contains statistical and contextual information on each school, and reports information on the performance of each school in the NAPLAN. The ICSEA value places schools on a numerical scale by reference to their relative socio-educational advantage.

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

² History will be added to NAP Civics and Citizenship from 2019 and Year 10 will be assessed in NAP Science Literacy from 2018.

International

The international components include participation in the OECD Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

OECD Programme for International Student Assessment (PISA)

Representative samples of 15-year-old students (in Years 9, 10 or 11) from government and non-government schools in all states and territories participate in the OECD Programme for International Student Assessment (PISA) which assesses skills in three domains: reading literacy, mathematical literacy and science literacy.

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 Australian Council for Educational Research (ACER) has been contracted as the national project manager for PISA 2018.

Trends in International Mathematics and Science Study (TIMSS)

TIMSS is conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA) which assesses' performance in mathematics and science in samples of Year 4 and Year 8 students. ACER is responsible for undertaking the data collection in Australian schools.

Progress in International Reading Literacy Study (PIRLS)

PIRLS conducts comprehensive assessments of reading literacy for students in Year 4, supported by extensive data about country, school and classroom learning environments. In Australia, around 300 schools and 5,000 students in Year 4 will be involved. ACER is responsible for undertaking the data collection in Australian schools.

1.4 Issues to consider in collecting the SBD data

Data quality assurance

Schools and school system personnel are responsible for assisting Test Administration Authorities and assessment contractors to meet their legal and privacy obligations by ensuring that data collected for national reporting is accurate, up-to-date and complete.

Schools need to ensure that procedures for collecting student background information from parents, via enrolment forms or special data collection forms, are carefully considered and managed.

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

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

Incomplete or Missing Data

Concerns have been raised about the extent of incomplete data, most notably, the high levels of missing data for the parental education and parental occupation data items.

In some school systems and schools, the collection of data for the parental education and parental occupation indicators has proven difficult.

One issue identified as contributing to poor response rates from parents was the designation (either directly or indirectly) of the questions on enrolment forms seeking information on student background characteristics as optional or non-mandatory.

Ministers' adoption of the parental education and parental occupation indicators reflected their agreement that the use of single measures applicable to individual students was the most appropriate way to monitor and report on the effects of socio-economic background (as distinct from other factors, such as Indigenous status, language background other than English or geographic location) on student outcomes.

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

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

1.5 New users of the Data Standards Manual

The key steps for schools or school systems collecting data for the first time are set out below:

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

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

Information for parents should meet any applicable privacy requirements and emphasise the importance of having complete data on all students, including those with student background characteristics known to be associated with educational disadvantage. Refer to section 1.7 regarding privacy requirements.

The availability of the data at the state and territory and individual school levels provides an evidence base for monitoring the progress of all students and identifying the need for intervention strategies and, as appropriate, for directing additional resources to reduce the effect of disadvantage on student outcomes.

Revision of enrolment forms

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

Use of special data collection forms

Schools or school systems which have not modified their enrolment forms to collect student background information using the agreed technical standards will need to use special data collection forms to collect the necessary information from parents of Year 3, 5, 7 and 9 students for linking to students' NAPLAN results and from parents of Year 6 and Year 10 students in those schools selected to participate in the National Assessment Program (NAP). Attachment 2 provides two sample special data collection forms using the agreed question modules. Refer to section 1.7 regarding privacy requirements.

Information for test administration authorities

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

- the test administration authority for the national literacy and numeracy tests
- the assessment contractors engaged to conduct the sample assessment.

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

Revision of student data storage system to include required fields

Section 2: Technical specifications provides details of the required question modules, together with guidance on how the responses should be coded and stored. The following details need to be checked:

- student data records include fields for all the information specified in Section 2
- the fields in electronic records meet the information system requirements specified in Section 2
- student background information is able to be retrieved in such a way that it can be linked to students' test data by the test administration authority or assessment contractor, for example, by means of a suitable unique student identifier, in accordance with relevant privacy law requirements.

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

A checklist of key steps for new and existing users is provided at Attachments 1a and 1b.

1.6 Privacy requirements

When dealing with personal information, schools are required to have a privacy policy in accordance with legislative requirements in their respective jurisdictions.

Schools and school systems should comply with any applicable privacy requirements, including to review and, if necessary, update their privacy policies and other relevant documentation notifying parents of the collection, storage, use and disclosure of personal information about them and their children. 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.

Federal privacy legislation applies to non-government schools. The Privacy Compliance Manual jointly published by the National Catholic Education Commission and the Independent Schools Council of Australia provides guidance. A copy of the manual may be downloaded from the NCEC (www.ncec.catholic.edu.au) or the Independent Schools Council (www.isca.edu.au).

2. TECHNICAL SPECIFICATIONS

2.1 How to use this section

Section 2 sets out how information is collected, stored and reported for each of the background characteristics:

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

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

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

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

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

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

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

Standard format

The information in Section 2 (one subsection for each data element) is set out in a standard format:

Definition	Provides a description of the data element.
Related indicator(s)	Shows how the data element relates to the background characteristic.
Question module	Sets out the relevant question(s) as they must appear on the enrolment form. In some cases, more than one question option is offered. Where this occurs, schools or school systems may select the option that suits them best.
Rules	Shows how responses should be coded.
Guide for use	Indicates how responses are linked to relevant classifications in the attachments.
Output requirements	Sets out the form in which the school or school system is to record the data on each student for provision to the testing agent.
Information systems requirement	Shows the properties of the fields to be used in information storage and retrieval systems. For more information on the properties of the fields see Attachment 5 Glossary.
Coding structure	Lists the allowable codes for responses to the questions.
Information for testing agents	Shows how the testing agent will provide the information for the annual national reporting.

Rules and principles

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

- Schools need to adhere exactly to the question modules, response options, instructions and codes contained in the technical specifications. To change any of these in any way will affect the comparability of the information collected.
- Schools are not to override information given by the parent/guardian on an enrolment form. The data given by the parent/guardian should not be altered even if the data provided by the parent are known to be incorrect. This includes where the parent has chosen not to provide the information.
- In instances where the parent/guardian is unable through reasons of illiteracy or language barrier or disability to provide schools with the requested student background information, schools may record this information in an accurate manner that truthfully reflects student background information on their behalf. This option is only to be used where the parent/guardian is willing to give the required information but is not able to do so.
- Reasonable effort should be made to contact the parent/guardian in order to obtain missing information on the enrolment form or to chase up a missing form.
- Where a parent/guardian does not provide a response to a question, and the information is still not obtained after follow-up, the question is not to be left blank: it should be coded to the 'not stated' category.

2.2 Technical specifications – Sex

Definition	'Sex' is the distinction 'male' or 'female' as reported by a person.								
Related indicator(s)	'Sex' of student is required to report on student performance by male or female.								
Question module	<p>For the collection of data on 'Sex' the question module can follow the ABS classification, as follows,</p> <p>What is your sex? Please [tick/mark/select] one box.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/> Not stated/inadequately described <p>Or the question module can omit the Other category as follows:</p> <p>What is your sex? Please [tick/mark/select] one box.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other/not stated/inadequately described 								
Guide for use	<p>www.abs.gov.au/ausstats/abs@.nsf/mf/1200.0.55.012</p> <p>While the majority of the population identifies both their sex and gender as either male or female and describe themselves as such, a small proportion of the population identify their gender as other than male or female. The label 'Other' is used to capture instances in which the student's enrolled gender is not male or female or not stated. The use of 'Other' is consistent with best practice for developing statistical classifications, <u>but is not mandatory for school enrolment systems to capture</u>, since only Male and Female sex are required for reporting purposes.</p>								
Output requirements	<p>The following output code needs to be recorded for each student and provided to the testing agent as and when required:</p> <p>1 = Male</p> <p>2 = Female</p> <p>9 = Where 'sex' is NOT male or female</p>								
Information systems requirement	<p>It is necessary to store 'Sex' data that will enable output according to the following:</p> <table> <tr> <td>Form of representation:</td> <td>Code</td> </tr> <tr> <td>Datatype:</td> <td>Numeric character</td> </tr> <tr> <td>Size of data element values:</td> <td>1</td> </tr> <tr> <td>Permissible data element values:</td> <td>Code values represented in the 'Sex' classification. Where 'sex' is NOT male or female the code should be 9</td> </tr> </table>	Form of representation:	Code	Datatype:	Numeric character	Size of data element values:	1	Permissible data element values:	Code values represented in the 'Sex' classification. Where 'sex' is NOT male or female the code should be 9
Form of representation:	Code								
Datatype:	Numeric character								
Size of data element values:	1								
Permissible data element values:	Code values represented in the 'Sex' classification. Where 'sex' is NOT male or female the code should be 9								
Coding structure	<p>'Sex' is a flat classification having only one level with the two categories 'male' and 'female'. The code structure is simply:</p> <p>1 = Male</p> <p>2 = Female</p>								

	9 = Where 'sex' is NOT male or female
Information for testing agents	'Sex' of student is to be reported by male or female.

2.3 Technical specifications – Indigenous status

Definition	A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The term 'origin' is considered to relate to people's Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity.
Related indicator(s)	'Indigenous status' of the student is used to derive the Indigenous status indicator.
Question module	<p>One of the following questions should be used to collect 'Indigenous status':</p> <p>Question Option One</p> <p>Is the student of Aboriginal or Torres Strait Islander origin? <i>(For persons of both Aboriginal and Torres Strait Islander origin, tick both 'Yes' responses.)</i></p> <p>No []</p> <p>Yes, Aboriginal []</p> <p>Yes, Torres Strait Islander []</p> <p>Question Option Two</p> <p>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:</p> <p>Is the student of Aboriginal or Torres Strait Islander origin?</p> <p>No []</p> <p>Yes, Aboriginal []</p> <p>Yes, Torres Strait Islander []</p> <p>Yes, both Aboriginal and Torres Strait Islander []</p> <p><i>Note: the 'Not stated/unknown' category should not appear as a response option on enrolment forms.</i></p>

Rules	<p>The 'Indigenous status' question allows for more than one response. The procedure for coding multiple responses is as follows:</p> <ul style="list-style-type: none"> • If the respondent marks 'No' and either 'Aboriginal' or 'Torres Strait Islander', then the response should be coded to either 'Aboriginal' or 'Torres Strait Islander' as indicated (i.e. disregard the 'No' response). • If the respondent marks both the 'Aboriginal' and 'Torres Strait Islander' boxes, then the response should be coded to 'Both Aboriginal and Torres Strait Islander origin'. • If the respondent marks all three boxes ('No', 'Aboriginal' and 'Torres Strait Islander'), then the response should be coded to disregard the 'No' response). <p>Where 'Indigenous status' is not stated/unknown, the code should be '9'.</p>								
Guide for Use	<p><u>ABS Standards for Statistics on Cultural and Language Diversity (cat.no. 1289.0) 1200.055.008 Indigenous Status Standard, 2014, V1.5</u></p>								
Output requirements	<p>The following output code needs to be recorded for each student and provided to the testing agent as and when required:</p> <p>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</p>								
Information systems requirement	<p>It is necessary to store 'Indigenous status' data that will enable output according to the following:</p> <table border="0"> <tr> <td>Form of representation</td> <td>Code</td> </tr> <tr> <td>Datatype</td> <td>Numeric character</td> </tr> <tr> <td>Size of data element values</td> <td>1</td> </tr> <tr> <td>Permissible data element values</td> <td>Code values represented in the 'Indigenous status' classification</td> </tr> </table> <p>Where "Indigenous status" is not stated or unknown, the code should be '9'.</p>	Form of representation	Code	Datatype	Numeric character	Size of data element values	1	Permissible data element values	Code values represented in the 'Indigenous status' classification
Form of representation	Code								
Datatype	Numeric character								
Size of data element values	1								
Permissible data element values	Code values represented in the 'Indigenous status' classification								
Coding structure	<p>'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:</p> <p>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</p> <p><u>Only the second digit</u> of the two-digit code needs to be used for data input and storage purposes. Responses should be coded to the appropriate category of the classification. For example, '24 Neither Aboriginal nor Torres Strait Islander origin' has an input code of '4'.</p> <p>'Not stated/unknown' 'Indigenous status' is to be coded the code '9'.</p> <p><i>Note: the 'Not stated/unknown' category should not appear as a response option on enrolment forms.</i></p>								

Information for testing agents

For the purpose of nationally comparable reporting on student annually, the testing agent will be asked to provide tables on the learning outcomes of students, including Indigenous students.

Testing agents will need to recode the data provided to enable reporting of outcomes for Indigenous students and for non-Indigenous students, as follows:

Indigenous status		Indigenous status indicator
Aboriginal but not Torres Strait Islander origin (1)	=	Indigenous
Torres Strait Islander but not Aboriginal origin (2)	=	Indigenous
Both Aboriginal and Torres Strait Islander origin (3)	=	Indigenous
Neither Aboriginal nor Torres Strait Islander origin (4)	=	Non-Indigenous
Not stated/unknown (9)	=	Not state/unknown

2.4 Technical specifications – Parental school education

Definition	'Parental school education' is the highest year of primary or secondary education a parent/guardian/carer has completed.
Related indicator(s)	'Parental school education' of parent1/guardian1/carer1 <u>and</u> parent2/guardian2/carer2 are required to derive the socio-economic background – education indicator.
Question module	<p>For the collection of data on 'Parental school education' the following two question modules should be used:</p> <p>What is the highest year of school the parent1/guardian1/carer1 has completed? <i>(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)</i></p> <p style="text-align: right;"><i>Mark one only</i></p> <p>Year 12 or equivalent []</p> <p>Year 11 or equivalent []</p> <p>Year 10 or equivalent []</p> <p>Year 9 or equivalent or below []</p> <p>What is the highest year of school the parent2/guardian2/carer2 has completed? <i>(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)</i></p> <p style="text-align: right;"><i>Mark one only</i></p> <p>Year 12 or equivalent []</p> <p>Year 11 or equivalent []</p> <p>Year 10 or equivalent []</p> <p>Year 9 or equivalent or below []</p> <p>See Glossary for advice on terminology to use for parent/guardian/carer.</p>
Rules	<p>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.</p> <p>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.</p>
Output requirements	<p>The following output codes need to be recorded for each student and provided to the testing agent as and when required:</p> <ul style="list-style-type: none"> • 1-digit 'Parental school education' code for parent1/guardian1/carer1. • 1-digit 'Parental school education' code for parent2/guardian2/carer2.

Information systems requirement	<p>It is necessary to store 'Parental school education' data that will enable output according to the following:</p> <table border="0"> <tr> <td>Form of representation</td> <td>Code</td> </tr> <tr> <td>Data type</td> <td>Numeric character</td> </tr> <tr> <td>Size of data element values</td> <td>1</td> </tr> <tr> <td>Permissible data element values</td> <td>All relevant categories of the coding structure specified below.</td> </tr> </table>	Form of representation	Code	Data type	Numeric character	Size of data element values	1	Permissible data element values	All relevant categories of the coding structure specified below.
Form of representation	Code								
Data type	Numeric character								
Size of data element values	1								
Permissible data element values	All relevant categories of the coding structure specified below.								
Coding structure	<p>The coding structure for 'Parental school education' is:</p> <p>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</p>								
Information for testing agents	<p>For the purposes of nationally comparable reporting on student outcomes annually, testing agent will be asked to provide tables on the learning outcomes of students including their Socio-economic background – education.</p> <p>For the purposes 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.</p> <p>The derivation requirements are set out in the specifications for the next data element (2.5 Technical specification – Parental non-school education).</p>								

2.5 Technical specifications – Parental non-school education

Definition	'Parental non-school education' identifies the highest qualification attained by a parent/guardian/carer in any area of study other than school education.		
Related indicator(s)	'Parental non-school education' of parent1/guardian1/carer1 <u>and</u> parent2/guardian2/carer2 are required to derive the socio-economic background – education indicator.		
Question module	<p>For the collection of data on 'Parental non-school education' the following two question modules should be used:</p> <p>What is the level of the <u>highest</u> qualification the parent1/guardian1/carer1 has completed?</p> <p style="text-align: right;"><i>Mark one only</i></p> <p>Bachelor degree or above []</p> <p>Advanced diploma/Diploma []</p> <p>Certificate I to IV (including trade certificate) []</p> <p>No non-school qualification []</p> <p>What is the level of the <u>highest</u> qualification the parent2/guardian2/carer2 has completed?</p> <p style="text-align: right;"><i>Mark one only</i></p> <p>Bachelor degree or above []</p> <p>Advanced diploma/Diploma []</p> <p>Certificate I to IV (including trade certificate) []</p> <p>No non-school qualification []</p> <p>See Glossary for advice on the terminology to use for parent/guardian/carer and for definitions on what constitutes Bachelor degree or above, Advanced diploma/Diploma and Certificate I to IV.</p>		
Rules	<p>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.</p> <p>Under these rules no distinction is made regarding the sex of the first and second parent, guardian or carer to identify mother or father, as the diversity of family types can be complex. Furthermore, reporting requirements for parental background do not distinguish between the student's mother and father, therefore collection of the sex of each parent is not mandatory.</p>		
Output requirements	<p>The following output codes need to be recorded for each student and provided to the testing agent as and when required:</p> <ul style="list-style-type: none"> • 1-digit 'Parental non-school education' code for parent1/guardian1/carer1 • 1-digit 'Parental non-school education' code for parent2/guardian2/carer2. 		
Information systems requirement	<p>It is necessary to store 'Parental non-school education' data that will enable output according to the following:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Form of representation</td> <td style="width: 50%;">Code</td> </tr> </table>	Form of representation	Code
Form of representation	Code		

Table 1 – Derived socio-economic background – Education indicator

Derivation conditions	Socio-economic background – education indicator
1. P2NSE = 8 P1NSE = 8 P2SE = 4,3,2,1,0 P1SE = 4,3,2,1,0	Parental education indicator = highest response of P2SE, P1SE
2. P2NSE = 8 P1NSE = 7,6,5,0 P2SE = 4,3,2,1,0 P1SE = 4,3,2,1,0	Parental education indicator = highest response of P1NSE, P2SE, P1SE
3. P2NSE = 7,6,5,0 P1NSE = 8 P2SE = 4,3,2,1,0 P1SE = 4,3,2,1,0	Parental education indicator = highest response of P2NSE, P2SE, P1SE
4. P2NSE = 7,6,5,0 P1NSE = 7,6,5,0 P2SE = 4,3,2,1,0 P1SE = 4,3,2,1,0	Parental education indicator = highest response of P2NSE, P1NSE, P2SE, P1SE
<p>By way of illustration, the following worked examples show how the derived socio-economic background – education indicator code is calculated in four different scenarios:</p> <p>Example A: Where the Parental non-school education (parent2) response code is ‘6’ and the Parental non-school education (parent1) response code is ‘8’, the Parental school education (parent2) is ‘4’ and the Parental school education (parent1) response code is ‘3’, the derived socio-economic background – education indicator code will be ‘6’.</p> <p>Example B: Where the Parental non-school education (parent2) response code is ‘0’ and the Parental non-school education (parent1) response code is ‘8’, the Parental school education (parent2) is ‘0’ and the Parental school education (parent1) response code is ‘3’, the derived socio-economic background – education indicator code will be ‘3’.</p> <p>Example C: Where the Parental non-school education (parent2) response code is ‘8’ and the Parental non-school education (parent1) response code is ‘8’, the Parental School Education (parent2) is ‘0’ and the Parental school education (parent1) response code is ‘0’, the derived socio-economic background – education indicator code will be ‘0’.</p> <p>Example D: Where the Parental non-school education (parent2) response code is ‘0’ and the Parental non-school education (parent1) response code is ‘0’, the Parental school education (parent2) is ‘0’ and the Parental school education (parent1) response code is ‘0’, the derived socio-economic background – education indicator code will be ‘0’.</p>	
Coding structure	<p>The coding structure for ‘Parental non-school education’, represented above by P2NSE (Parent 2 Non-School Education) and P1NSE (Parent1 Non-School Education) is:</p> <ul style="list-style-type: none"> 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 <p>The coding structure for ‘Parental school education’, represented above by P2SE (Parent2 School Education) and P1SE (Parent1 School Education) is:</p> <ul style="list-style-type: none"> 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

2.6 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/carer. If a parent/guardian/carer has more than one job, report the occupation group which includes their main job.
Related indicator(s)	'Parental occupation group' of parent1/guardian1/carer1 <u>and</u> parent2/guardian2/carer2 are required to derive the socio-economic background – occupation indicator.
Question module	<p>For the collection of data on 'Parental occupation group' the following two question modules should be used:</p> <p>What is the occupation group of the parent1/guardian1/carer1?</p> <p>Please select the appropriate parental occupation group from the attached list.</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>If the person has not been in paid work in the last 12 months, enter '8' above.</i> <p>What is the occupation group of the parent2/guardian2/carer2?</p> <p>Please select the appropriate parental occupation group from the attached list.</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>If the person has not been in paid work in the last 12 months, enter '8' above.</i>
Rules	'Parental occupation group' is used to derive the socio-economic background – occupation indicator
Output requirements	<p>The following output codes need to be recorded for each student and provided to the testing agent as and when required:</p> <ul style="list-style-type: none"> • 1-digit 'Parental occupation group' code for parent1/guardian1/carer1. • 1-digit 'Parental occupation group' code for parent2/guardian2/carer2.
Coding structure	<p>'Parental occupation' is a flat classification having only one level with six categories. The code structure is simply:</p> <ul style="list-style-type: none"> 1 = Senior management in large business organisation, government administration and defence, and qualified professionals 2 = Other business managers, arts/media/sportspersons and associate professionals 3 = Tradespeople, clerks and skilled office, sales and service staff 4 = Machine operators, hospitality staff, assistants, labourers and related workers 8 = Not in paid work in last 12 months 9 = Not stated or unknown

Table 2 – Derived socio-economic background – Occupation indicator

Derivation conditions	Socio-economic background – occupation indicator
1. P2OCC = 9	Occupation indicator = P1OCC
2. P2OCC = 8 and P1OCC = 8	Occupation indicator = P2OCC
3. P2OCC = 8 and P1OCC = 8,4,3,2,1	Occupation indicator = P1OCC
4. P2OCC = 4,3,2,1 and P1OCC = 9,8	Occupation indicator = P2OCC
5. P2OCC = 4,3,2,1 and P1OCC = 4,3,2,1	Occupation indicator = lowest response code of P2OCC and P1OCC
<p>By way of illustration, the following worked examples show how the derived socio-economic background – occupation indicator code is calculated in four different scenarios:</p> <p>Example A: Where the Parental occupation (parent2) response code is ‘4’ and the Parental occupation (parent1) response code is ‘1’, the derived socio-economic background - occupation indicator code will be ‘1’.</p> <p>Example B: Where the Parental occupation (parent2) response code is ‘9’ and the Parental occupation (parent1) response code is ‘1’, the derived socio-economic background - occupation indicator code will be ‘1’.</p> <p>Example C: Where the Parental occupation (parent2) response code is ‘9’ and the Parental occupation (parent1) response code is ‘8’, the derived socio-economic background - occupation indicator code will be ‘8’.</p> <p>Example D: Where the Parental occupation (parent2) response code is ‘8’ and the Parental occupation (parent1) response code is ‘8’, the derived socio-economic background - occupation indicator code will be ‘8’.</p>	
<p>Coding structure</p>	<p>‘Parental occupation’ is a flat classification having only 1 level with 6 categories. The coding structure is simply:</p> <p>1 = Senior management in large business organisation, government administration and defence, and qualified professionals.</p> <p>2 = Other business managers, arts/media/sportspersons and associate professionals.</p> <p>3 = Tradespeople, clerks and skilled office, sales and service staff.</p> <p>4 = Machine operators, hospitality staff, assistants, labourers and related workers.</p> <p>8 = Not in paid work in last 12 months.</p> <p>9 = Not stated/unknown.</p>

LIST OF PARENTAL OCCUPATION GROUPS

Group 1: Elected officials, senior executives/manager, management in large business organisation, government administration and defence, and qualified professionals

Elected officials (mayor parliamentarian, alderperson, trade union secretary, board member)

Senior executives/general managers/department heads in industry, commerce, media or other large organisation

- **Public sector manager** (public service manager (section head or above), regional director, hospital/health services education)
- **Other administrator** (school principal, faculty head/dean, library/museum/gallery director, research facility director)
- **Defence forces** (Commissioned Officer)

Qualified 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** (GP or specialist, registered nurse, dentist, pharmacist, optometrist, physiotherapist, chiropractor, vet, psychologist, therapy professionals, dietician, radiographer, podiatrist)
- **Education** (primary/secondary school teacher, university lecturer, professor, VET, special education)
- **Law** (lawyer, judge, barrister, coroner, solicitor, legal officer)
- **Engineering** (architect, surveyor, chemical/civil/mechanical/mining engineer)
- **ICT** (computer systems manager, designer, software and applications programmers)
- **Science** (all scientists)
- **Business** (management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer, economist)
- **Social** (social/welfare/community worker, counsellor, minister of religion, urban/rural planner, librarian, archivist, interpreter/translator)
- **Air/sea transport** (aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller)

Group 2: Other business managers/professionals and associate professionals

Other business managers/professionals

- **Farm/business owner/manager** (crop and/or livestock farmer/farm manager, stock and station agent, building/construction, manufacturing, mining, wholesale, import/export, transport business manager)
- **Specialist manager** (works manager, engineering/production manager, sales/marketing manager, purchasing manager, supply/shipping manager, customer service manager, property manager, real estate manager, advertising, public relations manager, human resource manager, call or contact centre manager, human resource professionals)
- **Finance** (bank manager, finance/investment/insurance brokers/advisors, credit/loans officer, accountant)
- **Retail sales/services manager** (shop, post office, petrol station, café/restaurant, club, hotel/motel/caravan park, cinema, theatre, travel/betting agency, sports centre, car rental, car/fleet/station manager, other hospitality, retail services managers)
- **Arts/media** (musician, actor, dancer, painter, potter, sculptor, journalist, writer/author, media presenter, photographer, designer, illustrator, proof reader, graphic designer, web designer)
- **Sportsperson** (coach, trainer, sports official, sportsperson)

Associate professionals generally have diploma/technical qualifications and support managers and professional

- **Medical, science, architectural, building, surveying, engineering, computing, ICT support technician**
- **Health** (enrolled nurse, community health worker, paramedic/ambulance officer, massage therapist, welfare/parole officer, youth worker, dental hygienist/technician)
- **Legal** (police officer, prison officer, government inspector, examiner or assessor, occupational/environmental health officer, security advisor, private investigator, debt collector, law clerk, court officer bailiff)
- **Business/administration** (recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office manager, project manager/administrator, mail supervisor, other managing supervisors, management and organisation analysts, contract, program)
- **Defence Forces** (senior non-Commissioned Officers [NCO])
- **Other** (library assistant, museum/gallery technician, research assistant, proof reader)

Group 3: Tradespeople and advanced/intermediate clerical, office, sales, carer and service staff

Tradespeople generally have completed a 4-year trade certificate, usually by apprenticeship. All tradespeople are included in this group. (metal fitters and machinists, motor mechanics, structural steel/welding trades workers, carpenters and joiners, plumbers, painters, electricians, chefs/cooks, hairdressers)

Advanced/intermediate clerical, office, sales, carer and service staff

- **Recording clerk** (bookkeeper, bank/post office clerk, statistical/actuarial clerk, account/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/supply logistics/order clerk, freight/transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk)
- **Inquiry/admissions clerk** (customer inquiry/complaints/service clerk, hospital admissions clerk)
- **Office** (secretary, personal assistant, desktop publishing operator, switchboard operator)
- **Sales** (sales representative (goods and service), auctioneer, insurance agent/assessor/loss adjuster, market researcher, real estate sales agent)
- **Carer** (aged/disability/refuge/child care/welfare support worker, nanny, nursing support)
- **Service** (parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor/supervisor, inspectors and regulatory officers)

Group 4: Machine operators, sales/office/service/hospitality staff, assistants, labourers and related workers

Machine operators

- **Driver or mobile plant operators** (car/taxi/bus/coach/tram/truck/train driver, driving instructor, courier/deliverer, forklift driver, garbage collector, bulldozer/loader/grader/excavator/earthmoving plant operators, farm/horticulture/forestry machinery operators)
- **Production/processing machine operator** (engineering, chemical, petrol, gas, water sewerage, cement, plastics, rubber, textile, footwear, wood/paper/glass/clay/stone/concrete production/processing machine operators)
- **Other machine operator** (photographic developer/printer, industrial spray painter, boiler/air conditioning/refrigeration plant operators, railway signals/points, crane/hoist/lift/bulk materials handling machinery operators, driller, miner)

Sales office, hospitality staff and other assistants

- **Sales** (sales assistant, motor vehicle/caravan/parts salesperson, sales representatives, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker/filler)
- **Office** (typist, word processing/data entry/business/keyboard/machine operator, receptionist, office assistant, general clerk)
- **Hospitality staff** (hotel service supervisor, receptionist, waiter, bar attendant, barista, kitchen-hand, porter, housekeeper, fast food cooks)
- **Assistant/aide** (trades assistant, school/teacher's/education aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant)

Defence Forces ranks below senior NCO

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, store person, guard, commercial cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor, security office)

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

Definition	<p>'Main language other than English spoken at home' is defined as the main language other than English, spoken in the home by the respondent.</p> <p>If the respondent speaks more than one language at home (not including English), report the language the respondent speaks most often.</p> <p>Information is to be sought in relation to the student, parent1/guardian1//carer1 and parent2/guardian2/carer2.</p>
Related indicator(s)	<p>'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.</p>
Question module	<p>'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.</p> <p>Question Option One:</p> <p>For the collection of data on 'Main language other than English spoken at home' the following three question modules should be used:</p> <p>Does the student speak a language other than English at home? (If more than one language, indicate the one that is spoken most often.)</p> <p>No, English only 1201 []</p> <p>Yes, Arabic 4202 []</p> <p>Yes, Cantonese 7101 []</p> <p>Yes, Italian 2401 []</p> <p>Yes, Vietnamese 6301 []</p> <p>Yes, Mandarin 7104 []</p> <p>Yes, Greek 2201 []</p> <p>Yes, Spanish 2303 []</p> <p>Yes, Tagalog 6511 []</p> <p>Yes, Hindi 5203 []</p> <p>Yes, Other – please specify _____</p> <p>Does the parent1/guardian1/carer1 speak a language other than English at home? (If more than one language, indicate the one that is spoken most often.)</p> <p>No, English only 1201 []</p> <p>Yes, Arabic 4202 []</p> <p>Yes, Cantonese 7101 []</p> <p>Yes, Italian 2401 []</p> <p>Yes, Vietnamese 6301 []</p> <p>Yes, Mandarin 7104 []</p> <p>Yes, Greek 2201 []</p> <p>Yes, Spanish 2303 []</p> <p>Yes, Tagalog 6511 []</p>

	Yes, Hindi	5203	[]
	Yes, Other – please specify	_____	
	Does the parent2/guardian2/carer2 speak a language other than English at home? <i>(If more than one language, indicate the one that is spoken most often.)</i>		
	No, English only	1201	[]
	Yes, Arabic	4202	[]
	Yes, Cantonese	7101	[]
	Yes, Italian	2401	[]
	Yes, Vietnamese	6301	[]
	Yes, Mandarin	7104	[]
	Yes, Greek	2201	[]
	Yes, Spanish	2303	[]
	Yes, Tagalog	6511	[]
	Yes, Hindi	5203	[]
	Yes, Other – please specify	_____	
	Schools or school systems can choose to use either the above list; a list of the main languages spoken provided at Attachment 3; 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.		
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? <i>(If more than one language, indicate the one that is spoken most often.)</i>			
No, English only		[]	
Yes, Other – please specify	_____		
Does the parent1/guardian1/carer1 speak a language other than English at home? <i>(If more than one language, indicate the one that is spoken most often.)</i>			
No, English only		[]	
Yes, Other – please specify	_____		
Does the parent2/guardian2/carer2 speak a language other than English at home? <i>(If more than one language, indicate the one that is spoken most often.)</i>			
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	<p>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):</p> <ul style="list-style-type: none"> • 'Main language other than English spoken at home' of the student. • 'Main language other than English spoken at home' of the parent1/guardian1/carer1. • 'Main language other than English spoken at home' of the parent2/guardian2/carer2. <p>The procedures for coding multiple language responses are:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>								
Guide for use	<p>The ABS coding index to link responses to the 'Main language other than English spoken at home' question to the <i>1267.0 - Australian Standard Classification of Languages (ASCL), 2016</i> on the ABS website</p> <p>https://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02016?OpenDocument</p>								
Output requirements	<p>The following output codes need to be recorded in respect of each student and provided to the testing agent as and when required:</p> <ul style="list-style-type: none"> • 4-digit ASCL code for the student. • 4-digit ASCL code for the parent1/guardian1/carer1. • 4-digit ASCL code for the parent2/guardian2/carer2. 								
Information systems requirement	<p>It is necessary to store 'Main language other than English spoken at home' data that will enable output according to the following:</p> <table border="0"> <tr> <td>Form of representation</td> <td>Code</td> </tr> <tr> <td>Datatype</td> <td>Numeric character</td> </tr> <tr> <td>Size of data element values</td> <td>4</td> </tr> <tr> <td>Permissible data element values</td> <td>All codes represented in the <i>1267.0 – Australian Standard Classification of Languages (ASCL) 2016</i></td> </tr> </table> <p>Where the language spoken by the respondent is not stated the code should be '0002'.</p> <p>The code for the most common response 'No, English only' is 1201.</p> <p>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.</p>	Form of representation	Code	Datatype	Numeric character	Size of data element values	4	Permissible data element values	All codes represented in the <i>1267.0 – Australian Standard Classification of Languages (ASCL) 2016</i>
Form of representation	Code								
Datatype	Numeric character								
Size of data element values	4								
Permissible data element values	All codes represented in the <i>1267.0 – Australian Standard Classification of Languages (ASCL) 2016</i>								

Coding structure	<p><i>1267.0 - Australian Standard Classification of Languages (ASCL) 2016 is a 4-digit, 3-level hierarchical coding structure describing language. The following example illustrates the coding scheme:</i></p> <p>Broad Group: 1 = Northern European Languages</p> <p>Narrow Group: 11 = Celtic</p> <p>Detailed Level: 1101 = Gaelic (Scotland)</p> <p> 1102 = Irish</p> <p> 1103 = Welsh</p> <p> 1199 = Celtic, n.e.c</p>
Information for testing agents: Deriving 'Language background' and 'Main language other than English spoken at home' indicators	<p>For the purposes of nationally comparable reporting on student outcomes annually, 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 parent1/guardian1/carer1 or parent2/guardian2/carer2 speaks a language other than English at home, the derived language background indicator code will be 'LBOTE'.</p> <p>For the purposes of providing such tables, the testing agent will need to compare 'Main language other than English spoken at home' data from the student, the parents/guardians/carers to derive the language background indicator. Based on the above code values for each of the student, the parent1/guardian1/carer1 and parent2/guardian2/carer2, the testing agent will determine the 'Language background'.</p> <p>Therefore, the derivation requires the combination of Student's Language (SLG), Parent 2's Language (P2LG) and Parent 1's Language (P1LG) to determine a single value, the 'Language background' indicator. This is illustrated in the Table 3.</p>

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

Derivation conditions	Language background indicator
1. SLG = 1201; P2LG = 1201, 0002, 0001, 0000; P1LG = 1201, 0002, 0001, 0000	Language background indicator = Not LBOTE
2. P2LG (not =) 1201, 0002, 0001, 0000	Language background indicator = LBOTE
3. SLG = 1201; P2LG = 0002, 0001, 0000; P1LG (not =) 1201, 0002, 0001, 0000	Language background indicator = LBOTE
4. SLG = 0002, 0001, 0000; P2LG = 1201, 0002, 0001,0000; P1LG = 1201	Language background indicator = Not LBOTE
5. SLG = 0002, 0001, 0000; P2LG = 1201, 0002, 0001,0000; P1LG (not =) 1201, 0002, 0001, 0000	Language background indicator = LBOTE
6. SLG = 0002, 0001, 0000; P2LG = 1201; P1LG = 0002, 0001, 0000	Language background indicator = Not LBOTE
7. SLG = 0002, 0001, 0000; P2LG = 0002, 0001, 0000; P1LG = 0002, 0001, 0000	Language background indicator = Not stated/non-verbal/inadequately described
<p>By way of illustration, the following worked examples show how the derived language background indicator code is calculated in four different scenarios:</p> <p>Example A: Where the Language (student) response code is '1201', the Language (parent2) response code is '2101' and the Language (parent1) response code is '0002', the derived Language background indicator code will be 'LBOTE'.</p> <p>Example B: Where the Language (student) response code is '1201', the Language (parent2) response code is '1201' and the Language (parent1) response code is '2101', the derived Language background indicator code will be 'LBOTE'.</p> <p>Example C: Where the Language (student) response code is '0002', the Language (parent2) response code is '1201' and the Language (parent1) response code is '1201', the derived Language background indicator code will be 'Not LBOTE'.</p> <p>Example D: Where the Language (student) response code is '0002', the Language (parent2) response code is '0002' and the Language (parent) response code is '0002', the derived Language background indicator code will be 'Not stated/Non-verbal/Inadequately described'.</p>	
<p>Coding structure</p>	<p>The coding structure for Main Language Other Than English Spoken At Home, represented above by Student's Language (SLG), Parent2's Language (P2LG) and Parent1's Language (P1LG) is based on the <i>1267.0 - Australian Standard Classification of Languages, 2016</i> where:</p> <p>0000 = Inadequately described</p> <p>0001 = Non-verbal, so described</p> <p>0002 = Not stated</p> <p>1201 = English</p> <p>All other 4-digit codes as specified in the ASCL (2016).</p>

3. ATTACHMENTS

3.1 Attachment 1a – Checklist for new users

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

✓	Task	Notes
	Inform the school community of information required from parents for: <ol style="list-style-type: none"> a. nationally comparable reporting on student achievement, disaggregated by student background characteristics. b. the compilation of student population profiles for performance reporting at the individual school level. 	
	Modify the enrolment form to include the required question modules from the 'Technical specifications' section of the manual.	This may require amendment of existing questions and/or the addition of new questions. <ul style="list-style-type: none"> • Sample data collection forms are provided at Attachment 2. • To ensure consistency in national reporting, the question modules must be as specified in the 'Technical specifications' section of the manual.
	Check privacy requirements and notices provided to parents regarding the provision of information to testing agents. Make parents/guardians aware of privacy policy.	Privacy legislation differs from state to state but schools are required to have a policy in place. Non-government schools can refer to the Combined Privacy Manual.
	Review procedures for completion of the enrolment form or special data collection form. These may include: <ul style="list-style-type: none"> • distribution and collection of forms. • handling queries from parents. • interviewing parents. • checking for completeness and accuracy of data. • entering data to storage and retrieval systems. 	Modifications to existing procedures may be required.
	Train personnel involved in enrolment or data collection procedures.	Relevant personnel include those responsible for such processes as: <ul style="list-style-type: none"> • interviews. • answering questions. • handling complaints.

✓	Task	Notes
		<ul style="list-style-type: none"> • checking completeness of data. • conducting follow-up. • entering data.
	<p>Reiterate to school personnel, parents and the wider school community the importance of data quality, with a view to maximising parental response rates for all data items.</p>	<p>Identify items on enrolment forms where data is missing and, as necessary, take follow-up action to obtain the outstanding information from parents.</p>
	<p>If arrangements are not in place for the collection of student background data via the enrolment process, use special data collection forms to collect background information from parents of all students in Years 3, 5, 7 and 9 (for the NAPLAN tests) and, if the school has been selected to participate in national sample testing, from parents of Year 6 and Year 10 students (for the national sample assessments).</p> <p>The processes outlined in the 'Action required' and 'Technical specifications' sections of the manual should be followed to ensure data is as complete and accurate as possible, is coded correctly, is entered on the school's administrative computer system, and can be accessed or retrieved for linking to student performance data.</p>	<p>Examples of special data collection forms are provided at Attachment 2.</p>
	<p>Prepare processes for providing the background information in the format required by the test administration authority (for the Year 3, 5, 7 and 9 NAPLAN tests) or the assessment contractor (for the national sample assessments).</p>	<p>Test administration authorities will provide Test Administration Handbooks/Manuals for Principals and Test Administrators for NAPLAN.</p> <p>The assessment contractor for the national sample assessments will provide information on procedures for linking student background data to assessment performance data.</p>

3.2 Attachment 1b – Checklist for existing users

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

✓	Task	Notes
	<p>Remind the school community of information required from parents for:</p> <ul style="list-style-type: none"> a. nationally comparable reporting on student achievement, disaggregated by student background characteristics. b. the compilation of student population profiles for performance reporting at the individual school level. 	
	<p>Inform school personnel, parents and the wider school community of the importance of data quality, with a view to improving parental response rates for all data items.</p>	<p>Identify sources of missing data and, as necessary, take follow-up action to obtain from parents/guardians/carers data not previously provided.</p>
	<p>Ensure that the processes outlined in the Issues to consider in collecting SBD data and 'Technical specifications' sections of the manual have been followed so that data is collected as completely and accurately as possible, is coded correctly, is entered on the school's administrative computer system, and can be accessed or retrieved for linking to student performance data.</p>	<p>Where student data is held centrally, system authorities should check for incomplete or inaccurate data and, as necessary, seek additional information from schools.</p> <p>Where data is held at the school level and is found to be incomplete, schools should follow up with parents/guardians/carers in order to update data sets.</p>
	<p>Ensure processes are in place for providing the student background information in the format required by the test administration authority (for Year 3, 5, 7 and 9 literacy and numeracy tests) or the assessment contractor (for Year 6 and Year 10 students participating in the national sample assessment).</p>	<p>Test administration authorities will provide Test Administration Handbooks/Manuals for Principals and Test Administrators for NAPLAN.</p> <p>The assessment contractor for the national sample assessments will provide information on procedures for linking student background data to assessment performance data.</p>

3.3 Attachment 2 – Sample data collection forms

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

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

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

The difference between the two sample forms relates to the question on language background, where there are two question options.

Option A contains the question modules which entail the least amount of coding. The form is slightly longer than Option B as the most common languages are listed so that they can be ticked. If a school or school system chooses to use the question formats in Option A, they may use the lists of 'Main languages spoken' for Australia.

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

Schools or school systems may choose either data collection form to use.

Schools can also choose their preferred terminology for parents/guardians/carers (described in the Glossary at Attachment 5).

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

OPTION A: Data Collection Form

Insert school logo

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

Information required for assessment and reporting purposes

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

Name of student	First name	
	Last name	

Home address of student	No. and street name	
	Suburb	
	Postcode	

1. What is the student's sex? Please [tick/mark/select] one box.	
Male	[]
Female	[]

2. Is the student of Aboriginal or Torres Strait Islander origin? (For persons of both Aboriginal and Torres Strait Islander origin, tick both 'Yes' responses.)	
No	[]
Yes, Aboriginal	[]
Yes, Torres Strait Islander	[]

3. Does the student or their parent1/guardian1/carer1 or their parent2/guardian2/carer2 speak a language other than English at home?				
Language	Code	student	parent1/ guardian1/carer1	parent2/ guardian2/carer2
No, English only	1201	[]	[]	[]
Yes, Arabic	4202	[]	[]	[]
Yes, Cantonese	7101	[]	[]	[]
Yes, Italian	2401	[]	[]	[]
Yes, Vietnamese	6301	[]	[]	[]
Yes, Mandarin	7104	[]	[]	[]
Yes, Greek	2201	[]	[]	[]
Yes, Spanish	2303	[]	[]	[]
Yes, Tagalog	6511	[]	[]	[]

Yes, Hindi	5203	[]	[]	[]
Yes, Other – please specify		[] _____	[] _____	[] _____

4(a). What is the highest year of primary or secondary school the parents/guardians/carers have completed? (For persons who have never attended school, mark ‘Year 9 or equivalent or below’.)
Mark one box only in each column.

	parent1/guardian1/carer1	parent2/guardian2/carer2
Year 12 or equivalent	[]	[]
Year 11 or equivalent	[]	[]
Year 10 or equivalent	[]	[]
Year 9 or equivalent or below	[]	[]

4(b). What is the level of the highest qualification the parents/guardians/carers have completed?
Mark one box only in each column.

	parent1/guardian1/carer1	parent2/guardian2/carer2
Bachelor degree or above	[]	[]
Advanced diploma/Diploma	[]	[]
Certificate I to IV (including trade certificate)	[]	[]
No non-school qualification	[]	[]

5(a). What is the occupation group of the parent1/guardian1/carer1?

5(b). What is the occupation group of the parent2/guardian/carer2?

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

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

LIST OF PARENTAL OCCUPATION GROUPS

Group 1: Elected officials, senior executives/manager, management in large business organisation, government administration and defence, and qualified professionals

Elected officials (mayor parliamentarian, alderperson, trade union secretary, board member)

Senior executives/general managers/department heads in industry, commerce, media or other large organisation

- **Public sector manager** (public service manager (section head or above), regional director, hospital/health services education)
- **Other administrator** (school principal, faculty head/dean, library/museum/gallery director, research facility director)
- **Defence forces** (Commissioned Officer)

Qualified 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** (GP or specialist, registered nurse, dentist, pharmacist, optometrist, physiotherapist, chiropractor, vet, psychologist, therapy professionals, dietician, radiographer, podiatrist)
- **Education** (primary/secondary school teacher, university lecturer, professor, VET, special education)
- **Law** (lawyer, judge, barrister, coroner, solicitor, legal officer)
- **Engineering** (architect, surveyor, chemical/civil/mechanical/mining engineer)
- **ICT** (computer systems manager, designer, software and applications programmers)
- **Science** (all scientists)
- **Business** (management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer, economist)
- **Social** (social/welfare/community worker, counsellor, minister of religion, urban/rural planner, librarian, archivist, interpreter/translator)
- **Air/sea transport** (aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller)

Group 2: Other business managers/professionals and associate professionals

Other business managers/professionals

- **Farm/business owner/manager** (crop and/or livestock farmer/farm manager, stock and station agent, building/construction, manufacturing, mining, wholesale, import/export, transport business manager)
- **Specialist manager** (works manager, engineering/production manager, sales/marketing manager, purchasing manager, supply/shipping manager, customer service manager, property manager, real estate manager, advertising, public relations manager, human resource manager, call or contact centre manager, human resource professionals)
- **Finance** (bank manager, finance/investment/insurance brokers/advisors, credit/loans officer, accountant)
- **Retail sales/services manager** (shop, post office, petrol station, café/restaurant, club, hotel/motel/caravan park, cinema, theatre, travel/betting agency, sports centre, car rental, car/fleet/station manager, other hospitality, retail services managers)
- **Arts/media** (musician, actor, dancer, painter, potter, sculptor, journalist, writer/author, media presenter, photographer, designer, illustrator, proof reader, graphic designer, web designer)
- **Sportsperson** (coach, trainer, sports official, sportsperson)

Associate professionals generally have diploma/technical qualifications and support managers and professional

- **Medical, science, architectural, building, surveying, engineering, computing, ICT support technician**
- **Health** (enrolled nurse, community health worker, paramedic/ambulance officer, massage therapist, welfare/parole officer, youth worker, dental hygienist/technician)
- **Legal** (police officer, prison officer, government inspector, examiner or assessor, occupational/environmental health officer, security advisor, private investigator, debt collector, law clerk, court officer bailiff)
- **Business/administration** (recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office manager, project manager/administrator, mail supervisor, other managing supervisors, management and organisation analysts, contract, program)
- **Defence Forces** (senior non-Commissioned Officers [NCO])
- **Other** (library assistant, museum/gallery technician, research assistant, proof reader)

Group 3: Tradespeople and advanced/intermediate clerical, office, sales, carer and service staff

Tradespeople generally have completed a 4-year trade certificate, usually by apprenticeship. All tradespeople are included in this group. (metal fitters and machinists, motor mechanics, structural steel/welding trades workers, carpenters and joiners, plumbers, painters, electricians, chefs/cooks, hairdressers)

Advanced/intermediate clerical, office, sales, carer and service staff

- **Recording clerk** (bookkeeper, bank/post office clerk, statistical/actuarial clerk, account/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/supply logistics/order clerk, freight/transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk)
- **Inquiry/admissions clerk** (customer inquiry/complaints/service clerk, hospital admissions clerk)
- **Office** (secretary, personal assistant, desktop publishing operator, switchboard operator)
- **Sales** (sales representative (goods and service), auctioneer, insurance agent/assessor/loss adjuster, market researcher, real estate sales agent)
- **Carer** (aged/disability/refugee/child care/welfare support worker, nanny, nursing support)
- **Service** (parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor/supervisor, inspectors and regulatory officers)

Group 4: Machine operators, sales/office/service/hospitality staff, assistants, labourers and related workers

Machine operators

- **Driver or mobile plant operators** (car/taxi/bus/coach/tram/truck/train driver, driving instructor, courier/deliverer, forklift driver, garbage collector, bulldozer/loader/grader/excavator/earthmoving plant operators, farm/horticulture/forestry machinery operators)
- **Production/processing machine operator** (engineering, chemical, petrol, gas, water sewerage, cement, plastics, rubber, textile, footwear, wood/paper/glass/clay/stone/concrete production/processing machine operators)
- **Other machine operator** (photographic developer/printer, industrial spray painter, boiler/air conditioning/refrigeration plant operators, railway signals/points, crane/hoist/lift/bulk materials handling machinery operators, driller, miner)

Sales office, hospitality staff and other assistants

- **Sales** (sales assistant, motor vehicle/caravan/parts salesperson, sales representatives, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker/filler)
- **Office** (typist, word processing/data entry/business/keyboard/machine operator, receptionist, office assistant, general clerk)
- **Hospitality staff** (hotel service supervisor, receptionist, waiter, bar attendant, barista, kitchen-hand, porter, housekeeper, fast food cooks)
- **Assistant/aide** (trades assistant, school/teacher's/education aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant)

Defence Forces ranks below senior NCO

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, store person, guard, commercial cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor, security office)

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

OPTION B: Data Collection Form

Insert school logo

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.

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	

1. What is the student's sex? Please [tick/mark/select] one box.	
Male	[]
Female	[]

2. Is the student of Aboriginal or Torres Strait Islander origin? (For persons of both Aboriginal and Torres Strait Islander origin, tick both 'Yes' responses.)	
No	[]
Yes, Aboriginal	[]
Yes, Torres Strait Islander	[]

3. Does the student or their parent1/guardian1/carer1 or their parent2/guardian2/carer2 speak a language other than English at home?				
<i>Language</i>	<i>Code</i>	student	parent1/ guardian1/carer1	parent2/ guardian2/carer2
No, English only	1201	[]	[]	[]
Yes, Other – please specify		[] _____	[] _____	[] _____

4(a). What is the highest year of primary or secondary school the parents/guardians/carers have completed? (For persons who have never attended school, mark 'Year 9 or equivalent or below'.)
Mark one box only in each column.

	parent1/guardian1/carer1	parent2/guardian2/carer2
Year 12 or equivalent	[]	[]
Year 11 or equivalent	[]	[]
Year 10 or equivalent	[]	[]
Year 9 or equivalent or below	[]	[]

4(b). What is the level of the highest qualification the parents/guardians have completed?
Mark one box only in each column.

	parent1/ guardian1/carer1	parent2/ guardian2/carer2
Bachelor degree or above	[]	[]
Advanced diploma/Diploma	[]	[]
Certificate I to IV (including trade certificate)	[]	[]
No non-school qualification	[]	[]

5(a). What is the occupation group of parent1/guardian1/carer1?

5(b). What is the occupation group of parent2/guardian/carer2?

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

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

LIST OF PARENTAL OCCUPATION GROUPS

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Elected officials (mayor parliamentarian, alderperson, trade union secretary, board member)

Senior executives/general managers/department heads in industry, commerce, media or other large organisation

- **Public sector manager** (public service manager (section head or above), regional director, hospital/health services education)
- **Other administrator** (school principal, faculty head/dean, library/museum/gallery director, research facility director)
- **Defence forces** (Commissioned Officer)

Qualified 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** (GP or specialist, registered nurse, dentist, pharmacist, optometrist, physiotherapist, chiropractor, vet, psychologist, therapy professionals, dietician, radiographer, podiatrist)
- **Education** (primary/secondary school teacher, university lecturer, professor, VET, special education)
- **Law** (lawyer, judge, barrister, coroner, solicitor, legal officer)
- **Engineering** (architect, surveyor, chemical/civil/mechanical/mining engineer)
- **ICT** (computer systems manager, designer, software and applications programmers)
- **Science** (all scientists)
- **Business** (management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer, economist)
- **Social** (social/welfare/community worker, counsellor, minister of religion, urban/rural planner, librarian, archivist, interpreter/translator)
- **Air/sea transport** (aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller)

Group 2: Other business managers/professionals and associate professionals

Other business managers/professionals

- **Farm/business owner/manager** (crop and/or livestock farmer/farm manager, stock and station agent, building/construction, manufacturing, mining, wholesale, import/export, transport business manager)
- **Specialist manager** (works manager, engineering/production manager, sales/marketing manager, purchasing manager, supply/shipping manager, customer service manager, property manager, real estate manager, advertising, public relations manager, human resource manager, call or contact centre manager, human resource professionals)
- **Finance** (bank manager, finance/investment/insurance brokers/advisors, credit/loans officer, accountant)
- **Retail sales/services manager** (shop, post office, petrol station, café/restaurant, club, hotel/motel/caravan park, cinema, theatre, travel/betting agency, sports centre, car rental, car/fleet/station manager, other hospitality, retail services managers)
- **Arts/media** (musician, actor, dancer, painter, potter, sculptor, journalist, writer/author, media presenter, photographer, designer, illustrator, proof reader, graphic designer, web designer)
- **Sportsperson** (coach, trainer, sports official, sportsperson)

Associate professionals generally have diploma/technical qualifications and support managers and professional

- **Medical, science, architectural, building, surveying, engineering, computing, ICT support technician**
- **Health** (enrolled nurse, community health worker, paramedic/ambulance officer, massage therapist, welfare/parole officer, youth worker, dental hygienist/technician)
- **Legal** (police officer, prison officer, government inspector, examiner or assessor, occupational/environmental health officer, security advisor, private investigator, debt collector, law clerk, court officer bailiff)
- **Business/administration** (recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office manager, project manager/administrator, mail supervisor, other managing supervisors, management and organisation analysts, contract, program)
- **Defence Forces** (senior non-Commissioned Officers [NCO])
- **Other** (library assistant, museum/gallery technician, research assistant, proof reader)

Group 3: Tradespeople and advanced/intermediate clerical, office, sales, carer and service staff

Tradespeople generally have completed a 4-year trade certificate, usually by apprenticeship. All tradespeople are included in this group. (metal fitters and machinists, motor mechanics, structural steel/welding trades workers, carpenters and joiners, plumbers, painters, electricians, chefs/cooks, hairdressers)

Advanced/intermediate clerical, office, sales, carer and service staff

- **Recording clerk** (bookkeeper, bank/post office clerk, statistical/actuarial clerk, account/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/supply logistics/order clerk, freight/transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk)
- **Inquiry/admissions clerk** (customer inquiry/complaints/service clerk, hospital admissions clerk)
- **Office** (secretary, personal assistant, desktop publishing operator, switchboard operator)
- **Sales** (sales representative (goods and service), auctioneer, insurance agent/assessor/loss adjuster, market researcher, real estate sales agent)
- **Carer** (aged/disability/refugee/child care/welfare support worker, nanny, nursing support)
- **Service** (parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor/supervisor, inspectors and regulatory officers)

Group 4: Machine operators, sales/office/service/hospitality staff, assistants, labourers and related workers

Machine operators

- **Driver or mobile plant operators** (car/taxi/bus/coach/tram/truck/train driver, driving instructor, courier/deliverer, forklift driver, garbage collector, bulldozer/loader/grader/excavator/earthmoving plant operators, farm/horticulture/forestry machinery operators)
- **Production/processing machine operator** (engineering, chemical, petrol, gas, water sewerage, cement, plastics, rubber, textile, footwear, wood/paper/glass/clay/stone/concrete production/processing machine operators)
- **Other machine operator** (photographic developer/printer, industrial spray painter, boiler/air conditioning/refrigeration plant operators, railway signals/points, crane/hoist/lift/bulk materials handling machinery operators, driller, miner)

Sales office, hospitality staff and other assistants

- **Sales** (sales assistant, motor vehicle/caravan/parts salesperson, sales representatives, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker/filler)
- **Office** (typist, word processing/data entry/business/keyboard/machine operator, receptionist, office assistant, general clerk)
- **Hospitality staff** (hotel service supervisor, receptionist, waiter, bar attendant, barista, kitchen-hand, porter, housekeeper, fast food cooks)
- **Assistant/aide** (trades assistant, school/teacher's/education aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant)

Defence Forces ranks below senior NCO

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, store person, guard, commercial cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor, security office)

3.4 Attachment 3 – Main language other than English spoken at home

This attachment provides the tick-box options for ‘Main language other than English spoken at home’.

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

The lists of predominant languages may also be used in drop down/pick lists to speed up office coding of ‘other’ responses to the language questions. Alternatively, schools or school systems may wish to tailor the tick-box options to another list of main languages spoken.

Regardless of the list of languages used, the question format must not be changed.

Does the student, parent1/guardian1/carer1 or parent2/guardian2/carer2 speak a language other than English at home? *(If more than one language, indicate the one that is spoken most often.)*

	Language	code	student	parent1/ guardian1/carer1	parent2/ guardian2/carer2
No	English only	1201	[]	[]	[]
Yes	Arabic	4202	[]	[]	[]
Yes	Cantonese	7101	[]	[]	[]
Yes	Italian	2401	[]	[]	[]
Yes	Vietnamese	6301	[]	[]	[]
Yes	Mandarin	7104	[]	[]	[]
Yes	Greek	2201	[]	[]	[]
Yes	Spanish	2303	[]	[]	[]
Yes	Tagalog	6511	[]	[]	[]
Yes	Kriol	8506	[]	[]	[]
Yes	Djambarrpuyngu	8231	[]	[]	[]
Yes	Warlpiri	8508	[]	[]	[]
Yes	Murrinh Patha	8146	[]	[]	[]
Yes	Alyawarr (Alyawara)	8603	[]	[]	[]
Yes	Tiwi	8117	[]	[]	[]
Yes	Anindilyakwa	8101	[]	[]	[]
Yes	Hindi	5203	[]	[]	[]
Yes	Turkish	4301	[]	[]	[]
Yes	Sinhalese	5211	[]	[]	[]
Yes	Macedonian	3504	[]	[]	[]
Yes	Samoan	9308	[]	[]	[]
Yes	Polish	3206	[]	[]	[]
Yes	Serbian	3505	[]	[]	[]
Yes	German	1301	[]	[]	[]
Yes	Indonesian	6504	[]	[]	[]
Yes	Malay	5102	[]	[]	[]
Yes	Sudanese	9200	[]	[]	[]
Yes	Dutch	1401	[]	[]	[]

Yes	Croatian	3503	[]	[]	[]
Yes	Portuguese	2302	[]	[]	[]
Yes	French	2101	[]	[]	[]
Yes	Other – please specify				

3.5 Attachment 5 – Glossary

ABS	Australian Bureau of Statistics.
ACARA	Australian Curriculum, Assessment and Reporting Authority – independent authority responsible for the development of a national curriculum, a national assessment program and a national data collection and reporting program.
ACER	Australian Council for Educational Research.
Assessment contractor	The organisation administering a particular national sample assessment. An assessment contractor may be responsible for some or all aspects of the preparation, distribution and collection of student tests, the linking of test results with student background characteristics, the analysis of results or the preparation of reports. (May also be referred to as a 'testing agent'.)
Bachelor degree and above	Includes Postgraduate Degree, Masters Degree, Graduate Diploma, Graduate Certificate, Bachelor Degree (with Honours) and Bachelor Degree.
Certificate I to IV (including trade certificate)	Includes Certificate I, Certificate II, Certificate III, Certificate IV, Trade Certificate, Advanced Certificate, Apprenticeship Certificate, Traineeship Certificate.
Country of birth	The country in which the student was born.
Datatype	Can be an integer, numeric, alphanumeric, etc. In the 'Country of birth' data element, the data type would be a numeric code from the <i>1269.0 - Standard Australian Classification of Countries (SACC), 2016</i> .
IEA	International Association for the Evaluation of Educational Achievement.
Language background indicator	This indicator is derived from the main language other than English spoken at home by the student or the student's parents/guardians/carers. It indicates whether a student is of an English language background or other than English language background. A student is defined as being of a language background other than English if either the student, the student's parent1/guardian1/carer1 or the student's parent2/guardian2/carer2 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 parents/guardians/carers.
NAP	National Assessment Program – the NAP comprises a suite of national and international assessments which provide nationally comparable data on student achievement in literacy, numeracy, science, civics and citizenship and ICT.
NAPLAN	National Assessment Program – Literacy and Numeracy. Annual national full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9. NAPLAN tests were first conducted in 2008, replacing former state and territory based literacy and numeracy tests.
National sample assessment	Three-yearly national assessments involving samples of schools and students in Years 6 and 10, in the areas of science literacy; civics and citizenship; and ICT literacy.

n.e.c.	Not elsewhere classified. See supplementary codes section in the respective ABS classification.
n.f.d.	Not further defined. See supplementary codes section in the respective ABS classification.
OECD	Organisation for Economic Co-operation and Development.
Parent/guardian/carer	Schools and school systems should select the appropriate wording for 'parent1/guardian1/carer1' and parent2/guardian2/carer2' on their enrolment form, to align with local or state/territory policies. Some possible alternatives are: <ul style="list-style-type: none"> • parent1 and parent2 • guardian1 and guardian2 • parent1/guardian1 and parent2/guardian2 • guardian1/carer1 and /guardian2/carer2 • parent1/guardian1/carer1 and parent2/guardian2/carer2.
Parental/guardian/carer non-school education	The highest qualification attained by a parent/guardian/carer in any area of study other than school education.
Parental/guardian/carer occupation group	The occupation group which best reflects the main work undertaken by the parent/guardian/carer. For the purposes of national reporting, a parent/guardian/carer's work is classified into one of four groups.
Parental/guardian/carer school education	The highest year of school education a parent/guardian/carer has completed.
Permissible data element values	Listing of all codes represented in the classification relevant to the data element.
PIRLS	The IEA's <i>Progress in International Reading Literacy Study</i> , which assesses a sample of Year 4 students every five years.
PISA	The OECD's Programme for International Student Assessment, which assesses the reading, mathematical and scientific literacy of a sample of 15-year-old students every three years.
Question module	The exact wording of question and response categories to be included on the enrolment or special data collection form.
Sex	'Sex' is the distinction 'male', 'female', 'other' or 'not stated/unspecified' as reported by a person.
Size of data element values	Shows the field length required to store the data. In the case of 'Country of birth', the size would be 4, which is the length of the numeric code.
Socio-economic background – education	The indicator derived from the parental school and parental non-school education for both parents/guardians/carers. The indicator is based on the higher educational attainment of the two parents/guardians/carers.
Socio-economic background – occupation	The indicator derived from the parental occupation group of both parents/guardians/carers. The indicator is based on the higher occupation group of the two parents/guardians/carers.
Student identifier	A numeric or alphanumeric string that is used to identify a given student within a school or school system, for example, a student number.
Test administration authority	The relevant state or territory assessment agency or authority responsible for the delivery of the NAPLAN tests at the state or territory level.

Testing agent	The organisation administering literacy and numeracy testing at Years 3, 5, 7 and 9 or a particular national sample assessment. (May also be referred to as 'Test administration authority' or 'Assessment contractor'.) A testing agent may be responsible for some or all aspects of the preparation, distribution and collection of student tests, the linking of test results with student background characteristics, the analysis of results or the preparation of reports.
TIMSS	The IEA's Trends in International Mathematics and Science Study, which assesses a sample of Year 4 and Year 8 students every four years to provide data on trends in mathematics and science achievement.