Data Standards Manual:
Student Background Characteristics

For use by

Schools and School Systems

Test Administration Authorities

Assessment Contractors

Data collection and reporting entities

2022 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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Significant changes

2022

Data standard for gender

Replacement of sex characteristic specifications with gender.

This brings the Data Standards Manual into line with approaches around the country, including the Australian Bureau of Statistics.

While the responses to be collected has been broadened, only male and female will be reported.

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1. OVERVIEW

The Data Standards Manual: Student Background Characteristics provides information for schools and school systems to collect student background data from parents, guardians or carers. Student background data may be provided by schools and systems to various government agencies, including ACARA, NAPLAN test administration authorities, the Australian Bureau of Statistics and the Australian Government Department of Education, Skills and Employment.

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.

Note: for the purposes of brevity, the term "parent" will be used throughout this document, in place of "parent, guardian or carer".

The process of collecting student background data from parents 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. The *Australian Education Act 2013 (Cth)* specifies that all Australian schools in receipt of Australian Government funding must provide student background data.

The *Australian Education Regulation 2013 (Cth)* specifies the student background data that must be provided by schools to ACARA, including any information that is specified in the Data Standards Manual: Student Background Characteristics as issued by ACARA.

The student background characteristics collected are:
- Gender
- Aboriginal and/or Torres Strait Islander status
- Parental school education
- Parental non-school education
- Parental occupation
- Language other than English spoken at home

Student background data is collected for a number of purposes, including:
- Reporting student and school characteristics on *My School*
- Comparing like students when reporting NAPLAN results on *My School*
- Determining socio-educational advantage for calculation of ICSEA and SEA quarters for reporting on *My School*
- Providing the Australian Government Department of Education, Skills and Employment with school level estimates derived from student background data which is used to determine funding for schools for:
    - socio-educational disadvantage loading
    - low English proficiency loading
    - Aboriginal and/or Torres Strait Islander student loading
- Calculating and reporting national NAPLAN results for publication by ACARA

- Calculating and reporting NAP sample and international assessment results for publication by ACARA

- Reporting national student Census data for publication by the Australian Bureau of Statistics.

Data provided to ACARA may also be provided to third parties for the purposes of research through the Data Access Program. No data is provided that identifies or could lead to the identification of individual students or schools. Data is only released by ACARA in compliance with both the *Australian Privacy Act 1988 (Cth)* and equivalent legislation in each state and territory, and recipients must also follow strict guidelines relating to the use and storage of data. More information on ACARA's Data Access Program is available in the document Data Access Protocols - 2015 revision.

1.1   Purpose of the manual

The purpose of the manual is to provide guidance to schools, school systems, test administration authorities and any other relevant collection and reporting entities, on the collection of student background data using nationally agreed, standard definitions.

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 Information, Communication and Technology (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   Uses of Student Background Data

Reporting on *My School*

Student background data is collected from all students for the purposes of reporting student and school level characteristics on *My School*:

School profile:

- Index of Community Socio-Educational Advantage (ICSEA) of the school
- Distribution of students in the school across the four quarters of Socio-Educational Advantage
- Proportion of students at the school who identify as Aboriginal and/or Torres Strait Islander peoples
- Proportion of students at the school who have a language background other than English (LBOTE)
- Proportion of male and female students

Comparing the school's NAPLAN results with students of similar background:

- Students with a similar background are determined based on students' parental occupation and education.

Information on the calculation of ICSEA and SEA, including technical documentation, is available on *My School*.

Determining Australian Government funding loadings

This funding is prescribed in the *Australian Education Act 2013* and the associated *Australian Regulation 2013*, and is administered by the Australian Government Department of Education, Skills and Employment**. While ACARA has responsibility for providing information to the Australian Government, administration and decisions about the funding program lie with the Australian Government.

Socio-educational disadvantage loading

The Australian Government provides additional funding for schools depending on the proportion of students in the bottom two quarters of socio-educational advantage (SEA) at the school. ACARA calculates the distribution of students across the quarters using information on the education and occupation of parents of students enrolled at the school.

Information on the calculation of SEA, including technical documentation, is available on *My School*.

Aboriginal and/or Torres Strait Islander student loading

The Australian Government provides additional funding depending on the number and proportion of Aboriginal and/or Torres Strait Islander students enrolled in the school. This information is collected from schools and systems as part of the annual student school census collection published by the Australian Bureau of Statistics (ABS).

Low English proficiency loading

The Australian government also provides funding to schools which have a proportion of students with low levels of English proficiency. As there is currently no nationally agreed method for collecting data on students' levels of English language proficiency a proxy measure is used. This measure is known as "Disadvantaged language background other than English (DLBOTE)". DLBOTE is calculated by ACARA for each school where there are students whose family has a language background other than English and with at least one parent who only completed school to Year 9 or below.

Further information on Australian Government funding for schools is available from the Australian Government Department of Education, Skills and Employment.

National reporting of the results of the National Assessment Program

NAPLAN and other assessment data is reported against student background data, including:

- Gender[1]
- Aboriginal and/or Torres Strait Islander status
- Language background other than English
- Parental education
- Parental occupation

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[1] While the *Australian Education Regulation 2013* specifies sex as a student characteristic, this Manual is being updated to collect gender in order to align with current practice. See Section 1.3 for further information.

This data can be accessed on the [National Assessment Program website](#) and the [ACARA Reporting pages](#).

Student background data on all students in Year 3, 5, 7 and 9 is required to be entered into the Student Registration Module of the NAPLAN Online platform. Instructions on the process for entering this information is supplied to schools by the test administration authorities in each state and territory.

Selected samples of schools with students in Years 6 and 10 also participate in the NAP sample assessments in ICT literacy, science literacy, and civics and citizenship. A sample of schools and students in various school years are also selected to participate in international assessments including PISA, TIMSS and PIRLS. Schools or school systems are contacted directly by the organisations contracted to conduct the sample assessments and are required to provide student background data on assessed students.

Reporting student background data in the National Schools Statistics Collection

This collection is published by the Australian Bureau of Statistics. The collection includes data on the number of students, number of Aboriginal and/or Torres Strait Islander students and number of male and female students. Note that the number of non-binary students are randomly allocated to male and female for reporting purposes.

1.3   Issues to consider in collecting student background data

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.

Privacy requirements differ between jurisdictions and school sectors. In some jurisdictions there may be legislative requirements such that respondents to student characteristic questions must have the option of not providing a response. It is up to schools and systems to ensure they are complying with these requirements if applicable.

Federal privacy legislation and the associated Australian Privacy Principles apply to non-government schools. The Privacy Compliance Manual jointly published by the National Catholic Education Commission and Independent Schools Australia provides guidance. A copy of the manual may be downloaded from the websites of the [National Catholic Education Commission](#) or [Independent Schools Australia](#).

Gender

The *Australian Education Regulation 2013 (Cth)* specifies that one of the reported student background characteristics is sex.

Although sex and gender are conceptually distinct, these terms are commonly used interchangeably, including in legislation. All government education systems now collect data on student gender at enrolment. The preferred Australian Government approach is to collect

and use gender. Information regarding sex should only be collected where there is a legitimate need[2].

The Regulation allows for the Data Standards Manual to describe the categories to be reported. Therefore, this edition of the Data Standards Manual has included the specifications for collecting data on gender with respect to the sex category. All schools and systems are encouraged to collect data on gender.

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

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 data known to be associated with educational disadvantage.

Schools or school systems need to advise new school communities that information is required from parents, guardians or carers to compile student population profiles for performance reporting at the individual school level and also to calculate eligibility for Australian Government funding loadings for disadvantaged students, and to enable nationally comparable reporting on student achievement, disaggregated by student background data.

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 need to be used as specified. Attachment 2 provides an example of how the question modules might appear on a paper enrolment form which can be easily adapted to an online enrolment form.

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 on the agreed process for providing student background data for linking to students' test data.

Revision of student background 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 background data records include fields for all the information specified in Section 2

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[2] https://www.ag.gov.au/sites/default/files/2020-03/AustralianGovernmentGuidelinesontheRecognitionofSexandGender.pdf

- the fields in electronic records meet the information system requirements specified in Section 2

- student background data 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 Attachment 1.

Mechanisms for collecting data

Relevant collection authorities (including schools, school systems and other data collection authorities) should put in place mechanisms to obtain the student background data:

- ensuring the relevant information is provided to all stakeholders to generate improved response rates for all the student background variables, particularly the parental education and parental occupation data items

- 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

- 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

- 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

- 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.

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 student background data fields:

- Gender

- Aboriginal and/or Torres Strait Islander status

- Parental school education

- Parental non-school education

- Parental occupation group

- Language other than English spoken at home.

Each student background data field 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 a sample of a data collection form 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 student background data from the parents of students for the first time, special data collection forms.

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

Student Background Data field	Question modules	Information sought about
Gender	Single module	Student
Aboriginal and/or Torres Strait Islander status	Single module	Student
Parental school education	Two modules	Parents/guardians/carers
Parental non-school education	Two modules	Parents/guardians/carers
Parental occupation group	Two modules	Parents/guardians/carers
Language other than English spoken at home	Three modules	Student 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 student background data field.
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 collecting entity.
Information systems requirement	Shows the properties of the student background data 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 data collection entities	Shows how the collecting entity will provide the information for national reporting and other purposes.

Rules and principles

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

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

- In instances where the parent is unable through reasons of illiteracy or language barrier or disability to provide schools with the requested student background data, schools may record this information in an accurate manner that truthfully reflects student background data on their behalf. This option is only to be used where the parent is willing to give the required information but is not able to do so.

- Where appropriate and reasonable, a school is encouraged to contact the parent in order to obtain missing information on the enrolment form or to chase up a missing form.

- Where a parent 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.

- Parent/guardian/carers should retain their original designations as Parent 1 and Parent 2 for the duration of the student's enrolment and upon enrolment of siblings with the same parents at the school unless there is a change of circumstances.

Information for data collection entities

Further technical specifications which are relevant to data collection entities only are included at Attachment 4.

2.2　Technical specifications – Gender

Definition	Gender is a social and cultural concept. It is about social and cultural differences in identity, expression and experience as a male, female or non-binary person. Non-binary is an umbrella term describing gender identities that are not exclusively male or female.
Related indicator(s)	'Gender' of a student is required to report on student performance by male or female.
Question module	For the collection of data on ''Gender' the question module can follow the ABS classification, as follows, How does the student describe their gender? Please [tick/mark/select] one box: [ ] Male [ ] Female [ ] Non-binary [ ] They use a different term [ ] Prefer not to answer
Guide for use	https://www.abs.gov.au/statistics/standards/standard-sex-gender-variations-sex-characteristics-and-sexual-orientation-variables/latest-release https://www.ag.gov.au/sites/default/files/2020-03/AustralianGovernmentGuidelinesontheRecognitionofSexandGender.pdf While sex and gender are distinct concepts they are often used interchangeably and it is likely that most respondents are already reporting gender in response to requests for information on sex. While the majority of the population identifies their 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 labels added above are used to capture instances in which the student's enrolled gender is not male or female. This is not mandatory for school enrolment as only Male and Female are required for reporting purposes. There has been no agreement to report any other gender beyond male or female.
Output requirements	The following output code needs to be recorded for each student, and provided to the data collection entity as and when required: 1 M Male Persons who described their gender as male. 2 F Female Persons who described their gender as female. 3 X Non-binary Persons who described their gender as non-binary. 4 T Different term Persons who described their gender as a term other than male, female or non-binary.* 5 Z Prefer not to answer Persons who preferred not to respond on how they describe their gender.** 9 Not stated or inadequately described

Information systems requirement	It is necessary to store Gender data that will enable output according to the following:
	Form of representation: Code
	Datatype: Numeric character
	Size of data element values: 1
	Permissible data element values: Code values represented in the 'Gender' classification.
Coding structure	The standard output categories for gender are: • Male • Female • Non-binary* • Not stated**. * Responses coded to 'Different term' (4) are included in the output category 'Non-binary' (3). ** Coded responses of 'Prefer not to answer' and inadequately described responses are included in the output category 'Not stated' (9) The code structure is simply 1 = Male 2 = Female 3 = Another term/Non-binary 9 = Where not stated or adequately described
Information for data collection entities	'Gender' of student is reported by male or female

2.3 Technical specifications – Aboriginal and/or Torres Strait Islander status

Definition	A student is considered to be an Aboriginal and/or Torres Strait Islander student if they identify 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. A student who identifies as a First Nations student is also considered to be Aboriginal and/or Torres Strait Islander origin.
Related indicator(s)	'Aboriginal and/or Torres Strait Islander status' of the student is used to derive the Aboriginal and/or Torres Strait Islander status indicator.
Question module	One of the following questions should be used to collect 'Aboriginal and/or Torres Strait Islander status': ***Question Option One*** **Is the student of Aboriginal or Torres Strait Islander origin?** *(For persons of both Aboriginal and Torres Strait Islander origin, tick both 'Yes' responses.)* No [ ] Yes, Aboriginal [ ] Yes, Torres Strait Islander [ ] ***Question Option Two*** A response category for 'Both Aboriginal and Torres Strait Islander' can be included if the data collection practices of the department/school system/school cannot accommodate more than one category being ticked at the same time. In that case, the following question can be used: **Is the student of Aboriginal or Torres Strait Islander origin?** No [ ] Yes, Aboriginal [ ] Yes, Torres Strait Islander [ ] Yes, both Aboriginal and Torres Strait Islander [ ]
Rules	The 'Aboriginal and/or Torres Strait Islander status' question allows for more than one response. The procedure for coding multiple responses is as follows: • If the respondent marks 'No' and either 'Aboriginal' or 'Torres Strait Islander', then the response should be coded to either 'Aboriginal' or 'Torres Strait Islander' as indicated (i.e. disregard the 'No' response). • If the respondent marks both the 'Aboriginal' and 'Torres Strait Islander' boxes, then the response should be coded to 'Both Aboriginal and Torres Strait Islander origin'. • If the respondent marks all three boxes ('No', 'Aboriginal' and 'Torres Strait Islander'), then the response should be coded to disregard the 'No' response). *Where 'Aboriginal and/or Torres Strait Islander status' is not stated/unknown, the code should be '9'.*
Guide for Use	[1200.055.008 Indigenous Status Standard, 2014, V1.5](#)

Output requirements	The following output code needs to be recorded for each student and provided to the collection entity as and when required: 1 = Aboriginal but not Torres Strait Islander origin 2 = Torres Strait Islander but not Aboriginal origin 3 = Both Aboriginal and Torres Strait Islander origin 4 = Neither Aboriginal nor Torres Strait Islander origin 9 = Not stated/unknown
Information systems requirement	It is necessary to store 'Aboriginal and/or Torres Strait Islander status' data that will enable output according to the following: **Form of representation** — Code **Datatype** — Numeric character **Size of data element values** — 1 **Permissible data element values** — Code values represented in the 'Indigenous status' classification Where "Aboriginal and/or Torres Strait Islander status' is not stated or unknown, the code should be '9'.
Coding structure	'Aboriginal and/or Torres Strait Islander status indicator' has a hierarchical structure comprising two levels. There are four categories at the detailed level of the classification that are grouped into two categories at the broader level. The classification is as follows: 1 = Aboriginal and/or Torres Strait Islander origin 11 = Aboriginal but not Torres Strait Islander origin 12 = Torres Strait Islander but not Aboriginal origin 13 = Both Aboriginal and Torres Strait Islander origin 2 = Non-Indigenous 24 = Neither Aboriginal nor Torres Strait Islander origin 9 = Not stated/unknown Only the second digit of the two-digit code needs to be used for data input and storage purposes. Responses should be coded to the appropriate category of the classification. For example, '24 Neither Aboriginal nor Torres Strait Islander origin' has an input code of '4'. 'Not stated/unknown' 'Aboriginal and/or Torres Strait Islander status' is to be coded the code '9'. This is not to be rolled up into Non-Indigenous/ Neither Aboriginal nor Torres Strait Islander origin *Note: the 'Not stated/unknown' category should not appear as a response option on enrolment forms.*

Information for data collection entities	Data collection entities will need to provide information on Aboriginal and/or Torres Strait Islander students and for non-Indigenous students, as follows:
	Aboriginal and/or Torres Strait Islander status

Aboriginal but not Torres Strait Islander origin (1) = Aboriginal and/or Torres Strait Islander

Torres Strait Islander but not Aboriginal origin (2) = Aboriginal and/or Torres Strait Islander

Both Aboriginal and Torres Strait Islander origin (3) = Aboriginal and/or Torres Strait Islander

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-educational background indicator.
Question module	For the collection of data on 'Parental school education' the following two question modules should be used:
	What is the highest year of school the parent1/guardian1/carer1 has completed? *(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)*
	Mark one only
	Year 12 or equivalent [ ]
	Year 11 or equivalent [ ]
	Year 10 or equivalent [ ]
	Year 9 or equivalent or below [ ]
	What is the highest year of school the parent2/guardian2/carer2 has completed? *(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)*
	Mark one only
	Year 12 or equivalent [ ]
	Year 11 or equivalent [ ]
	Year 10 or equivalent [ ]
	Year 9 or equivalent or below [ ]
	See Glossary for advice on terminology to use for parent/guardian/carer.
Rules	For the purposes of this data element, school education means primary and secondary education, regardless of the location or institution where it is undertaken. It therefore includes study at a secondary education level that might, for example, be undertaken at a Technical and Further Education (TAFE) institution.
	For the purposes of this data element, persons who have never attended school should be included in the 'Year 9 or equivalent or below' category.
Output requirements	The following output codes need to be recorded for each student and provided to the data collection entity as and when required:
	• 1-digit 'Parental school education' code for parent1/guardian1/carer1.
	• 1-digit 'Parental school education' code for parent2/guardian2/carer2.

Information systems requirement	It is necessary to store 'Parental school education' data that will enable output according to the following:	
	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	The coding structure for 'Parental school education' is: 4 = Year 12 or equivalent 3 = Year 11 or equivalent 2 = Year 10 or equivalent 1 = Year 9 or equivalent or below 0 = Not stated/unknown	
Information for data collection entities	Note that the designations of Parents/carers/guardians to Parent 1 and Parent 2 should not be altered during the course of a student's enrolment unless there is a change in Parent/carer/guardian status.	

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-educational background – education indicator.
Question module	For the collection of data on 'Parental non-school education' the following two question modules should be used: **What is the level of the <u>highest</u> qualification the parent1/guardian1/carer1 has completed?** *Mark one only* Bachelor degree or above [ ] Advanced diploma/Diploma [ ] Certificate I to IV (including trade certificate) [ ] No non-school qualification [ ] **What is the level of the <u>highest</u> qualification the parent2/guardian2/carer2 has completed?** *Mark one only* Bachelor degree or above [ ] Advanced diploma/Diploma [ ] Certificate I to IV (including trade certificate) [ ] No non-school qualification [ ] See Glossary for advice on the terminology to use for parent/guardian/carer and for definitions on what constitutes Bachelor degree or above, Advanced diploma/Diploma and Certificate I to IV.
Rules	Primary and secondary education are not non-school qualifications, regardless of the location or institution where the study is undertaken. Secondary education undertaken for example as a mature-age student at a Technical and Further Education (TAFE) institution is considered school education. However, non-school qualifications completed by parents/guardians when at school, e.g. Certificate I, should be included as non-school qualifications.
Output requirements	The following output codes need to be recorded for each student and provided to the data collection entity as and when required: • 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	It is necessary to store 'Parental non-school education' data that will enable output according to the following: 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	The coding structure for 'Parental non-school education' is:
	7 = Bachelor degree or above
	6 = Advanced diploma/Diploma
	5 = Certificate I to IV (including trade certificate)
	8 = No non-school qualification
	0 = Not stated/unknown

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-education background indicator.
Question module	For the collection of data on 'Parental occupation group' the following two question modules should be used: **What is the occupation group of the parent1/guardian1/carer1?** Please select the appropriate parental occupation group from the attached list. • *If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.* • *If the person has not been in paid work in the last 12 months, enter '8' above.* **What is the occupation group of the parent2/guardian2/carer2?** Please select the appropriate parental occupation group from the attached list. • *If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.* • *If the person has not been in paid work in the last 12 months, enter '8' above.*
Rules	'Parental occupation group' is used to derive the socio-economic background – occupation indicator
Output requirements	The following output codes need to be recorded for each student and provided to the data collection entity as and when required: • 1-digit 'Parental occupation group' code for parent1/guardian1/carer1. • 1-digit 'Parental occupation group' code for parent2/guardian2/carer2.
Coding structure	'Parental occupation' is a flat classification having only one level with six categories. The code structure is simply: 1 = Senior management in large business organisation, government administration and defence, and qualified professionals 2 = Other business managers, arts/media/sportspersons and associate professionals 3 = Tradespeople, clerks and skilled office, sales and service staff 4 = Machine operators, hospitality staff, assistants, labourers and related workers 8 = Not in paid work in last 12 months 9 = Not stated or unknown

LIST OF PARENTAL OCCUPATION GROUPS

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

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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

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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 – Language other than English spoken at home

Definition	'Language other than English spoken at home' is defined as the language other than English, spoken in the home by the respondent. If the respondent speaks more than one language other than English at home report the language other than English the respondent speaks most often. Information is to be sought in relation to the student, parent1 and parent2
Related indicator(s)	'Language other than English spoken at home' is required to derive the 'Language background other than English' indicator.
Question module	'Language other than English spoken at home' can be collected in the following way. 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. For the collection of data on 'Language other than English spoken at home' the following three question modules should be used: **Does the student speak a language other than English at home?** *(If more than one language, indicate the one that is spoken most often.)* No, English only 1201 [ ] Yes, Arabic 4202 [ ] Yes, Cantonese 7101 [ ] Yes, Italian 2401 [ ] Yes, Vietnamese 6302 [ ] Yes, Mandarin 7104 [ ] Yes, Greek 2201 [ ] Yes, Spanish 2303 [ ] Yes, Tagalog 6511 [ ] Yes, Hindi 5203 [ ] Yes, Other – please specify _____ **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.)* No, English only 1201 [ ] Yes, Arabic 4202 [ ] Yes, Cantonese 7101 [ ] Yes, Italian 2401 [ ] Yes, Vietnamese 6302 [ ] Yes, Mandarin 7104 [ ] Yes, Greek 2201 [ ] Yes, Spanish 2303 [ ] Yes, Tagalog 6511 [ ] Yes, Hindi 5203 [ ] Yes, Other – please specify _____

	Does the parent2/guardian2/carer2 speak a language other than English at home? *(If more than one language, indicate the one that is spoken most often.)* No, English only 1201 [ ] Yes, Arabic 4202 [ ] Yes, Cantonese 7101 [ ] Yes, Italian 2401 [ ] Yes, Vietnamese 6302 [ ] 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.
Rules	The 'Language other than English spoken at home' by the respondent is used to derive the 'Language background other than English' indicator. It is necessary therefore to uniquely identify in the collection and storage processes (e.g. on student enrolment forms and in information management systems): • 'Language other than English spoken at home' of the student. • 'Language other than English spoken at home' of the parent1/guardian1/carer1. • 'Language other than English spoken at home' of the parent2/guardian2/carer2. The procedures for coding multiple language responses are: • If the respondent specifies that more than one language other than English is spoken, then the response should be coded to the first language other than English specified. • If the respondent specifies that they speak both English and another language(s), then the response should be coded to the first language other than English specified. The above coding rules will result in some misreporting, as the first language specified might not be the main language (other than English) spoken at home.
Guide for use	The ABS coding index to link responses to the 'Language other than English spoken at home' question to the *1267.0 - Australian Standard Classification of Languages (ASCL), 2016* on the ABS website https://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1267.02016?OpenDocument
Output requirements	The following output codes need to be recorded in respect of each student and provided to the data collection entity as and when required: • 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	It is necessary to store 'Language other than English spoken at home' data that will enable output according to the following:	
	Form of representation	Code
	Datatype	Numeric character
	Size of data element values	4
	Permissible data element values	All codes represented in the *1267.0 – Australian Standard Classification of Languages (ASCL) 2016*
	Where the language spoken by the respondent is not stated the code should be '0002'.	
	The code for the most common response 'No, English only' is 1201.	
	Four-digit codes ending with two or three zeros are described as 'not further defined' (n.f.d.) codes. These codes are used to code responses that cannot be coded to the most detailed level of the classification but can be coded to a higher level of the classification. For example: a response 'Celtic' does not contain sufficient information to be coded to a particular language but it can be coded to the Narrow Group 'Celtic' (11) as 'Celtic n.f.d.' (1100), which includes all languages in this group.	

3. ATTACHMENTS

3.1 Attachment 1 – Checklist for users

✓	Task	Notes
	Inform the school community of information required from parents for: a. nationally comparable reporting on student achievement, disaggregated by student background characteristics b. the compilation of student population profiles for performance reporting at the individual school level c. calculation of school's eligibility for Australian government disadvantaged student loadings	
	Ensure the enrolment form includes the required question modules from the 'Technical specifications' section of the manual. 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.	This may require amendment of existing questions and/or the addition of new questions. • A sample data collection form is 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 data collection entities are up to date. Make parents aware of privacy policy.	Privacy legislation differs depending on the jurisdiction and school sector, but schools are required to have a policy in place. Non-government schools can refer to the Privacy Compliance Manual.
	Reiterate to school personnel, parents and the wider school community the importance of data quality, with a view to maximising parental response rates for all data items.	Identify items on enrolment forms where data is missing and, as necessary, take follow-up action to obtain the outstanding information from parents.
	Review procedures for completion of the enrolment form or special data collection form. These may include: • distribution and collection of forms • handling queries from parent • interviewing parents • checking for completeness and accuracy of data • entering data to storage and retrieval systems.	Modifications to existing procedures may be required.

Ensure personnel are trained in enrolment or data collection procedures.	Relevant personnel include those responsible for such processes as: • interviews • answering questions • handling complaints • checking completeness of data • conducting follow-up • entering data.
Ensure processes are in place for providing the student background data 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).	Test administration authorities will provide Test Administration Handbooks/Manuals for Principals and Test Administrators for NAPLAN. The assessment contractor for the national sample assessments will provide information on procedures for linking student background data to assessment performance data.

3.2   Attachment 2 – Sample data collection form

This attachment provides one sample form which contains one of the agreed question modules specified in the 'Technical specifications' section of the Data Standards Manual. There are other options for question modules that schools and school systems can use.

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 form as a special data collection form.

This sample paper form can be easily adapted to an online data collection form using the same questions.

The question layouts contained in the sample form 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.

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

Data Collection Form
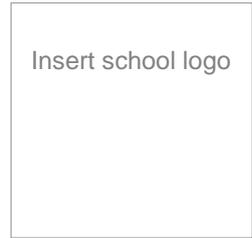
Information required for assessment and reporting purposes

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

Insert school logo

Name of student	First name	
	Last name	
	Date of birth	**(dd/mm/yyyy)**

1. How does the student describe their gender? *(Please [tick/mark/select] one box.)*	
Male	[ ]
Female	[ ]
Non-binary	[ ]
They use a different term	[ ]
Prefer not to answer	[ ]

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	6302	[ ]	[ ]	[ ]
Yes, Mandarin	7104	[ ]	[ ]	[ ]
Yes, Greek	2201	[ ]	[ ]	[ ]
Yes, Spanish	2303	[ ]	[ ]	[ ]
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

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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/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)

3.3 Attachment 3 – Language other than English spoken at home

This attachment provides the tick-box options for 'Language other than English spoken at home'.

Some schools or school systems may wish to tailor the tick-box options for the 'Language other than English spoken at home' question to include languages that are commonly spoken in their state/territory or school area. (Refer to the technical specifications for the '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 languages other than English spoken at home. **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	6302	[ ]	[ ]	[ ]
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				

Information for testing agents only

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'.

For the purposes of providing such tables, the testing agent will need to compare 'Language other than English spoken at home' data from the student and the parents/guardians/carers to derive the 'Language background other than English' 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 other than English'.

Therefore, the derivation requires the combination of Student's Language other than English spoken at home (SLG), Parent 2's Language other than English spoken at home (P2LG) and Parent 1's Language spoken at home (P1LG) to determine a single value, the 'Language background other than English' indicator. This is illustrated in the Table 3.

3.3.1 Table 1 Derived background – Language background other than English 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

By way of illustration, the following worked examples show how the derived language background indicator code is calculated in four different scenarios:

Example A: Where the Language (student) response code is '1201', the Language (parent2) response code is '2101' and the Language (parent1) response code is '0002', the derived Language background indicator code will be 'LBOTE'.

Example B: Where the Language (student) response code is '1201', the Language (parent2) response code is '1201' and the Language (parent1) response code is '2101', the derived Language background indicator code will be 'LBOTE'.

Example C: Where the Language (student) response code is '0002', the Language (parent2) response code is '1201' and the Language (parent1) response code is '1201', the derived Language background indicator code will be 'Not LBOTE'.

Example D: Where the Language (student) response code is '0002', the Language (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'.

Coding structure	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 *1267.0 - Australian Standard Classification of Languages, 2016* where:
	0000 = Inadequately described
	0001 = Non-verbal, so described
	0002 = Not stated
	1201 = English
	All other 4-digit codes as specified in the ASCL (2016).

3.4   Attachment 4 – Information for data collection entities

3.4.1. Table 2 Socio-education 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

By way of illustration, the following worked examples show how the derived socio-economic background – education indicator code is calculated in four different scenarios:

Example A: Where the Parental non-school education (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'.

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'.

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'.

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'.

Coding structure	The coding structure for 'Parental non-school education', represented above by P2NSE (Parent 2 Non-School Education) and P1NSE (Parent1 Non-School Education) is: 7 = Bachelor degree or above 6 = Advanced diploma/Diploma 5 = Certificate I to IV (including trade certificate) 8 = No non-school qualification 0 = Not stated/unknown The coding structure for 'Parental school education', represented above by P2SE (Parent2 School Education) and P1SE (Parent1 School Education) is: 4 = Year 12 or equivalent 3 = Year 11 or equivalent 2 = Year 10 or equivalent 1 = Year 9 or equivalent or below 0 = Not stated/unknown

Information for reporting agency.	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 socio-educational background – education.
	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-educational background indicator.
	Therefore, the derivation requires the combination of:
	P1SE Parent1 School Education
	P2SE Parent2 School Education
	P1NSE Parent1 Non-School Education
	P2NSE Parent2 Non-School Education
	to determine a single value, the socio-educational background indicator. In general, this will be the highest educational attainment of either parent, as shown in Table 1.
	Note that the designations of Parents/carers/guardians to Parent 1 and Parent 2 should not be altered during the course of a student's enrolment unless there is a change in circumstances.

3.4.2. Table 3 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

By way of illustration, the following worked examples show how the derived socio-economic background – occupation indicator code is calculated in four different scenarios:

Example A: Where the Parental occupation (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'.

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'.

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'.

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'.

Coding structure	'Parental occupation' is a flat classification having only 1 level with 6 categories. The coding structure is simply: 1 = Senior management in large business organisation, government administration and defence, and qualified professionals. 2 = Other business managers, arts/media/sportspersons and associate professionals. 3 = Tradespeople, clerks and skilled office, sales and service staff. 4 = Machine operators, hospitality staff, assistants, labourers and related workers. 8 = Not in paid work in last 12 months. 9 = Not stated/unknown.

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.
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
Data collection entity	Any agency/agent/entity which has the authority to collect data on student background characteristics.
Datatype	Can be an integer, numeric, alphanumeric, etc.
Gender	Gender is part of a person's social and personal identity. It refers to each person's deeply felt internal and individual identity and the way a person presents and is recognised within the community. A person's gender refers to outward social markers, including their name, outward appearance, mannerisms and dress. A person's sex and gender may not necessarily be the same. An individual's gender may or may not correspond with their sex assigned at birth, and some people may identify as neither exclusively male nor female, which may also be termed 'non-binary'.
LBOTE	Language background other than English. This indicator is derived from the 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.
Language other than English spoken at home	Any 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: • parent1 and parent2 • guardian1 and guardian2 • parent1/guardian1 and parent2/guardian2 • guardian1/carer1 and /guardian2/carer2 • parent1/guardian1/carer1 and parent2/guardian2/carer2.
Parental non-school education	The highest qualification attained by a parent/guardian/carer in any area of study other than school education.
Parental occupation group	The occupation group which best reflects the main work undertaken by the parent/guardian/carer. For the purposes of national reporting, a parent/guardian/carer's work is classified into one of four groups.
Parental 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 *Progress in International Reading Literacy Study*, 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.
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-education 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-education 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' or "data collection entity".) 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.