

INFORMATION FOR PARENTS

National reporting on student outcomes Collection of information on students' background characteristics

All Australian schools (government, Catholic and independent) are required to collect information from parents on students' background characteristics for nationally comparable reporting on students' performance in priority areas of schooling.

What information is required from parents?

For each student schools are required to collect date of birth, gender, Aboriginal and/or Torres Strait Islander status and Language other than English spoken at home.

For each parent/guardian/carer of a student, schools are required to collect school education, non-school education, occupation group and Language other than English spoken at home.

Who decided to introduce these requirements?

The Australian Curriculum, Assessment and Reporting Authority collects student background data for all Australian school children to calculate Socio-Educational Advantage (SEA) and Disadvantaged Language Background other than English (DLBOTE).

The submission of student background data to ACARA is mandatory, as of 2020 under an amendment of the Australian Education Regulation 2013, with a new section 56(f) added, that works in conjunction with section 52(3) requiring all schools provide ACARA with all student information.

(For more information go to <https://www.acara.edu.au/home>)

How is the information used?

Schools are asked to participate in order to improve the quality of the socio-educational and language background other than English estimates for schools that are used both in school funding and reporting.

The Index of Community Socio-Educational Advantage (ICSEA) is used to report **school NAPLAN performance** against students with similar backgrounds. In previous years, NAPLAN enrolment data (for Years 3, 5, 7, and 9) has been used to estimate these parameters for the whole school community. Participating in this collection is beneficial as these results will not only reflect the entire school, but ensure estimates become more stable over time.

This data is also provided to the Australian Government Department of Education, Skills and Employment (AGDESE) so that funding decisions can be made based upon the school profile. The proportions of students in the lower two quarters of Socio-Educational Advantage are used by AGDESE to calculate the socio-educational disadvantage loadings, and the proportion of DLBOTE students is used to calculate the low English proficiency loadings, in relation to **school funding**. For further information, please see Section 18 of the Australian Education Regulation 2013.

ICSEA values for schools are also increasingly being used by government and non-government organisations for determining which schools qualify for special assistance. The background data collected is also used to report student and school level characteristics on My School.

Why are schools involved in collecting information on the educational and occupational background of parents?

Relevant collection authorities (including schools, school systems and other data collection authorities) are required under the Australian Education Regulation 2013 to 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
- 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.

How does the collection of this data benefit the educational outcomes for my child?

Research completed in Australia and overseas has shown that students' level of achievement can be affected by their socioeconomic background. Governments around Australia want to ensure that students achieve to the best of their ability irrespective of their background.

As part of their uniform approach to measuring and reporting on students' outcomes from schooling, State, Territory and Australian Government Education Ministers agreed that measures based on the occupation and educational attainment of the parents (or guardians) of individual students would be used to monitor the relationship between students' socioeconomic background and educational achievement.

The advantage of collecting information on the occupation and education of the parents of individual students is that the information is unlikely to change in the short to medium term. It also provides a more accurate and reliable means of monitoring the relationship between socioeconomic background and student performance in tests than alternative measures of socioeconomic status, such as those based on the student's address or the location of the school.

The collection of this background information allows school education authorities to evaluate the influence of socioeconomic background on students' educational outcomes and assess the effectiveness of policies aimed at reducing the impact of social or economic disadvantage on student performance.

What safeguards are there to protect the privacy and confidentiality of personal information?

All schools are required to have appropriate procedures for collecting and handling personal information. The privacy of individuals is also protected by State, Territory or Commonwealth privacy or personal information legislation encompassing such matters as the manner and purpose of collection of personal information, storage and security of data, and access to information.

All information which could identify or would reasonably identify individual students to whom particular background characteristics belong is removed for national reporting so that no personal information is reported publicly.

Carinya stores all personal information in secure, encrypted data repositories which are managed by third party organisations with expertise in maintaining, monitoring and updating these environments so as to protect against unauthorised access to personal information.

DATA COLLECTION FORM

Information required for assessment and reporting purposes

Name of student:

First name

Last name

Home address of student:

(No. and street name)

Suburb

Postcode

[Information collected from this form will be covered by the School's Privacy Policy.]

- 1 Sex** Male..... ☐
 Female..... ☐

Date of Birth

2 Is the student of Aboriginal or Torres Strait Islander origin?

(For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes.)

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

3 In which country was the student born?

- Australia..... ☐
New Zealand ☐
England ☐
China..... ☐
Philippines..... ☐
South Africa ☐
Hong Kong ☐
India..... ☐
United States of America ☐
South Korea ☐
Other – please specify

4 Does the student or their mother/guardian or their father/guardian speak a language other than English at home?

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

	student	mother/parent1/ guardian1	father/parent2/ guardian2				
No, English only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Yes, Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Yes, Cantonese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Yes, Arabic (incl. Lebanese)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Yes, Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Yes, Greek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Yes, Mandarin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Yes, Tagalog - (Filipino)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Yes, Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Yes, Macedonian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Yes, Other - please specify	<table border="1" style="width: 100%;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> </tr> </table>						

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

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

	mother/parent1/ guardian1	father/parent2/ guardian2
Year 12 or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
Year 11 or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
Year 10 or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
Year 9 or equivalent or below	<input type="checkbox"/>	<input type="checkbox"/>

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

	mother/parent1/ guardian1	father/parent2/ guardian2
Bachelor degree or above	<input type="checkbox"/>	<input type="checkbox"/>
Advanced diploma/Diploma	<input type="checkbox"/>	<input type="checkbox"/>
Certificate I to IV (including trade certificate)	<input type="checkbox"/>	<input type="checkbox"/>
No non-school qualification	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Please select the appropriate parental occupation group from the attached list (turn page).

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

Thank you for your time. Please return this form to the school office.

List of Parental Occupation Groups (for question 6)

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

Senior executive/manager/department head in industry, commerce, media or other large organisation.

Public service manager (Section head or above), regional director, health/education/police/fire services administrator

Other administrator [school principal, faculty head/dean, library/museum/gallery director, research facility director]

Defence Forces Commissioned Officer

Professionals generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others.

Health, Education, Law, Social Welfare, Engineering, Science, Computing professional

Business [management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer]

Air/sea transport [aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller]

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

Owner/manager of farm, construction, import/export, wholesale, manufacturing, transport, real estate business

Specialist manager [finance/engineering/production/personnel/industrial relations/sales/marketing]

Financial services manager [bank branch manager, finance/investment/insurance broker, credit/loans officer]

Retail sales/services manager [shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency]

Arts/media/sports [musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/woman, coach, trainer, sports official]

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

Health, Education, Law, Social Welfare, Engineering, Science, Computing technician/associate professional

Business/administration [recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager]

Defence Forces senior Non-Commissioned Officer

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

Tradesmen/women generally have completed a 4 year Trade Certificate, usually by apprenticeship. All tradesmen/women are included in this group.

Clerks [bookkeeper, bank/PO clerk, statistical/actuarial clerk, accounting/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/order clerk, freight/transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk]

Skilled office, sales and service staff.

Office [secretary, personal assistant, desktop publishing operator, switchboard operator]

Sales [company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher]

Service [aged/disabled/refugee/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor]

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

Drivers, mobile plant, production/processing machinery and other machinery operators.

Hospitality staff [hotel service supervisor, receptionist, waiter, bar attendant, kitchenhand, porter, housekeeper]

Office assistants, sales assistants and other assistants.

Office [typist, word processing/data entry/business machine operator, receptionist, office assistant]

Sales [sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker]

Assistant/aide [trades' assistant, school/teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant]

Labourers and related workers

Defence Forces ranks below senior NCO not included above

Agriculture, horticulture, forestry, fishing, mining worker [farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand]

Other worker [labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor]