



**T A M B E L I N**

INDEPENDENT SCHOOL GOULBURN

Registration No:

## Data Collection Form

Information required for assessment and reporting purposes

Note: If you need help with this form please telephone the school on 4821 5894

### Name of student:

First name

Last name

### Home address of student:

(No. and street name)

Suburb

Postcode

Note: Information collected from this form is covered by the school's Privacy Policy.

### 1 Sex

Male.....

Female.....

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

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

No.....

Yes, Aboriginal.....

Yes, Torres Strait Islander.....

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

Australia.....

New Zealand.....

England.....

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 .....			

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

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

Mark one box only in each column

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

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

Mark one box only in each column

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

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

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

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

*• If the person is not currently in paid work but has had a job in the last 12 months or has retired*

*in the last 12 months, please use the person's last occupation.*

*• If the person has not been in paid work in the last 12 months, enter '8' in the box above.*

Thank you for your time.

Please return this form to the school in the enclosed envelope.

## List of Parental Occupation Groups (for question 6)

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

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

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

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

**Defence Forces** Commissioned Officer

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

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

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

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

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

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

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

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

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

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

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

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

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

**Defence Forces** senior Non-Commissioned Officer

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

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

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

**Skilled office, sales and service staff.**

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

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

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

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

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

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

**Office assistants, sales assistants and other assistants.**

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

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

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

**Labourers and related workers**

**Defence Forces** ranks below senior NCO not included above

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

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

## Implementation Communication Strategy Background material for jurisdictions

## INFORMATION FOR PARENTS

### National reporting on student outcomes

#### New requirements for collecting information on students' background characteristics

- The purpose of this information sheet is to advise parents (or caregivers) of new data collection requirements arising from the decisions of State, Territory and Commonwealth Education Ministers to improve the quality and national consistency of public reporting on student achievement. Ministers expect all government and non-government school systems and schools to comply with the new data collection and reporting arrangements.

#### ***What is the purpose of national reporting?***

- The primary purpose of national reporting is to improve the educational outcomes of our young people by informing the Australian public, and especially the education community and parents, about progress towards achieving the *National Goals for Schooling in the Twenty-First Century*.
- The *National Goals* specifically state that students' outcomes from schooling should be 'free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students' socioeconomic background or geographic location'; and that 'the learning outcomes of educationally disadvantaged students [should] improve and, over time, match those of other students'.
- The strong equity dimension of the *Goals* reflects the principle that it is the right of all young Australians to aspire to success in learning, and to have the knowledge, skills and understanding essential to effective participation in civic life.
- For more information on the *National Goals*, go to <http://www.mceetya.edu.au>.

#### ***What is the situation now with the collection and reporting of information on students' performance?***

- All school authorities must collect certain information from parents and/or students to fulfil their functions and obligations under State, Territory and Australian Government legislation, including accountability for spending public money.
- Governments must provide the community with information about school performance and the steps they are taking to improve student outcomes.

#### ***Where is the information publicly reported?***

- Information on students' performance is reported in the annual *National Report on Schooling in Australia* published by the Ministerial Council on Education, Employment, Training and Youth Affairs, which comprises the State, Territory and Commonwealth Ministers for Education. (For more information, go to <http://www.mceetya.edu.au/>.)

#### ***What are the priority areas of schooling for national assessment and reporting?***

- Ministers have agreed that the priority areas for nationally comparable reporting include students' outcomes in literacy, numeracy, science, information and communication technology, and civics and citizenship education.
- For national reporting purposes, literacy and numeracy are assessed annually at years 3, 5 and 7, with all students in these year levels participating.
- Science, information and communication technology, and civics and citizenship education are assessed every three years, at Years 6 and 10.

### ***What are the new requirements for the collection of information on student background characteristics?***

- To date, accurate nationally comparable reporting of the outcomes of school students from particular groups in the community has been hampered by the variety of definitions of such groups of students used by the different school education authorities in Australia.
- State, Territory and Australian Government Education Ministers have now agreed to common approaches across all States and Territories, in both government and non-government schools, to the collection and reporting of information on the sex, Indigenous status, geographic location, socioeconomic background and language background of school students.

### ***What are the benefits for schools and students?***

- Linking student background characteristics with students' results in national assessments in priority areas of schooling will allow schools to identify individual students' strengths and weaknesses; evaluate the influence of particular factors on student performance; judge the effectiveness of policies aimed at reducing the impact of such factors; and, as necessary, take appropriate steps to improve students' performance.
- The new arrangements will also provide parents with accurate and timely information on their child's progress compared with other Australian students of the same age and a measure of the child's achievement against national benchmarks or standards.

### ***What information is required from parents?***

- Parents will be asked for information on the following:
  - the sex of the student
  - the Indigenous status of the student
  - the parents' occupations (in very broad terms)
  - the parents' educational qualifications (also in very broad terms)
  - the student's country of birth, and
  - the main language spoken at home by the student and each of the student's parents or guardians.
- Most of this information is already collected by schools but it will now be collected in a uniform way across the country.

### ***Why are schools now required to collect information on the educational and occupational background of parents?***

- Information is being collected on the educational and occupational background of parents so that school education authorities can evaluate the influence of socioeconomic background on students' educational outcomes across and within jurisdictions, and over time.
- This will allow critical evaluation of the effectiveness of policies aimed at reducing the impact of social or economic disadvantage on student performance, and assist school systems and schools in taking steps aimed at promoting an education system which is fair for all Australian students.
- Ministers have been concerned to ensure that the questions asked of parents are not overly intrusive. Parents will therefore not be asked to provide specific details of their education, occupation or income but, rather, will be asked to select an appropriate response from a limited number of broad educational and occupational categories.

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

- All States and Territories have privacy or freedom of information legislation encompassing such matters as the manner and purpose of collection of personal information, storage and security of data, and access to information.
- There is also Commonwealth privacy legislation, which imposes certain obligations on non-government schools in relation to the collection and handling of personal information to protect the privacy of individuals.
- Schools and school systems have in place comprehensive confidentiality and security policies and procedures for the collection and handling of personal information. Such policies set out the types of information collected, used and disclosed, the purpose for which it is collected, and matters relating to access and correction of 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.
- Strict reporting protocols and standards apply to data presentation in all publications of the Ministerial Council on Education, Employment, Training and Youth Affairs.

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