

## 2.

## ACTION REQUIRED

### 2.1 Existing users

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

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

The ASCL Second Edition made substantial changes to the classification by adding or separately identifying a number of languages, including Indigenous languages. In order to provide a more accurate and useful presentation of Australia's language profile, a number of languages or language categories were also reclassified.

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

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

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

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

The SACC Second Edition makes a small number of amendments to the classification, such as the addition or deletion of countries in response to world political change or changes in the names of countries.

**Where possible, schools and school systems should ensure that information collected for the first time in 2009 on the country of birth of a student is coded in accordance with the updated SACC Second Edition (2008) coding index.** There may be a small number of instances where a student's country of birth data collected in previous years and coded in accordance with the SACC First Edition (1998) need to be updated.

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

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

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

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

Existing users should ensure that responses to the 'Indigenous status' question are correctly coded for Indigenous and non-Indigenous students. Where a parent/guardian does not provide a response to the question, the response should not be left blank: it should be coded to the 'not stated' category.

### **2.1.4 Provision of data to test administration authority**

Existing users should ensure that information has been obtained from the test administration authority for the relevant assessment on the agreed process for providing student background information for linking to students' test data.

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

## **2.2 New users**

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

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

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

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

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

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

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

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

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

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

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

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

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

Along with the required question modules, Section 3 provides guidance on how the responses should be coded and stored. The following details need to be checked:

- student data records include fields for all the information specified in Section 3
- the fields in electronic records meet the information system requirements specified in Section 3
- student background information is able to be retrieved in such a way that it can be linked to students' test data by the test administration authority, for example, by means of a suitable student identifier.

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

It is important for national reporting to have data that is as accurate as possible and from as many parents as possible. Schools need to ensure that procedures for the collection of student background information from parents, via enrolment forms or special data collection forms, are carefully considered. For example, schools may provide information accompanying enrolment or special data collection forms explaining the rationale for the collection of the student background data and the uses to which it will be put. They may also need to work with parents and have arrangements in place to follow up where forms are incomplete. In some cases, parents may need assistance in interpreting and answering some of the questions. Low literacy levels of parents may also present challenges for the collection of student background data in some areas.

Processes need to be in place for entry and coding of data from enrolment forms to computer files or, where the student background data collection requirements have not been incorporated into the enrolment process, from special data collection forms so that the information can be readily provided to or accessed by the test administration authority for the 2009 national literacy and numeracy tests or by the assessment contractor engaged to conduct the 2009 science literacy sample assessment.