

Attachment 4:

Glossary

ABS	Australian Bureau of Statistics.
ANR	See National Report on Schooling.
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.
COAG	Council of Australian Governments
Country of birth	The country in which the student was born. This information may be used in relation to understanding the Language background indicator and main language other than English spoken at home indicator.
Data type	Could be an integer, numeric, alphanumeric etc. In the 'Country of Birth' data element, the data type would be a numeric code from the Standard Australian Classification of Countries.
Diploma/Advanced diploma	Includes Advanced Diploma, Associate Degree and Diploma.
Enrolment form	The form used by schools to collect information from parents when enrolling students.
Father/parent2/guardian2	See Parent/guardian.
Form of representation	Could be a code or a picture. In all cases in this document it will be a code.
ICT	Information and communication technology.
IEA	International Association for the Evaluation of Educational Achievement
Indigenous status	A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The indicator will be used to determine Indigenous and non-Indigenous status.
Key Performance Measures	See Attachment 2.
KPM	See Key Performance Measures.
Language background indicator	This indicator is derived from the main language other than English spoken at home by the student or mother or father at home. It indicates whether a student is of an English 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 mother or the student's father speaks a language other than English at home.
LBOTE	Language Background Other Than English
Main language other than English spoken at home	The main language, other than English, spoken in the student's home by the student or the student's mother or father.
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs.
Mother/parent1/guardian1	See Parent/guardian.
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.
National goals	See National Goals for Schooling.
National Goals for Schooling	See http://www.mceetya.edu.au
National Report on Schooling	See http://www.mceetya.edu.au
National sample assessment	Three-yearly national assessments involving samples of schools and students, in the areas of science (Year 6), civics and citizenship education (Years 6 and 10) and ICT (also Years 6 and 10). See Attachment 2.

OECD	Organisation for Economic Cooperation and Development.
Parent/guardian	Schools and school systems should select the appropriate wording for “Mother/parent/guardian” and “Father/parent/guardian” on their enrolment form, to align with local or State/Territory policies. Some possible alternatives are using: <ul style="list-style-type: none"> • mother and father • parent 1 and parent 2 • guardian 1 and guardian 2 • parent/guardian1 and parent/guardian2 • mother/guardian1 and father/guardian2 • mother/parent1/guardian1 and father/parent2/guardian2.
Parental non-school education	The highest qualification attained by a parent/guardian in any area of study other than school education.
Parental occupation group	The occupation group which includes the main work undertaken by the parent/guardian. For the purposes of national reporting, a parent/guardian’s work is classified into one of four groups.
Parental school education	The highest year of primary or secondary education a parent/guardian has completed.
Performance Measurement and Reporting Taskforce	A taskforce of MCEETYA that is responsible for the development and reporting of Key Performance Measures that enable progress to be assessed against the National Goals for Schooling.
Permissible data element values	Listing of all codes represented in the classification relevant to the data element. In the case of Country of Birth, this would be every code included in the <i>Standard Australian Classification of Countries (SACC)</i> classification and any supplementary codes used.
PISA	The OECD’s Programme for International Student Assessment (PISA), which assesses 15-year-old students every 3 years from 2000.
PMRT	See Performance Measurement and Reporting Taskforce.
Question module	The exact wording of a question and response categories to be included on the enrolment or special data collection form.
Sex	‘Sex’ is the distinction ‘male’ and ‘female’, as reported by a person.
Size of data element values	Shows the field length required to store the data. In the case of Country of Birth, the size would be 4, which is the length of the numeric code.
Socioeconomic background – education	The indicator derived from the parental school and parental non-school education for both parents/guardians. The indicator is based on the higher educational attainment of the two parents/guardians.
Socioeconomic background – occupation	The indicator derived from parental occupation group of both parents/guardians. The indicator is based on the higher occupation group of the two parents/guardians.
Student identifier	A numeric or alphanumeric string that is used to uniquely identify a given student within a school or school system, for example a student number.
Supplementary codes	These include ‘Inadequately described’, ‘Not stated and ‘Not further defined’ codes. ‘Not further defined’ codes are used to process incomplete, non-specific or imprecise responses which cannot be coded to the most detailed level of classification but which contain enough information to allow them to be coded to a higher level of the classification structure. They are designed to facilitate processing by allowing non-specific responses to be coded to a broader level of classification rather than be lost altogether. ‘Inadequately described’ codes are used to process responses which do not provide sufficient information to be coded to any level of the structure.

Test administration authority	<p>For government schools, the test administration authority is the relevant State or Territory assessment agency or authority. Test administration authorities are responsible for providing administrative and logistical services associated with the delivery of the NAPLAN tests at the State or Territory level.</p> <p>Catholic and independent schools may have their test logistical services provided through a State or Territory test administration authority or through the Curriculum Corporation.</p>
Testing agent	<p>The organisation administering literacy and numeracy testing at Years 3, 5, 7 and 9 or administering a particular national sample assessment. 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.</p>
TIMSS	<p>The IEA's Trends in International Mathematics and Science Study involves assessments of Years 4 and 8 students every 4 years in order to provide data on trends in mathematics and science achievement.</p>