



**Data Strategy  
Group**

## Stocktake

## Data Collections

Please direct all queries to the DSG Secretariat at [DSGSecretariat@education.gov.au](mailto:DSGSecretariat@education.gov.au).

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## **Introduction**

Under direction by the Australian Education Senior Officials Committee (AESOC), in 2014 the Data Strategy Group (DSG) undertook a stocktake of existing national data and reporting arrangements and priority work in the schooling sector.

The completed Stocktake includes four reports:

- national data collections
- reporting
- governance arrangements
- projects.

The stocktake reports primarily focus on schooling specific arrangements; however, they also consider relevant connections with:

- pre-compulsory education (early childhood); and
- post-compulsory education and training
  - vocational education and training; and
  - higher education.

This document provides a summary of current national data collections and will be updated biennially (in December).

## List of Acronyms

Acronym	Description
ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACARA RDC	Australian Curriculum, Assessment and Reporting Authority Research and Data Committee
ACECQA	Australian Children’s Education and Care Quality Authority
ACER	Australian Council for Educational Research
AESOC	Australian Education Senior Officials Committee
AITSL	Australian Institute for Teaching and School Leadership
ANR	National Report on Schooling in Australia
ATSIEAG	Aboriginal and Torres Strait Islander Education Advisory Group
DHS	Department of Human Services
DSG	Data Strategy Group
DSS	Department of Social Services
ECDSG	Early Childhood Data Sub Group
ECEC NMDS	Early Childhood Education and Care National Minimum Dataset
ECPG	Early Childhood Policy Group
EC	Education Council (Established in January 2014 – replaced SCSEEC)
ESA	Education Services Australia Ltd
IEA	International Association for the Evaluation of Educational Achievement
ISCA	Independent Schools Council of Australia
JWG – SWD	Joint Working Group which provides advice on reform for Students With Disability
MCEECDYA	Ministerial Council For Education, Early Childhood Development And Youth Affairs, replaced by SCSEEC in January 2012
NADAR	Australian Curriculum, Assessment and Reporting Authority (ACARA) National Assessment, Data, Analysis and Reporting Reference (NADAR) Group
NAPLAN	National Assessment Program – Literacy and Numeracy
NARG	National Assessment Reference Group
NCEC	National Catholic Education Commission
NCVER	National Centre for Vocational Education Research
NEA	National Education Agreement
NOAC	National Online Assessment Committee
NSIP	National Schools Interoperability Program Steering Group.
NSOS	National School Opinion Survey Working Group
NTWDWG	National Teacher Workforce Dataset Working Group
OAWG	Online Assessment Working Group
OECD	Organisation for Economic Co-operation and Development
PC	Productivity Commission
RoGS	Report on Government Services (Productivity Commission)
SCSEEC	Standing Council on School Education and Early Childhood (Established January 2012 – replaced MCEECDYA). SCSEEC was replaced by the Education Council July 2014
SPG	Schools Policy Group
VET	Vocational Education and Training

<b>Title of collection:</b>	<b>ACARA My School Dataset</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	Extracts used to populate the <i>My School</i> website.
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ School profile <ul style="list-style-type: none"> <li>- ACARA school calendar year ID</li> <li>- ACARA school ID</li> <li>- calendar year</li> <li>- Australian Government Education ID (AGEID)</li> <li>- school name</li> <li>- suburb</li> <li>- state</li> <li>- postcode</li> <li>- school sector</li> <li>- school type</li> <li>- special school indicator</li> <li>- ACARA head campus ID</li> <li>- campus type</li> <li>- reporting description</li> <li>- school URL</li> <li>- school governing body</li> <li>- year range</li> <li>- geolocation</li> <li>- ICSEA</li> <li>- SEA quarters</li> <li>- teaching staff number</li> <li>- teaching staff FTE</li> <li>- non-teaching staff number</li> <li>- non-teaching staff FTE</li> <li>- enrolment number</li> <li>- girl enrolments</li> <li>- boy enrolments</li> <li>- enrolment FTE</li> <li>- indigenous proportion</li> <li>- language background other than English proportion</li> <li>- school comment.</li> </ul> </li> <li>▪ Financial data for the school: <ul style="list-style-type: none"> <li>- Australian Government recurrent funding</li> <li>- State/Territory Government recurrent funding</li> <li>- fees, charges and parental contributions</li> <li>- other privates sources income</li> <li>- total gross income</li> </ul> </li> </ul>

- deductions allocated to current capital projects
- deductions allocated to future capital projects
- deductions allocated to debt servicing
- total deductions
- total net income
- capital expenditure by the Australian Government
- capital expenditure by State/Territory Government
- income for new school loans
- income allocated to current capital projects
- per student Australian Government recurrent funding
- per student State/Territory Government recurrent funding
- per student fees, charges and parental contributions
- per student other private sources
- total gross income per student
- per student deductions allocated to current capital projects
- per student deductions allocated to future capital projects
- per student deductions allocated to debt servicing
- total deductions per student
- total net recurrent income per student.
- Senior secondary outcomes:
  - senior secondary certificates awarded
  - completed senior secondary school.
- Post-school destinations (Vic, Qld, WA and ACT only):
  - students at university
  - students at TAFE
  - students in employment.
- Vocational education and training in schools:
  - VETis category description
  - head classification description
  - sub classification description
  - classification total
  - Certificate I
  - Certificate II
  - Certificate III
  - Certificate IV
  - other certificate
  - school-based apprenticeships and traineeships.
- School attendance:
  - Semester One/Term Three
  - attendance rate
  - indigenous attendance rate
  - Non-Indigenous attendance rate
  - attendance level
  - Indigenous attendance level
  - Non-Indigenous attendance level.

**Data level:** Schools – provider level

<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	<p>ACARA Senior Project Officer communicates with data providers for data submission to ACARA template standards. Templates undergo a series of reporting processes until a finalised template is ready to be signed off.</p> <p>A data quality statement is collected off the data provider to accompany the finalised template.</p>
<b>Reports which include the data:</b>	<p>Before collected data is published on the <i>My School</i> website, it is run through a series of suppression business rules so that reported data complies with ACARA’s privacy guidelines.</p> <p>Jurisdictions provide various types of data. This includes:</p> <ul style="list-style-type: none"> <li>▪ Australian schools list data is updated by school registration authorities and confirmed by data providers (as a data collection template).</li> <li>▪ School census data is provided by state/territory education departments for government schools, and the Australian Government Department of Education and Training for non-government schools. This census data is used in the school profile.</li> <li>▪ Student background data (SBD) is provided by state/territory education departments for government schools, state/territory Catholic education offices for Catholic schools, and state/territory NAPLAN test-administration authorities for independent schools. SBD is then used to calculate ICSEA and SEA quarters for the school profile, which in turn is used to identify similar schools for fair NAPLAN comparisons between similar schools.</li> <li>▪ Finance data is provided by state/territory education departments for government schools, and the Australian Government Department of Education and Training for non-government schools. Finance data is also assured by Deloitte.</li> <li>▪ Senior secondary outcomes is provided by state/territory certification authorities.</li> <li>▪ Post-school destinations is provided by Vic, WA and ACT education departments, and the Qld certification authority.</li> <li>▪ Vocational education and training in schools data is provided by state/territory certification authorities.</li> <li>▪ School comment, URL, geolocation and governing body is provided by schools through ACARA’s Principals’ Portal.</li> </ul>
<b>Authority to collect:</b>	<i>Australian Curriculum, Assessment and Reporting Authority Act 2008</i>
<b>Useability and access:</b>	<p>Public school level data available on the <i>My School</i> website</p> <p>Restricted unit level information.</p>
<b>Providing agency:</b>	<p>Includes:</p> <ul style="list-style-type: none"> <li>▪ Australian Government Department of Education and Training</li> <li>▪ NSW, Department of Education</li> </ul>



	<ul style="list-style-type: none"> <li>▪ New South Wales Education Standards Authority</li> <li>▪ Catholic Education Commission of NSW</li> <li>▪ Victoria, Department of Education and Training</li> <li>▪ Victorian Curriculum and Assessment Authority</li> <li>▪ Catholic Education Commission of Victoria</li> <li>▪ Queensland, Department of Education and Training</li> <li>▪ Queensland Curriculum and Assessment Authority</li> <li>▪ Queensland Catholic Education Commission</li> <li>▪ South Australia, Department for Education and Child Development</li> <li>▪ South Australia Certificate of Education Board</li> <li>▪ Catholic Education Office of South Australia</li> <li>▪ Western Australia, Department of Education</li> <li>▪ Western Australia School Curriculum and Standards Authority</li> <li>▪ Catholic Education Office of Western Australia</li> <li>▪ Tasmania, Educational Performance Services</li> <li>▪ Office of Tasmanian Assessment, Standards and Certification</li> <li>▪ Catholic Education Office of Tasmania</li> <li>▪ Northern Territory, Department of Education</li> <li>▪ Northern Territory Board of Studies</li> <li>▪ Catholic Education Office of the Northern Territory</li> <li>▪ ACT, Education and Training Directorate</li> <li>▪ ACT Office of the Board of Senior Secondary Studies</li> <li>▪ Archdiocese of Canberra and Goulburn</li> <li>▪ Schools</li> </ul>
<p><b>Collecting agency:</b></p>	<p>ACARA</p>
<p><b>Owner of data:</b></p>	<p>Australian Curriculum, Assessment and Reporting Authority  <a href="mailto:datarequest@acara.edu.au">datarequest@acara.edu.au</a> 1300 895 563</p>
<p><b>Data quality:</b></p>	<p>Each signed off data collection is accompanied with a data quality statement from the data provider.</p> <p>Data collected and managed by ACARA in association with any of its functions are identified as:</p> <ul style="list-style-type: none"> <li>▪ <u>Source data</u>: data that are not intended for publication, such as NAP item performance data and data that will undergo future transformation in order to generate information for publication.</li> <li>▪ <u>Intermediate data</u>: data related to the generation of statistics or indices to be published, for example, ICSEA calculations.</li> <li>▪ <u>Data for validation</u>: school level data to be validated by individual schools, jurisdictional Education Authorities, ISCA, NCEC and other non-government representative bodies as part of quality assurance prior to publication.</li> <li>▪ <u>Data for publication</u>: validated school level data and NAP data.</li> <li>▪ <u>Published data</u>: data in the public domain.</li> </ul>

	ACARA conducts its own exceptions reporting process pre-sign off to identify any data quality issues that need the attention/feedback of the data provider.
<b>Comments (optional):</b>	NAPLAN data is also stored at the unit (student) level by ACARA for use in a number of reports.

<b>Title of collection:</b>	<b>Australasian Survey of Student Engagement (AUSSE)</b>
<b>Sector:</b>	Tertiary education – Universities
<b>Purpose:</b>	Collected information about student engagement in university study
<b>Frequency:</b>	Implemented annually between 2007 and 2013
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ participant details: <ul style="list-style-type: none"> <li>- year level</li> <li>- sex</li> <li>- residency</li> <li>- age</li> <li>- language background</li> <li>- Indigenous status</li> <li>- field (science, information technology, engineering, architecture and building, agriculture, health, education, management and commerce, humanities, creative arts)</li> <li>- attendance mode</li> <li>- family background</li> <li>- disability</li> <li>- study finance</li> <li>- residential status.</li> </ul> </li> <li>▪ education details: <ul style="list-style-type: none"> <li>- practicum or internship</li> <li>- community service or volunteer work</li> <li>- learning community or study group</li> <li>- foreign language</li> <li>- study abroad or student exchange</li> <li>- independent study or self-designed major</li> <li>- culminating final year experience.</li> </ul> </li> </ul>
<b>Data level:</b>	Collected at unit record level – respondent Available publicly in aggregated form.
<b>Data type:</b>	Survey – questionnaire
<b>Collection process and protocols:</b>	<p>Institutions self-nominate to participate in the AUSSE.</p> <p>Three survey instruments are used to collect data for the AUSSE. These include:</p> <ul style="list-style-type: none"> <li>▪ Student Engagement Questionnaire (first- and third-year undergraduate students)</li> <li>▪ Postgraduate Student Engagement Questionnaire (postgraduate coursework students)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Staff Student Engagement Questionnaire (academic staff)</li> </ul> <p>Survey instruments can be completed via paper or online.</p>
<b>Reports which include the data:</b>	<p>Reports include:</p> <ul style="list-style-type: none"> <li>▪ The Australasian Student Engagement Report</li> <li>▪ AUSSE Research Briefings</li> <li>▪ Institution Reports</li> </ul>
<b>Authority to collect:</b>	Granted by the institution participating in the survey
<b>Useability and access:</b>	<p>The Australasian Student Engagement Report and AUSSE Research Briefings are publicly available through the AUSSE/ACER website.</p> <p>Each participating institution receives an Institution Report, along with associated unit record data sets and analysis. These are not publicly available.</p>
<b>Providing agency:</b>	Students and staff at participating institutions
<b>Collecting agency:</b>	Australian Council for Educational Research (ACER)
<b>Owner of data:</b>	<p>Australian Council for Educational Research</p> <p><a href="mailto:ausse@acer.edu.au">ausse@acer.edu.au</a></p>
<b>Data quality:</b>	
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Australian Early Development Census (AEDC)</b>
<b>Sector:</b>	Early childhood
<b>Purpose:</b>	The AEDC is a population census of children's health and development in their first year of formal full-time schooling. It provides a comprehensive map of early developmental outcomes across Australia.
<b>Frequency:</b>	3 year cycle; commencing from 2009
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ age of child</li> <li>▪ gender of child</li> <li>▪ child's Indigenous status</li> <li>▪ child's disability status</li> <li>▪ child's language background and proficiency</li> <li>▪ type of education institution attending</li> <li>▪ AEDC domain scores and categories (e.g. on track, at risk, vulnerable)</li> <li>▪ vulnerability on one or more, and two or more domains</li> <li>▪ individual sub-domain scores</li> <li>▪ SEIFA index of disadvantage for AEDC local community.</li> </ul>
<b>Data level:</b>	<p>Collected at unit record level – child</p> <p>Available publicly in aggregated form at the AEDC local community level and by the ABS Australian Statistical Geography Standard.</p> <p>The de-identified unit record data (at child level) can be made available to researchers for linkage with other state or National datasets (e.g. NAPLAN).</p>
<b>Data type:</b>	Survey - questionnaire
<b>Collection process and protocols:</b>	<p>Every three years, teachers of children in the first year of formal full-time schooling are asked to complete AEDC Checklists based on their knowledge and observations of each child in their class. Children are not required to be present while teachers complete the checklists.</p> <p>The checklist is completed online using a secure web-based data entry system. Schools are provided with funding for teacher relief to enable teachers to complete the AEDC Checklists.</p> <p>For information about protocols for the AEDC, refer to: <a href="http://www.aedc.gov.au">http://www.aedc.gov.au</a></p>
<b>Reports which include the data:</b>	<p>National Report: 2009 (<a href="http://www.aedc.gov.au/resources">http://www.aedc.gov.au/resources</a>)</p> <p>National Report: 2012 (<a href="http://www.aedc.gov.au/resources">http://www.aedc.gov.au/resources</a>)</p> <p>Report on Government Services (RoGS) – AEDC data are reported in the positive as part of the engagement measure</p>
<b>Authority to collect:</b>	Authority to collect is granted by participating institutions, with participation of respondents on a voluntary basis.
<b>Useability and access:</b>	A range of information on the AEDC is publicly available from

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	<a href="http://www.aedc.gov.au">http://www.aedc.gov.au</a> The de-identified unit record data (child-level) can be made available to researchers upon request
<b>Providing agency:</b>	Primary schools
<b>Collecting agency:</b>	The 2015 AEDC data collection is being undertaken by The Social Research Centre and the Australian Government Department of Education and Training (in its role as the AEDC data custodian).
<b>Owner of data:</b>	The Australian Government Department of Education and Training <a href="mailto:AEDC@education.gov.au">AEDC@education.gov.au</a>
<b>Data quality:</b>	
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Australian Schools List (ASL)</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	To support national assessment (e.g. NAPLAN) and reporting (e.g. My School) activities in a format that can be easily updated by parties external to ACARA. It is also designed for any party who needs access to a national up to date list of schools.
<b>Frequency:</b>	Quarterly
<b>Summary of variables by typical aggregation reported:</b>	<ul style="list-style-type: none"> <li>• School name</li> <li>• City</li> <li>• State</li> <li>• Postcode</li> <li>• Type</li> <li>• Sector</li> <li>• Status</li> <li>• ACARA ID</li> <li>• AGE ID</li> </ul>
<b>Data level:</b>	One national list that can be disaggregated by state, sector and/or school.
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	ACARA Senior Project Officer communicates with registrars from Authoritative School List Owners for regular updates. Registrars choose to submit updates in an ACARA template or a consistent format of their own choice. Updates are analysed by ACARA for changes and changes are applied to the Australian Schools List.
<b>Reports which include the data:</b>	<a href="http://asl.acara.edu.au/Search/SchoolSearch">http://asl.acara.edu.au/Search/SchoolSearch</a>
<b>Authority to collect:</b>	Australian Curriculum, Assessment and Reporting Authority Act 2008
<b>Useability and access:</b>	Publicly available at <a href="http://asl.acara.edu.au">http://asl.acara.edu.au</a>
<b>Providing agency:</b>	<ul style="list-style-type: none"> <li>• New South Wales Education Standards Authority</li> <li>• New South Wales Department of Education</li> <li>• Victorian Registration and Qualifications Authority</li> <li>• Victoria Department of Education and Training</li> <li>• Queensland Non-State Schools Accreditation Board</li> <li>• Queensland Department of Education and Training</li> <li>• Education Standards Board of South Australia</li> </ul>

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	<ul style="list-style-type: none"><li>• Western Australia Department of Education Services</li><li>• Western Australia Department of Education</li><li>• Schools Registration Board of Tasmania</li><li>• Department of Education Tasmania</li><li>• Northern Territory Non-Government School Ministerial Advisory Council</li><li>• Northern Territory Department of Education</li><li>• Australian Capital Territory Government Education Directorate</li></ul>
<b>Collecting agency:</b>	Australian Curriculum, Assessment and Reporting Authority
<b>Owner of data:</b>	Australian Curriculum, Assessment and Reporting Authority <a href="mailto:aslsupport@acara.edu.au">aslsupport@acara.edu.au</a> 1300 895 563
<b>Data quality:</b>	ACARA conducts its own analysis prior to reporting to identify any data quality issues that need the attention/feedback of the registrar. On a case-by-case basis data quality issues may be raised with a school or a school's system for attention/feedback.
<b>Comments (optional):</b>	



<b>Title of collection:</b>	<b>Census of Population and Housing</b>
<b>Sector:</b>	All sectors
<b>Purpose:</b>	The purpose is to accurately measure the number of people and dwellings in Australia and a range of their key characteristics.
<b>Frequency:</b>	Conducted every five years – last cycle in 2016
<b>Summary of variables by typical aggregation reported:</b>	<p>Variables include:</p> <ul style="list-style-type: none"> <li>▪ number of people</li> <li>▪ age</li> <li>▪ sex</li> <li>▪ Indigenous status</li> <li>▪ labour force status</li> <li>▪ country of birth</li> <li>▪ language spoken at home</li> <li>▪ proficiency in English</li> <li>▪ educational Institution: Type of Educational Institution Attending , Full-Time/Part-Time Student Status,</li> <li>▪ highest year of school completed, level of highest educational attainment, non-school qualification: field of study, non-school qualification: level of education,</li> <li>▪ geographic data such as state/territory, ASGS remoteness area, statistical areas, local government area, electorate of usual residence.</li> </ul>
<b>Data level:</b>	Collected at unit record level – respondent
<b>Data type:</b>	Census
<b>Collection process and protocols:</b>	Refer to: <a href="http://www.abs.gov.au/websitedbs/censushome.nsf/home/privacy?opendocument&amp;navpos=130">http://www.abs.gov.au/websitedbs/censushome.nsf/home/privacy?opendocument&amp;navpos=130</a>
<b>Reports which include the data:</b>	A variety of ABS products and statistical data releases – see <a href="http://www.abs.gov.au/census">http://www.abs.gov.au/census</a>
<b>Authority to collect:</b>	<p><i>Census and Statistics Act 1905</i></p> <p><i>Australian Bureau of Statistics Act 1975</i></p> <p><i>Census and Statistics Regulation 2016</i></p>
<b>Useability and access:</b>	Public access via the ABS website
<b>Providing agency:</b>	Survey respondents
<b>Collecting agency:</b>	Australian Bureau of Statistics
<b>Owner of data:</b>	<p>Australian Bureau of Statistics</p> <p>National Information and Referral Service 1300 135 070</p>
<b>Data quality:</b>	Refer to: <a href="http://www.abs.gov.au/websitedbs/censushome.nsf/home/">http://www.abs.gov.au/websitedbs/censushome.nsf/home/</a>

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**Comments (optional):**

ABS advises to use Estimated Resident Population in preference to unadjusted Census results as denominators wherever possible.

<b>Title of collection:</b>	<b>Child Care Data and Reporting System (CCDARS)</b>
<b>Sector:</b>	Early Childhood
<b>Purpose:</b>	Collects information on child care services and the children and families that use them.
<b>Frequency:</b>	Collected and reported weekly
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ type of service- such as long day care, family day care etc.</li> <li>▪ geographic data- such as state/territory, remoteness, local government area, electorate.</li> <li>▪ number of families</li> <li>▪ age of children</li> <li>▪ family income (in bands)</li> <li>▪ child care benefit rate type (max, partial, nil)</li> <li>▪ Indigenous status of children/families.</li> </ul>
<b>Data level:</b>	Provider level - child care services, child level, family level
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	<p>Data in CCMS is reported by child care services using approved software.</p> <p>Data from the Australian Government Department of Human Services (DHS) is calculated based on CCMS data and information provided to DHS by parents.</p>
<b>Reports which include the data:</b>	<p>Summary aggregated data is reported quarterly by the Australian Government Department of Education and Training.</p> <p>Summary aggregated data is reported annually in the RoGS.</p>
<b>Authority to collect:</b>	<i>Family Assistance (Administration) Act 1999</i>
<b>Useability and access:</b>	Restricted access
<b>Providing agency:</b>	Owner of child care services, parents of children attending child care services
<b>Collecting agency:</b>	Australian Government Department of Human Services Australian Government Department of Social Security
<b>Owner of data:</b>	Australian Government Department of Education and Training <a href="mailto:Mike.Power@education.gov.au">Mike.Power@education.gov.au</a> 02 6240 2604
<b>Data quality:</b>	
<b>Comments (optional):</b>	This data is considered to be protected. It is not released at a unit record level except under the authority of a Public Interest Certificate.

<b>Title of collection:</b>	<b>Child Care Management System (CCMS)</b>
<b>Sector:</b>	Early childhood
<b>Purpose:</b>	Data collected includes information on child care services and the children and families that use these services.
<b>Frequency:</b>	Collected daily and reported quarterly
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ name of service</li> <li>▪ CCB approval id of the service</li> <li>▪ Australian business number (ABN) (if any)</li> <li>▪ name of person to whom the statement is issued</li> <li>▪ name/s of child/children in respect of whom the session of care was provided</li> <li>▪ enrolment ID for child or children</li> <li>▪ weekly total of number of hours in the sessions of care for which the fees were reduced</li> <li>▪ total number of hours of care provided to the child shown as both daily and weekly amounts if more than one session of care is provided</li> <li>▪ total number of absence days taken during the period covered by the statement</li> <li>▪ start and end dates of the statement period</li> <li>▪ amount of fees charged for the session or sessions, before any CCB fee reductions are taken into account</li> <li>▪ amount of CCB fee reductions provided for the session or sessions (if any)</li> <li>▪ date of issue of the statement.</li> </ul>
<b>Data level:</b>	Provider level – child care services
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	Data in CCMS is reported by child care services using approved software.
<b>Reports which include the data:</b>	National Early Childhood Education and Care Collection Preschool Education, Australia
<b>Authority to collect:</b>	<i>Family Assistance (Administration) Act 1999</i>
<b>Useability and access:</b>	Restricted access
<b>Providing agency:</b>	Owner of child care services
<b>Collecting agency:</b>	Australian Government DHS
<b>Owner of data:</b>	Australian Government Department of Education and Training <a href="mailto:Mike.Power@education.gov.au">Mike.Power@education.gov.au</a> 02 6240 2604

**Data quality:**

**Comments (optional):**

This data is considered to be protected. It is not released at a unit record level except under the authority of a Public Interest Certificate.

<b>Title of collection:</b>	<b>Childhood Education and Care Survey (CEaCS)</b>
<b>Sector:</b>	Children 0–12 years (with exclusions). Childcare, Pre-school and School
<b>Purpose:</b>	CEaCS provides information about child care arrangements and early childhood education for children aged 0–12 years of age.
<b>Frequency:</b>	Three yearly – collected in June 2014. The next collection is to be undertaken in June 2017.
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ selection of geographic variables based on ASGS</li> <li>▪ demographic information (on child and parents)</li> <li>▪ education, income and working patterns of parents</li> <li>▪ usual care arrangements (types of care, duration and cost)</li> <li>▪ care arrangements used in the survey reference week (types of care, duration and cost)</li> <li>▪ attendance at a preschool or preschool programme (usually or in the survey reference week)</li> <li>▪ need for additional formal care or preschool</li> <li>▪ early childhood education and learning activities.</li> </ul>
<b>Data level:</b>	Data collected for different units. 1. Families with children aged 0–12 years 2. Children aged 0–12 years.
<b>Data type:</b>	Survey
<b>Collection process and protocols:</b>	CEaCS is a supplementary survey to the ABS Labour Force Survey.
<b>Reports which include the data:</b>	ABS Catalogue No. 4402.0 – Childhood Education and Care, Australia
<b>Authority to collect:</b>	<i>Census and Statistics Act 1905</i> <i>Australian Bureau of Statistics Act 1975</i> <i>Census and Statistics Regulation 2016</i>
<b>Useability and access:</b>	Public - access arrangements: ABS
<b>Providing agency:</b>	Survey respondents - Data was collected from parents of children aged 0–12
<b>Collecting agency:</b>	Australian Bureau of Statistics
<b>Owner of data:</b>	Australian Bureau of Statistics <a href="mailto:education.statistics@abs.gov.au">education.statistics@abs.gov.au</a>
<b>Data quality:</b>	Refer to: <a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/4402.0Quality%20Declaration0June%202014?opendocument&amp;tabname=Notes&amp;prodno=4402.0&amp;issue=June%202014&amp;num=&amp;view=">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/4402.0Quality%20Declaration0June%202014?opendocument&amp;tabname=Notes&amp;prodno=4402.0&amp;issue=June%202014&amp;num=&amp;view=</a>
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Footprints in time: the Longitudinal Study of Indigenous Children (LSIC)</b>
<b>Sector:</b>	Early childhood, schools
<b>Purpose:</b>	<p>LSIC aims to strengthen the evidence base for early intervention, policy and program development by finding out for parents, communities, governments and service providers:</p> <ul style="list-style-type: none"> <li>• What do Indigenous children need to have the best start in life to grow up strong?</li> <li>• What helps Indigenous children to stay on track or get them back to become healthy, positive and strong?</li> <li>• What is the importance of family, extended family and community in the early years of life and when growing up?</li> <li>• How are Indigenous children raised?</li> </ul>
<b>Frequency:</b>	<p>Data are collected from two cohorts every year.</p> <p>First cohort: 968 children aged 6–24 months in 2008, Second cohort: 727 children aged 3.5–5 years in 2008.</p>
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ children’s physical and mental health and social and cognitive development</li> <li>▪ early childhood learning and education</li> <li>▪ children’s diet, height and weight</li> <li>▪ direct assessments of children’s literacy, mathematics and reasoning</li> <li>▪ child’s access to technology</li> <li>▪ activities</li> <li>▪ values and aspirations</li> <li>▪ culture and language</li> <li>▪ parent’s health, social and emotional wellbeing</li> <li>▪ parent’s social, access to services</li> <li>▪ parental education, work and finances</li> <li>▪ major life events, life satisfaction</li> <li>▪ experience of racism and discrimination</li> <li>▪ family composition and family relationships</li> <li>▪ child and parent engagement with school</li> <li>▪ parenting styles, parenting empowerment and efficacy</li> <li>▪ housing, housing problems and homelessness</li> <li>▪ school, teacher and class characteristics, classroom resources</li> <li>▪ community safety.</li> </ul>
<b>Data level:</b>	Collected at unit record- child level, including some qualitative data
<b>Data type:</b>	Longitudinal Study
<b>Collection process and protocols:</b>	Participants include children (when of an appropriate age), their parents, child care providers and teachers in 11 urban, regional and remote areas of

	<p>Australia Surveys are primarily conducted through face-to-face interview and direct assessment with an Aboriginal or Torres Strait Islander interviewer. NAPLAN data is also linked to the study data</p> <p>The sample was recruited using Medicare and Centrelink records of families who had at least one child who was identified as Aboriginal or Torres Strait Islander in the target age ranges based on site postcodes. Children were also recruited through word-of-mouth, both through local knowledge provided by Research Administration Officers and through recommendations made by other Study families.</p>
<b>Reports which include the data:</b>	<p>LSIC provides numerous publications, which can be found on the ‘National Centre for Longitudinal Data’ website, including:</p> <ul style="list-style-type: none"> <li>▪ summary reports for researchers and government,</li> <li>▪ technical papers and papers designed to assist data users such as a data dictionary and user guide,</li> <li>▪ research summaries.</li> </ul>
<b>Authority to collect:</b>	Granted by respondent – participation is on a voluntary basis
<b>Useability and access:</b>	Public- access through the ‘Department of Social Services’ (DSS) website at: <a href="https://www.dss.gov.au/our-responsibilities/families-and-children/programmes-services/access-to-dss-longitudinal-datasets">https://www.dss.gov.au/our-responsibilities/families-and-children/programmes-services/access-to-dss-longitudinal-datasets</a>
<b>Providing agency:</b>	DSS provides overall management of ‘Footprints in time’ on behalf of the Australian Government.
<b>Collecting agency:</b>	<p>The DSS is responsible for design and content of the study and preparation of research and statistical reports.</p> <p>The DSS is responsible for data collection and delivery, instrument development and management of the ‘Footprints in time’ sample.</p>
<b>Owner of data:</b>	<p>Department of Social Services</p> <p><a href="mailto:lsicdata@dss.gov.au">lsicdata@dss.gov.au</a> <a href="mailto:nclid@dss.gov.au">nclid@dss.gov.au</a> 1800 106 235</p>
<b>Data quality:</b>	Refer to: <a href="https://www.dss.gov.au/about-the-department/publications-articles/research-publications/longitudinal-data-initiatives/footprints-in-time-the-longitudinal-study-of-indigenous-children-lsic#3">https://www.dss.gov.au/about-the-department/publications-articles/research-publications/longitudinal-data-initiatives/footprints-in-time-the-longitudinal-study-of-indigenous-children-lsic#3</a>
<b>Comments (optional):</b>	



<b>Title of collection:</b>	<b>Government Finance Statistics, Education, Australia, 2012–13</b>
<b>Sector:</b>	Higher education, vocational education, schools and early childhood.
<b>Purpose:</b>	Publishes statistics on expenditure on education by the general government sector from 2005-06. These data are presented on an accrual accounting basis and are taken from the system of Government Finance Statistics
<b>Frequency:</b>	Annual, by financial year
<b>Summary of variables by typical aggregation reported:</b>	<p>Expenditure on education by the general government sector on:</p> <ul style="list-style-type: none"> <li>▪ operating expenses</li> <li>▪ net acquisition of non-financial assets</li> <li>▪ gross fixed capital formation</li> <li>▪ sales of goods and services.</li> </ul> <p>By level of government (Commonwealth, each of the state and local government combined and multi-jurisdictional sector)</p>
<b>Data level:</b>	By state, and level of government
<b>Data type:</b>	Expenditure data based on international standards set out in the System of National Accounts 1993 (1993 SNA) and the International Monetary Fund's (IMF) Government Finance Statistics Manual 2001 (GFSM 2001).
<b>Collection process and protocols:</b>	The statistics shown in this publication are based on information provided in, or underlying, the published accounting statements and reports of governments and their authorities.
<b>Reports which include the data:</b>	<a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001">http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001</a>
<b>Authority to collect:</b>	ABS Collection
<b>Useability and access:</b>	Unrestricted access is available at: <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001">http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001</a>
<b>Providing agency:</b>	Agency or body primarily responsible providing data
<b>Collecting agency:</b>	ABS
<b>Owner of data:</b>	Australian Bureau of Statistics <a href="mailto:public.finance@abs.gov.au">public.finance@abs.gov.au</a> 07 3222 6414
<b>Data quality:</b>	Refer to: <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001">http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001</a>
<b>Comments (optional):</b>	The collection is available at: <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001">http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001</a>

<b>Title of collection:</b>	<b>Higher Education Finance Statistics Collection</b>
<b>Sector:</b>	Higher Education
<b>Purpose:</b>	This collection gathers revenue, expenditure, and financial performance data from Australian higher education providers.
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ operating revenue</li> <li>▪ operating expenses</li> <li>▪ assets</li> <li>▪ liabilities</li> <li>▪ net assets</li> <li>▪ activity</li> <li>▪ type of expenditure.</li> </ul>
<b>Data level:</b>	Provider level – institution
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	<p>Pre-populated (prior year data) spreadsheets are sent by email to universities for them to populate with current year financial data as they complete their financial statements process. The spreadsheets are returned by email.</p> <p>The data is verified against the audited financial statements and any changes confirmed with the universities. Once data is agreed, it is locked down and the figures are used to populate the Finance Publication</p>
<b>Reports which include the data:</b>	Financial Reports of Higher Education Providers (the ‘Finance Publication’)
<b>Authority to collect:</b>	<i>Higher Education Support Act 2003 s19-10(2)(a)</i>
<b>Useability and access:</b>	Restricted access
<b>Providing agency:</b>	Universities – institutions listed in Tables A and B of Subdivision 16 of the <i>Higher Education Support Act 2003</i>
<b>Collecting agency:</b>	Universities
<b>Owner of data:</b>	Australian Government Department of Education and Training <a href="mailto:PPFinance@education.gov.au">PPFinance@education.gov.au</a>
<b>Data quality:</b>	Data provided by each university is verified against the university’s audited financial statements for accuracy and for compliance with Australian Accounting Standards
<b>Comments (optional):</b>	The Finance Publication is used by the Tertiary Education Quality and Standards Agency, the Higher Education sector and the media.

<b>Title of collection:</b>	<b>Higher Education Staff Statistics Collection</b>
<b>Sector:</b>	Higher Education
<b>Purpose:</b>	The collection gathers information on staff involved in the provision of higher education at universities, listed in Tables A and B and Avondale College of Subdivision 16 of the <i>Higher Education Support Act 2003</i> and provides data on the number, full-time equivalence, classification, and functions of staff
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ age</li> <li>▪ gender</li> <li>▪ current duties term</li> <li>▪ current duties classification details</li> <li>▪ full-time equivalence details</li> <li>▪ highest qualification</li> <li>▪ function</li> <li>▪ organisational unit</li> <li>▪ Indigenous indicator</li> <li>▪ state or territory</li> <li>▪ higher education provider name.</li> </ul>
<b>Data level:</b>	<p>Collected at unit record level – individual staff level</p> <p>Available publicly in aggregated form at Institution level</p>
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	<p>Higher Education Providers are required to submit data by deadlines issued under a Ministerial Notice. Submission of data after the due date is a breach of the Act. Data Requirements are issued by reporting year. A reporting year is the year to which the data relates.</p> <p>Staff submissions are made to the Australian Government Department of Education and Training through the Higher Education Provider Client Assistance Tool (HEPCAT). Staff data are stored in the Higher Education Information Management System (HEIMS), which is maintained by the Australian Government Department of Education and Training. All users must be registered and have their own log on ID and password to access HEIMS applications and report data to HEIMS. Providers can only submit and view data that they have submitted about their own organisation and staff.</p> <p>The Higher Education Data protocol (the Data Protocol) sets out arrangements to ensure that disclosure of Higher Education Data complies with all legal and policy requirements, with the principle aim of protecting the privacy of individuals and maintaining the confidentiality and integrity of the data. In addition, the Data Protocol also sets out the principles, rules and procedures governing the access, use and dissemination of the Higher Education Data collected by the Australian Government Department of Education and Training. Similarly, all approved users of Higher Education data must comply</p>

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	with the information Privacy Principles set out in the Privacy Act as though they are an agency and the requirements of the <i>Higher Education Support Act (2003)</i> , when collecting, using, managing, storing and disclosing Higher Education data that contains personal information.
<b>Reports which include the data:</b>	Staff data are reported in publications available from the Australian Government Department of Education and Training website at: <a href="http://education.gov.au/staff-data">http://education.gov.au/staff-data</a> .  Australian Government Department of Education and Training Annual report.
<b>Authority to collect:</b>	<i>Higher Education Support Act 2003 s19-70(1)</i>
<b>Useability and access:</b>	Aggregated FTE staff data, actual numbers and actual casual staff data are publicly available from uCube at: <a href="http://www.highereducationstatistics.deewr.gov.au/">http://www.highereducationstatistics.deewr.gov.au/</a> .  Aggregated staff data is also available from the Australian Government Department of Education and Training website at: <a href="http://education.gov.au/staff-data">http://education.gov.au/staff-data</a> .  Custom-built datasets for specific purposes can be requested from the Australian Government Department of Education and Training.
<b>Providing agency:</b>	Universities
<b>Collecting agency:</b>	Universities
<b>Owner of data:</b>	Australian Government Department of Education and Training <a href="mailto:Wayne.Shippley@education.gov.au">Wayne.Shippley@education.gov.au</a> 02 6240 0464
<b>Data quality:</b>	The data is validated, verified and signed off by Higher Education providers. Refer to: <a href="http://heimshelp.education.gov.au/sites/heimshelp/resources/toolkits/pages/verifying-data">http://heimshelp.education.gov.au/sites/heimshelp/resources/toolkits/pages/verifying-data</a>
<b>Comments (optional):</b>	The staff publication is used by the Tertiary Education Quality and Standards Agency, the Higher Education sector and the media.

<b>Title of collection:</b>	<b>Higher Education Student Statistics Collection</b>
<b>Sector:</b>	Higher Education
<b>Purpose:</b>	Higher Education Providers approved under HESA are required to provide statistical data to the Minister, including information on enrolments, student load and award course completions.
<b>Frequency:</b>	Four submissions a year – publish twice a year: First half year and full year
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ age</li> <li>▪ gender</li> <li>▪ Indigenous status</li> <li>▪ country of birth</li> <li>▪ location of residence</li> <li>▪ nationality</li> <li>▪ other personal characteristics (including equity data)</li> <li>▪ prior education</li> <li>▪ tertiary entrance score</li> <li>▪ course level</li> <li>▪ mode of attendance</li> <li>▪ field of education of the course</li> <li>▪ disciplines for units of study</li> <li>▪ attendance type</li> <li>▪ HECS or FEE-HELP liabilities</li> <li>▪ equivalent full-time student load (EFTSL)</li> <li>▪ provider name</li> <li>▪ provider state or territory.</li> </ul>
<b>Data level:</b>	<p>Collected at unit record level - student</p> <p>Available publicly in aggregated form at Institution level</p>
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	<p>Higher Education Providers are required to submit data by deadlines issued under a Ministerial Notice. Submission of data after the due date is a breach of the Act. Data Requirements are issued by reporting year. A reporting year is the year to which the data relates.</p> <p>Student submissions are made to the Australian Government Department of Education and Training through the Higher Education Provider Client Assistance Tool (HEPCAT). Student data are stored in the Higher Education Information Management System (HEIMS), which is maintained by the Australian Government Department of Education and Training. All users must be registered and have their own log on ID and password to access HEIMS applications and report data to HEIMS. Providers can only submit and view data that they have submitted about their own organisation and students.</p> <p>The Higher Education Data protocol (the Data Protocol) sets out arrangements to ensure that disclosure of Higher Education Data complies with all legal and</p>

	<p>policy requirements, with the principle aim of protecting the privacy of individuals and maintaining the confidentiality and integrity of the data. In addition, the Data Protocol also sets out the principles, rules and procedures governing the access, use and dissemination of the Higher Education Data collected by the Department.</p> <p>Similarly, all approved users of Higher Education data must comply with: the Information Privacy Principles set out in the Privacy Act as though they are an agency and the requirements of the <i>Higher Education Support Act 2003</i> when collecting, using, managing, storing and disclosing Higher Education data that contains personal information.</p>
<b>Reports which include the data:</b>	<p>Student data are reported in publications available from the Australian Government Department of Education and Training website at <a href="http://education.gov.au/student-data">http://education.gov.au/student-data</a>.</p> <p>Australian Government Department of Education and Training Annual Report.</p>
<b>Authority to collect:</b>	The <i>Higher Education Support Act 2003</i> s19-70(1)
<b>Useability and access:</b>	<p>Aggregated student data are publicly available from uCube at: <a href="http://www.highereducationstatistics.deewr.gov.au/">http://www.highereducationstatistics.deewr.gov.au/</a>.</p> <p>Aggregated student data is also available from the Australian Government Department of Education and Training website at: <a href="http://education.gov.au/student-data">http://education.gov.au/student-data</a>.</p> <p>Custom-built datasets for specific purposes can be requested from the Australian Government Department of Education and Training.</p>
<b>Providing agency:</b>	Higher Education Providers approved under HESA
<b>Collecting agency:</b>	Higher Education Providers approved under HESA
<b>Owner of data:</b>	<p>Australian Government Department of Education and Training</p> <p><a href="mailto:Wayne.Shippley@education.gov.au">Wayne.Shippley@education.gov.au</a> 02 6240 0464</p>
<b>Data quality:</b>	<p>The data is validated, verified and signed off by Higher Education providers. Refer to: <a href="http://heimshelp.education.gov.au/sites/heimshelp/resources/toolkits/pages/verifying-data">http://heimshelp.education.gov.au/sites/heimshelp/resources/toolkits/pages/verifying-data</a>.</p>
<b>Comments (optional):</b>	<p>Information included in the data collection informs:</p> <ul style="list-style-type: none"> <li>▪ the Australian Taxation Office (ATO) about student debt information</li> <li>▪ programme management including the reconciliation of payments to estimates</li> <li>▪ MyUniAssist which helps students keep track of how much Commonwealth assistance they have used - located on the Study Assist website</li> <li>▪ statistical publications and the uCube</li> <li>▪ Commonwealth Scholarships information provided to Centrelink.</li> </ul>

<b>Title of collection:</b>	<b>International Computer and Information Literacy Study (ICILS)</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	The purpose of the ICILS is to provide international trends in computer and information literacy of students at the Year 8 level.
<b>Frequency:</b>	First conducted in 2013; next collection scheduled for 2018. Australia participated in ICILS 2013 but is not participating in ICILS 2018.
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ international students: <ul style="list-style-type: none"> <li>- country</li> <li>- gender</li> <li>- background questionnaires, including parent education and books in the home; language background other than English; geo-location; proficiency levels; teacher questionnaire; school questionnaire; and student questionnaire.</li> </ul> </li> <li>▪ Australian students (additional variables): <ul style="list-style-type: none"> <li>- state</li> <li>- Indigenous status (only at the national level)</li> <li>- gender</li> <li>- geographic location</li> <li>- immigrant background</li> <li>- language background.</li> </ul> </li> </ul>
<b>Data level:</b>	Collected at unit record level – student
<b>Data type:</b>	Survey – questionnaire and test data
<b>Collection process and protocols:</b>	<p>Collection process and protocols include:</p> <ul style="list-style-type: none"> <li>▪ Data collection in Australia by the National Research Centre is conducted through a field trial and subsequent main study in schools. Schools are sampled according to the International Association for the Evaluation of Educational Achievement (IEA) requirements, as well as local stratification variables, overseen by the IEA Data Processing Centre ensuring a quality assurance process.</li> <li>▪ A contract between the Australian Government Department of Education and Training and the National Research Coordinator (NRC) establishes requirements for compliance with relevant privacy and other laws.</li> <li>▪ This contract also specifies intellectual property rights for contract material and licencing requirements in relation to confidential and public excluded material, which includes test items and student results.</li> <li>▪ All reported data is de-identified, and contractual agreement prevents the NRC from disclosing confidential information to a third party.</li> </ul>
<b>Reports which include the data:</b>	<p>Reports which include ICILS include:</p> <ul style="list-style-type: none"> <li>▪ National Report for each cycle (NRC).</li> <li>▪ Highlights Report (NRC)</li> <li>▪ International Results for each cycle (IEA)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ International Database and User Guide(IEA)</li> <li>▪ Other periodic IEA Policy Briefs (IEA)</li> </ul>
<b>Authority to collect:</b>	<p>Australia’s ongoing participation in ICILS has been approved by Australian, state and territory governments.</p> <p>Participation in the NAP is required for both government and non-government schools under the <i>Australian Education Act 2013</i> [Clause 77(c)].</p>
<b>Useability and access:</b>	<p>Public access for all reports is provided at the international and national levels.</p> <p>International reports are available at: <a href="https://icils.acer.org/">https://icils.acer.org/</a></p> <p>National reports are available at: <a href="https://www.acer.org/aus-icils/reports">https://www.acer.org/aus-icils/reports</a></p>
<b>Providing agency:</b>	<p>Data are collected by the IEA</p> <p>The data are processed by the IEA Data Processing Service in Germany.</p> <p>Data analysis and reporting are completed by ACER under contract to the IEA.</p> <p>The NRC provides data on behalf of the Commonwealth, state and territory governments</p>
<b>Collecting agency:</b>	<p>Australian Council for Educational Research on behalf of the IEA.</p> <p>In Australia, ICILS is implemented by the Australian Council for Educational Research which is Australia’s representative to the IEA. Funding is provided by the Commonwealth, state and territory governments.</p>
<b>Owner of data:</b>	<p>Data custodian in Australia: Australian Council for Educational Research <a href="mailto:aus-icils@acer.edu.au">aus-icils@acer.edu.au</a></p> <p>Data owner: IEA Amsterdam</p> <p>Ph: +31 20 625 3625</p> <p>Fax: +31 20 420 7136</p> <p>Email: <a href="mailto:secretariat@iea.nl">secretariat@iea.nl</a></p> <p>URL: <a href="http://www.iea.nl">http://www.iea.nl</a></p>
<b>Data quality:</b>	<p>Data quality is maintained through monitoring of operations and procedures, detailed training of test administrators, and training and monitoring of coders and the entry of data.</p> <p>ICILS monitors Australian schools which participate, to ensure that procedures were followed accurately and instructions were adhered to in accordance with the IEA prescribed quality assurance process.</p>
<b>Comments (optional):</b>	



<b>Title of collection:</b>	<b>International Student Enrolments</b>
<b>Sector:</b>	All sectors – International Students
<b>Purpose:</b>	Australian Government Department of Education and Training collects information about students from overseas countries studying in Australia.
<b>Frequency:</b>	Monthly summary of daily activity reporting
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ enrolments for month</li> <li>▪ year to date enrolments</li> <li>▪ commencements for month</li> <li>▪ year to date commencements</li> <li>▪ enrolments at the first of the month</li> <li>▪ year</li> <li>▪ month</li> <li>▪ region</li> <li>▪ nationality</li> <li>▪ sector</li> <li>▪ level of study</li> <li>▪ field of education (broad, narrow and detailed)</li> <li>▪ provider type (government or non-government institution)</li> <li>▪ state or territory.</li> </ul>
<b>Data level:</b>	Collected at unit record level- student Available publicly at aggregated level
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	Data is collected via the Provider Registration and International Student management System (PRISMS) which is a web-based interface.
<b>Reports which include the data:</b>	Aggregated data are reported in publications available from the department’s international education website at <a href="http://internationaleducation.gov.au/research/pages/data-and-research.aspx">internationaleducation.gov.au/research/pages/data-and-research.aspx</a> .
<b>Authority to collect:</b>	<i>The Educational Services for Overseas Students Act (2000)</i>
<b>Useability and access:</b>	Restricted access to data with personal and commercial details, but de-identified data is published
<b>Providing agency:</b>	Educational institutions
<b>Collecting agency:</b>	Australian Government Department of Education and Training
<b>Owner of data:</b>	Australian Government Department of Education and Training <a href="mailto:IResearch@education.gov.au">IResearch@education.gov.au</a> 02 6240 9948.
<b>Data quality:</b>	<a href="https://internationaleducation.gov.au/research/International-Student-">https://internationaleducation.gov.au/research/International-Student-</a>

[Data/Pages/ExplanatoryNotesforAEIStudentEnrolmentData.aspx](#)

**Comments (optional):**

These data are also incorporated in the Austrade Market Information Package subscription service.

<b>Title of collection:</b>	<b>Longitudinal Study of Australian Children (LSAC)</b>
<b>Sector:</b>	Early childhood, schools, youth, employment, tertiary education
<b>Purpose:</b>	<p>The study aims to examine the impact of Australia's economic, social and political environment on children born in the late 1990s and early 2000s.</p> <p>The study has a broad, multi-disciplinary base, and examines policy-relevant questions about child and adolescent development and wellbeing.</p> <p>LSAC addresses a range of research questions about parenting, family relationships, childhood education, employment, non-parental child care, health and wellbeing.</p>
<b>Frequency:</b>	<p>Data are collected from two cohorts every two years.</p> <p>First cohort: 5000 children aged 0–1 years in 2003–2004,</p> <p>Second cohort: 5000 children aged 4–5 years in 2003–2004.</p>
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ family structure</li> <li>▪ children: sex and age</li> <li>▪ parents: sex and age</li> <li>▪ parents' ethnic background: country of birth</li> <li>▪ parental education, employment, income, work quality</li> <li>▪ language</li> <li>▪ activities and home environment</li> <li>▪ expectations about education</li> <li>▪ parental involvement and family relationships</li> <li>▪ approach to learning</li> <li>▪ child social and emotion outcomes</li> <li>▪ child learning and cognition outcomes</li> <li>▪ child physical health and health behaviours</li> <li>▪ education and care choices</li> <li>▪ school enjoyment</li> <li>▪ time in care</li> <li>▪ teaching practices</li> <li>▪ social capital</li> <li>▪ education choices and participation</li> <li>▪ intergenerational (grandparent) data</li> <li>▪ child work</li> <li>▪ future expectations</li> <li>▪ links to Medicare data, NAPLAN data, AEDC data, Centrelink data (with Wave 7 release).</li> </ul>
<b>Data level:</b>	Collected at unit record- child level
<b>Data type:</b>	Longitudinal Study
<b>Collection process and</b>	Participants include children (when of an appropriate age), their parents, child

<p><b>protocols:</b></p>	<p>care providers and teachers. The selection process is through Medicare, and surveys are conducted using various methods, which include face-to-face interviews, self-administered computer based questionnaires, paper questionnaires, telephone interviews, web based questionnaires, observations and direct assessment.</p> <p>The sample was selected from the Medicare enrolment database held by the Health Insurance Commission. The Health Insurance Commission selected children of the appropriate ages and sent an 'invitation to participate' letter to the Medicare cardholder, along with a brochure 'Growing Up in Australia'.</p> <p>Families had four weeks to register their withdrawal from the study. At the end of this period, remaining families were sent a letter indicating when an interviewer will be in their area. Interviewers subsequently contacted families to arrange an appointment.</p>
<p><b>Reports which include the data:</b></p>	<p>LSAC provides numerous publications, which can be found on the 'Growing up in Australia' website, including:</p> <ul style="list-style-type: none"> <li>▪ research papers,</li> <li>▪ issues papers,</li> <li>▪ discussion papers and</li> <li>▪ technical papers.</li> </ul>
<p><b>Authority to collect:</b></p>	<p>Granted by respondent – participation is on a voluntary basis</p>
<p><b>Useability and access:</b></p>	<p>Public- access through the NCLD website at: <a href="https://www.dss.gov.au/our-responsibilities/families-and-children/programmes-services/access-to-dss-longitudinal-datasets">https://www.dss.gov.au/our-responsibilities/families-and-children/programmes-services/access-to-dss-longitudinal-datasets</a></p>
<p><b>Providing agency:</b></p>	<p>DSS provides overall management of 'Growing Up in Australia' on behalf of the Australian Government.</p>
<p><b>Collecting agency:</b></p>	<p>The study is conducted in partnership between the Department of Social Services (DSS), the Australian Institute of Family Studies (AIFS) and the Australian Bureau of Statistics (ABS).</p> <p>DSS is responsible for overall management of the study. The Australian Institute of Family Studies (AIFS) is responsible for design and content of the study and preparation of research and statistical reports.</p> <p>The ABS is responsible for data collection and delivery, instrument development and management of the 'Growing Up in Australia' sample.</p>
<p><b>Owner of data:</b></p>	<p>Department of Social Services</p> <p><a href="mailto:lsac@dss.gov.au">lsac@dss.gov.au</a> <a href="mailto:nclcd@dss.gov.au">nclcd@dss.gov.au</a> 1800 106 235</p>
<p><b>Data quality:</b></p>	<p>Refer to: <a href="http://www.growingupinaustralia.gov.au/about/management.html">http://www.growingupinaustralia.gov.au/about/management.html</a></p>
<p><b>Comments (optional):</b></p>	

<b>Title of collection:</b>	<b>Longitudinal Surveys of Australian Youth (LSAY)</b>
<b>Sector:</b>	Schools, post-school education and training, youth and employment
<b>Purpose:</b>	To increase understanding of key transitions and pathways in the lives of young people, particularly from compulsory schooling to further education, training and employment.
<b>Frequency:</b>	The surveys are conducted annually from ages 15 to 25. New cohorts are introduced at intervals ranging from three to six years.
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ educational experiences: <ul style="list-style-type: none"> <li>- programme</li> <li>- institution</li> <li>- type of enrolment</li> <li>- performance.</li> </ul> </li> <li>▪ labour market experiences: <ul style="list-style-type: none"> <li>- employment</li> <li>- type of job</li> <li>- occupation</li> <li>- industry</li> <li>- earnings</li> <li>- job training</li> <li>- job history</li> <li>- job search activity</li> <li>- non-work and education activities</li> <li>- health</li> <li>- living arrangements</li> <li>- financial support</li> <li>- attitudes and aspirations.</li> </ul> </li> </ul>
<b>Data level:</b>	Collected at unit record level - person
<b>Data type:</b>	Sample Survey
<b>Collection process and protocols:</b>	<p>LSAY participants are selected through the OECD’s Programme for International Student Assessment (PISA). The PISA sample comprises a nationally representative population of school students aged 15.</p> <p>LSAY data is collected through annual computer assisted telephone interviewing (CATI) and/or online questionnaires. Participation in LSAY is voluntary.</p> <p>Survey participants have been selected from PISA since 2003. Prior to 2003, participants were selected at random from the population of Year 9 students across all Australian schools in all school sectors, and states and territories.</p>

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<b>Reports which include the data:</b>	LSAY provides numerous publications including research reports, briefing papers, discussion papers and technical papers which can be found on the LSAY website.
<b>Authority to collect:</b>	Granted by respondent- participation is on a voluntary basis
<b>Useability and access:</b>	Information on LSAY, summary data and LSAY publications can be obtained through the LSAY website: <a href="http://www.lsay.edu.au">http://www.lsay.edu.au</a> . Unit record LSAY datasets are available through the Australian Data Archive (ADA), website: <a href="http://www.ada.edu.au">www.ada.edu.au</a> .
<b>Providing agency:</b>	The Australian Government Department of Education and Training provides overall management of LSAY
<b>Collecting agency:</b>	Wallis Consulting Group is responsible for data collection. The National Centre for Vocational Education Research (NCVER) is responsible for research and analysis (including data preparation and documentation).
<b>Owner of data:</b>	The Australian Government Department of Education and Training <a href="mailto:LSAY2015@education.gov.au">LSAY2015@education.gov.au</a>
<b>Data quality:</b>	Refer to: <a href="http://www.lsay.edu.au/lsay-data/scope">http://www.lsay.edu.au/lsay-data/scope</a>
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>National Aboriginal and Torres Strait Islander Health Survey, 2012-13</b>
<b>Sector:</b>	Higher education, vocational education, schools and early childhood.
<b>Purpose:</b>	Collects information on a range of key health and some social indicators for Aboriginal and Torres Strait Islander peoples
<b>Frequency:</b>	Six yearly, alternating with the National Aboriginal and Torres Strait Islander Social Survey every three years
<b>Summary of variables by typical aggregation reported:</b>	Statistics on a range of health indicators and social topics including higher education, vocational education, schools and early childhood By state/territory, remoteness areas, sex and age and Indigenous status
<b>Data level:</b>	By state/territory, remoteness areas, sex and age and Indigenous status
<b>Data type:</b>	Data on long-term health conditions, health risk factors, selected social and emotional wellbeing indicators and health measurements, education, employment, language and income.
<b>Collection process and protocols:</b>	The statistics shown in this publication are sourced from National Aboriginal and Torres Strait Islander Health Survey.
<b>Reports which include the data:</b>	ABS cat. no. 4727.0.55.001 - Australian Aboriginal and Torres Strait Islander Health Survey: First Results <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/4727.0.55.001">http://www.abs.gov.au/ausstats/abs@.nsf/mf/4727.0.55.001</a>
<b>Authority to collect:</b>	<i>The Census and Statistics Act 1905</i> <i>Australian Bureau of Statistics Act 1975</i> <i>Census and Statistics Regulation 2016</i>
<b>Useability and access:</b>	Unrestricted access is available at: <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/4727.0.55.001">http://www.abs.gov.au/ausstats/abs@.nsf/mf/4727.0.55.001</a>
<b>Providing agency:</b>	Australian Bureau of Statistics
<b>Collecting agency:</b>	Australian Bureau of Statistics
<b>Owner of data:</b>	Australian Bureau of Statistics <a href="mailto:indigenous.statistics@abs.gov.au">indigenous.statistics@abs.gov.au</a> 1300 135 070
<b>Data quality:</b>	Refer to: <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/4727.0.55.002">http://www.abs.gov.au/ausstats/abs@.nsf/mf/4727.0.55.002</a>
<b>Comments (optional):</b>	The collection is available at <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/4727.0.55.001">http://www.abs.gov.au/ausstats/abs@.nsf/mf/4727.0.55.001</a>

<b>Title of collection:</b>	<b>National Aboriginal and Torres Strait Islander Social Survey, 2014-15</b>
<b>Sector:</b>	Higher education, vocational education, schools and early childhood.
<b>Purpose:</b>	Collects information on a range of social and health indicators for the Aboriginal and Torres Strait Islander peoples
<b>Frequency:</b>	Six yearly
<b>Summary of variables by typical aggregation reported:</b>	Statistics on a range of social topics including higher education, vocational education, schools and early childhood By state/territory, remoteness areas, sex and age and Indigenous status
<b>Data level:</b>	By state/territory, remoteness areas, sex and age and Indigenous status
<b>Data type:</b>	Data available on language and culture, social networks and support, health, education, work, access to services, crime and justice, housing and financial stress.
<b>Collection process and protocols:</b>	The statistics shown in this publication are based on the results from the National Aboriginal and Torres Strait Islander Social Survey.
<b>Reports which include the data:</b>	ABS cat. no. 4714.0 <a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0">http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0</a>
<b>Authority to collect:</b>	<i>Census and Statistics Act 1905</i> <i>Australian Bureau of Statistics Act 1975</i> <i>Census and Statistics Regulation 2016</i>
<b>Useability and access:</b>	Unrestricted access is available at: <a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0">http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0</a>
<b>Providing agency:</b>	Australian Bureau of Statistics
<b>Collecting agency:</b>	Australian Bureau of Statistics
<b>Owner of data:</b>	Australian Bureau of Statistics <a href="mailto:indigenous.statistics@abs.gov.au">indigenous.statistics@abs.gov.au</a> 1300 135 070
<b>Data quality:</b>	Refer to: <a href="http://www.abs.gov.au/ausstats/abs@.nsf/PrimaryMainFeatures/4720.0?OpenDocument">http://www.abs.gov.au/ausstats/abs@.nsf/PrimaryMainFeatures/4720.0?OpenDocument</a>
<b>Comments (optional):</b>	The collection is available at: <a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0">http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0</a>



<b>Title of collection:</b>	<b>National Assessment Program – Literacy and Numeracy (NAPLAN)</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	Collects information on Year 3, 5, 7 and 9 student achievement in NAPLAN tests. Collects student gain from Years 3 to 5, Years 5 to 7 and Years 7 to 9 in NAPLAN tests. Enables assessment of the extent to which young Australians are meeting important educational outcomes in literacy and numeracy.
<b>Frequency:</b>	Annual - tests conducted in May
<b>Summary of variables by typical aggregation reported:</b>	<ul style="list-style-type: none"> <li>▪ NAPLAN national report and national summary information: <ul style="list-style-type: none"> <li>- mean achievement (including standard deviation, test of statistical significance, and or effect size measure)</li> <li>- percentage of students in each achievement band</li> <li>- percentage of students below, at and above national minimum standard</li> <li>- number and percentage of assessed, exempt, absent and withdrawn students</li> <li>- state relativities</li> <li>- time series</li> <li>- cohort gain (comparison of achievement of the same cohort of students over test years).</li> </ul> </li> <li>▪ NAPLAN results for the school: <ul style="list-style-type: none"> <li>- calendar year</li> <li>- test domain</li> <li>- student grade level</li> <li>- mean NAPLAN score</li> <li>- mean lower margin</li> <li>- mean upper margin</li> <li>- band 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 percentage</li> <li>- participation rate</li> <li>- assessed percentage</li> <li>- exempt percentage</li> <li>- absent percentage</li> <li>- withdrawn percentage</li> <li>- similar schools mean NAPLAN score</li> <li>- similar schools mean lower margin</li> <li>- similar schools mean upper margin</li> <li>- similar schools band 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 percentage</li> <li>- colour comparison to similar schools mean</li> <li>- comparison to similar schools description</li> <li>- national mean NAPLAN score</li> <li>- colour comparison to national mean</li> <li>- comparison to national mean description.</li> </ul> </li> <li>▪ NAPLAN student gain for the school: <ul style="list-style-type: none"> <li>- calendar year range</li> <li>- student grade level range</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>- school mean NAPLAN score</li> <li>- school mean lower range</li> <li>- school mean upper range</li> <li>- school median NAPLAN score</li> <li>- school median lower margin</li> <li>- school median upper margin</li> <li>- matched student percentage</li> <li>- same starting score mean NAPLAN score</li> <li>- same starting score mean lower margin</li> <li>- same starting score mean upper margin</li> <li>- same starting score median NAPLAN score</li> <li>- same starting score median lower margin</li> <li>- same starting score median upper margin</li> <li>- similar schools mean NAPLAN score</li> <li>- similar schools mean lower margin</li> <li>- similar schools mean upper margin</li> <li>- similar schools median NAPLAN score</li> <li>- similar schools median lower margin</li> <li>- similar schools median upper margin.</li> </ul>
<b>Data level:</b>	<p>NAPLAN data is collected at a national, state and territory</p> <p>NAPLAN student gain is collected at student level</p>
<b>Data type:</b>	<p>Survey - test data</p> <p>NAPLAN outcomes data are from tests — student background student characteristics are collected from school enrolment information</p>
<b>Collection process and protocols:</b>	<p>The Data Standards Manual: Student Background Characteristics provides information to assist schools and school systems to collect student background information from parents as agreed by the Education Council.</p> <p>All student results and student background data are provided by test administration authorities (TAAs).</p> <p>Data exchange between ACARA and TAAs is governed by the Data Security Protocols</p> <p>There are two data access protocol documents:</p> <ol style="list-style-type: none"> <li>1. the <i>Principles and Protocols for Reporting on Schooling in Australia</i>, 2009, is available at the ACARA site: <a href="http://www.acara.edu.au/acara_data_access_application_process.html">http://www.acara.edu.au/acara_data_access_application_process.html</a></li> <li>2. the data access protocols, 2015 revision (this document is available at the ACARA website): <a href="http://www.acara.edu.au/resources/20150625_Data_Access_Protocols_2012.pdf">http://www.acara.edu.au/resources/20150625_Data_Access_Protocols_2012.pdf</a></li> </ol>
<b>Reports which include the data:</b>	<p>Reports which contain NAPLAN data include:</p> <ul style="list-style-type: none"> <li>▪ NAPLAN National Reports, including national and state and territory level data, subpopulation data</li> </ul>

	<ul style="list-style-type: none"> <li>▪ NAPLAN summary information, including national and state and territory level data</li> <li>▪ <i>My School</i></li> <li>▪ National Report on Schooling in Australia (ACARA)</li> <li>▪ (former) COAG Reform Council Annual Report</li> <li>▪ RoGS</li> <li>▪ Data are also reported through the National Indigenous Reform Agreement reports</li> <li>▪ publicly available data can be accessed and downloaded through the NAP website</li> </ul>
<p><b>Authority to collect:</b></p>	<p><i>Australian Curriculum, Assessment and Reporting Authority Act 2008</i></p>
<p><b>Useability and access:</b></p>	<p>Data usability:</p> <p>Data are published on the NAP website and <i>My School</i> website.</p> <p>Aggregated data are publicly accessible available online from:  <a href="http://nap.edu.au">http://nap.edu.au</a></p> <p>Access to data:</p> <p><b>Data Access Protocols</b></p> <p>Protocols relating to the release of data managed by ACARA and the eligibility to receive data have been endorsed by the former SCSEEC (from 1 July 2014 known as Education Council).</p> <p>Substantive changes to the Principles and Protocols for reporting on schooling in Australia (2009) cannot be made without consultation with ISCA, NCEC and AESOC, or without the approval of the appropriate ministerial council with oversight of school education affairs.</p> <p>Applicants requesting NAPLAN data must refer to the <i>Data Access Protocols 2015</i> before submitting a data access application. Although available in the public domain, applicants may wish to access data in another format suitable for analysis.</p> <p>ACARA maintains a register of all requests for access to data, data released and the names and contact details of the receiving nominated Authorised User.</p> <p>Details of requests and Committee decisions are provided to representatives of government, government education authorities, ISCA and NCEC.</p> <p>Published data are open to applications from government agencies, the ISCA and NCEC following data publication.</p> <p>Published data are open to applications from other parties, subject to the purpose of the request, six months after data publication.</p>
<p><b>Providing agency:</b></p>	<p>State/territory test-administration authorities (TAAs) are:</p> <ul style="list-style-type: none"> <li>▪ NSW Education Standards Authority</li> <li>▪ Victorian Curriculum and Assessment Authority</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Queensland Curriculum and Assessment Authority</li> <li>▪ South Australia Department for Education and Child Development</li> <li>▪ Western Australia School Curriculum and Standards Authority</li> <li>▪ Tasmania Department of Education</li> <li>▪ Northern Territory Department of Education</li> <li>▪ ACT Education Directorate.</li> </ul>
<b>Collecting agency:</b>	ACARA
<b>Owner of data:</b>	<p>Australian Curriculum, Assessment and Reporting Authority (anonymised student data)</p> <p><a href="mailto:datarequest@acara.edu.au">datarequest@acara.edu.au</a> 1300 895 563</p> <p>Test-administration authorities (identified student data)</p>
<b>Data quality:</b>	<p>ACARA maintains a regular process of monitoring and reviewing data storage, including the review of its data protocols and associated agreements.</p> <p>ACARA collects a data quality statement from state/territory test-administration authorities at the conclusion of the student level NAPLAN and student gain collections</p>
<b>Comments (optional):</b>	<p>Part of the broader National Assessment Program (NAP).</p> <p>Through the <i>Principles and Protocols for Reporting on Schooling in Australia</i> (2009), Ministers have agreed to ACARA implementing:</p> <ul style="list-style-type: none"> <li>▪ Access rights to third-party requests for data arising from the NAP, or other national assessments agreed by Ministers, that have not been released in the public domain.</li> <li>▪ Policies and procedures that will specify the conditions under which the full data sets on school performance will be accessible to third parties.</li> </ul>

<b>Title of collection:</b>	<b>National Assessment Program (NAP) Reports in Science Literacy (SL), Civics and Citizenship (CC) and Information and Communication Technology Literacy (ICTL)</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	To assess the extent to which young Australians are meeting important educational outcomes and the extent to which national proficient standards are being met at the jurisdictional and national levels.
<b>Frequency:</b>	Tri-annual (one sample assessment is undertaken each year, on a rolling basis)
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ student achievement reported against national proficiency levels and Proficient Standards. This is the approved measure published in the <i>Measurement Framework for Schooling in Australia</i></li> <li>▪ comparisons of student achievement by year and proficiency levels</li> <li>▪ national and state/territory means</li> <li>▪ associations between the domain assessed and student background characteristics including: gender, Indigenous status, language background, country of birth, geographic location, parental occupation, parental education.</li> </ul> <p>The data includes:</p> <ul style="list-style-type: none"> <li>▪ NAP-SL: interest in science, self-concept in science, value of science, perceptions of science, science related activities outside and at school, science teaching and investigations, science topics studied at school</li> <li>▪ NAP-CC: student’s perceptions of good citizenship behaviours, students’ trust in civic institutions and processes, and students’ attitudes towards Indigenous cultures and Australian diversity</li> <li>▪ NAP-ICT Literacy: student use of ICT including experience, access to, frequency of use and use of computer applications; student perceptions of ICT including interest in and enjoyment of using ICT, self-efficacy, influences on ICT Literacy.</li> </ul>
<b>Data level:</b>	<p>National results available providing national overview of student performance and relevant standards. A technical report is also released providing detailed information regarding statistical methods and procedures.</p> <p>Schools receive a basic report relating to the performance of students.</p>
<b>Data type:</b>	<p>Test data</p> <p>Subject domain questionnaire data</p> <p>Student background student characteristics are collected from school enrolment information</p>
<b>Collection process and</b>	Data are collected online and analysed by an external contractor using

<p><b>protocols:</b></p>	<p>ConQuest and RUMM software. Parallel processing is also conducted.</p> <p>The ‘Data Standards Manual: Student Background Characteristics’ provides information to assist schools and school systems to collect student background information from parents as agreed by the Education Council.</p> <p>All Education Ministers have agreed to a statement of principles and protocols to guide and inform the use and publication of data that measures the performance of schooling in Australia.</p> <p>The principles encompass issues such as:</p> <ul style="list-style-type: none"> <li>▪ privacy protection of students and teachers (including publication safeguards where the small size of a school population or of a specific student cohort may compromise individuals’ privacy)</li> <li>▪ protocols to ensure that information on schools contains accurate and verified data, contextual information to aid interpretation of the information, and a range of indicators to provide a fair and balanced view of performance.</li> </ul> <p>The document <i>Principles and Protocols for Reporting on Schooling in Australia</i> can be accessed at:  <a href="http://www.acara.edu.au/acara_data_access_application_process.html">http://www.acara.edu.au/acara_data_access_application_process.html</a> or on the Education Council website at: <a href="http://www.educationcouncil.edu.au">www.educationcouncil.edu.au</a></p>
<p><b>Reports which include the data:</b></p>	<p>Reports with contain NAP Sample data include:</p> <ul style="list-style-type: none"> <li>▪ public reports and technical reports published at the end of each three-year cycle</li> <li>▪ all Public and Technical Reports, dating back to 2003, are publicly available on ACARA’s NAP website at: <a href="http://www.nap.edu.au">www.nap.edu.au</a></li> <li>▪ National Report on Schooling in Australia (ACARA)</li> <li>▪ (former) COAG Reform Council Annual Report</li> <li>▪ RoGS (Productivity Commission).</li> </ul>
<p><b>Authority to collect:</b></p>	<p>The <i>Australian Curriculum, Assessment and Reporting Authority Act (2008)</i></p>
<p><b>Useability and access:</b></p>	<p>Aggregated data are publicly accessible in a range of reports available online at: <a href="http://nap.edu.au">http://nap.edu.au</a>.</p> <p>As noted above for NAPLAN, access to data is governed by national protocols. Protocols relating to the release of data managed by ACARA and the eligibility to receive data have been endorsed by the Standing Council for School Education and Early Childhood (SCSEEC, from 1 July 2014 known as Education Council).</p> <p>Applicants requesting NAPLAN data must refer to the <i>Data Access Protocols 2012</i> before submitting a data access application. Although available in the public domain, applicants may wish to access data in another format suitable for analysis.</p> <p>ACARA maintains a register of all requests for access to data, data released and the names and contact details of the receiving nominated Authorised User.</p> <p>Details of requests and Committee decisions are provided to representatives</p>

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	<p>of government, government education authorities, ISCA and NCEC.</p> <p>Published data are open to applications from government agencies, the ISCA and NCEC following data publication.</p> <p>Published data are open to applications from other parties, subject to the purpose of the request, six months after data publication.</p>
<b>Providing agency:</b>	Approximately 50 per cent of Student Background Data is provided by government state/territory Liaison Officers. The remaining data are obtained from schools on an individual basis. Student performance data are obtained directly from online test delivery.
<b>Collecting agency:</b>	Both student background data and student achievement data are collected by the contractor on behalf of ACARA.
<b>Owner of data:</b>	Australian Curriculum, Assessment and Reporting Authority <a href="mailto:datarequest@acara.edu.au">datarequest@acara.edu.au</a>
<b>Data quality:</b>	ACARA maintains a regular process of monitoring and reviewing data storage, including the review of its data protocols and associated agreements.
<b>Comments (optional):</b>	<p>Part of the broader National Assessment Program (NAP).</p> <p>Through the <i>Principles and Protocols for Reporting on Schooling in Australia</i> (2009), Ministers have agreed to ACARA implementing:</p> <p>Access rights to third-party requests for data arising from the NAP, or other national assessments agreed by Ministers, that have not been released in the public domain.</p> <p>Policies and procedures that will specify the conditions under which the full data sets on school performance will be accessible to third parties.</p> <p>The NAP SL, CC and ICTL are stratified random sample of students from all states and territories and sectors.</p> <p>NAP-SL: Year 6 only <sup>1</sup></p> <p>NAP-CC and ICT Literacy: Years 6 and 10</p> <p>Each assessment includes a student questionnaire surveying a range of affective processes relating to the domain assessed.</p> <p>Empirical scales developed for all assessments using Rasch IRT methodology to enable comparisons over time and across year levels. Scales developed use the same statistical model (Rasch IRT) to enable comparisons over time and by year level. Constructs are measured using a set of Likert-type items. Associations between the construct are analysed by gender, student performance and year level.</p>
	<sup>1</sup> From 2018, NAP-SL will include both Years 6 and 10

<b>Title of collection:</b>	<b>National Early Childhood Education and Care Collection (NECECC)</b>
<b>Sector:</b>	Early childhood education
<b>Purpose:</b>	<p>During their early years, children go through critical stages of development, and consistent, high-quality early childhood education can have long-lasting, beneficial effects on the overall development of children. There are also community, economic and other national benefits that accumulate through school and other education, and transition to work and hence broader relevance to other areas of education, social and economic public policy.</p> <p>The Collection gathers administrative data on early childhood education programme enrolment and attendance in each state/territory. The data is used for performance indicator reporting for National Agreements and is also used in the Productivity Commission’s RoGS.</p>
<b>Frequency:</b>	Annual data collection in August
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ data on early childhood programme enrolment and attendance (for all children, Indigenous, disadvantaged and by remoteness)</li> <li>▪ hours enrolled and attended</li> <li>▪ fees charged</li> <li>▪ characteristics of preschool programme workers</li> <li>▪ number and characteristics of services providers</li> <li>▪ available classifications include by state/territory, age, sector, Aboriginal and Torres Strait Islander status ASGS remoteness area, and Socio-Economic Indexes for Areas (SEIFA) deciles.</li> </ul>
<b>Data level:</b>	Unit record with some aggregated data
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	<p>Collected and disseminated through ABS</p> <p>Compiled by ABS from information provided by all states, territories and the Australian Government</p>
<b>Reports which include the data:</b>	<p>ABS Preschool Education, Australia (Cat. No. 4240.0) and Microdata: Preschool Education, Australia (Cat. No. 4240.0.55.003)</p> <p>RoGS</p> <p>OECD Education at a Glance; Children’s Headline Indicators</p>
<b>Authority to collect:</b>	<p><i>Census and Statistics Act 1905</i></p> <p>National Partnership Agreement on Universal Access to Early Childhood Education</p>



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<b>Useability and access:</b>	Aggregate tables publicly available from the ABS website. Confidential microdata is made available through the ABS' TableBuilder product.
<b>Providing agency:</b>	Australian, state and territory governments
<b>Collecting agency:</b>	Australian Bureau of Statistics (administrative data is collected from the department in each jurisdiction and integrated on the departments' behalf)
<b>Owner of data:</b>	State and territory governments, Australian Government Data custodian: Australian Bureau of Statistics <a href="mailto:education.statistics@abs.gov.au">education.statistics@abs.gov.au</a>
<b>Data quality:</b>	Refer to the Data Quality Statements within the Appendices of the ABS' Preschool Education, Australia (Cat. No. 4240.0).
<b>Comments (optional):</b>	<p>The collection was developed under the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The NIA ECEC aims to facilitate and improve the collection, sharing and reporting of ECEC information through a cooperative approach between the Commonwealth, states and territories and key data agencies. The NIA ECEC has a specific focus on performance requirements relating to universal access to early childhood education.</p> <p>The collection data items are specified within the Early Childhood Education and Care National Minimum Data Set (NMDS) <a href="http://meteor.aihw.gov.au/content/index.phtml/itemId/457129">http://meteor.aihw.gov.au/content/index.phtml/itemId/457129</a>. The ABS' National Early Childhood Education and Care Collection: Data Collection Guide contains additional instructions relevant to data providers (available on request).</p>

<b>Title of collection:</b>	<b>National Early Childhood Education and Care Workforce Census</b>
<b>Sector:</b>	Early Childhood
<b>Purpose:</b>	Provides information on service usage, children with additional needs, access to preschool programmes, along with information on the roles, qualifications employment status, training, pay and conditions and career intentions of staff in early learning services.
<b>Frequency:</b>	Conducted in 2010, 2013 and 2016
<b>Summary of variables by typical aggregation reported:</b>	
<b>Data level:</b>	Unit record level - staff
<b>Data type:</b>	Survey
<b>Collection process and protocols:</b>	Governed by the National Workforce Census data protocols. Refer to: <a href="https://www.dss.gov.au/our-responsibilities/families-and-children/publications-articles/national-workforce-census-2013-data-protocol">https://www.dss.gov.au/our-responsibilities/families-and-children/publications-articles/national-workforce-census-2013-data-protocol</a>
<b>Reports which include the data:</b>	National Early Childhood Education and Care Workforce Census Report Report on Government Services (Productivity Commission)
<b>Authority to collect:</b>	<i>Family Assistance (Administration) Act 1999</i>
<b>Useability and access:</b>	Access to unit record data restricted  The 2013 Report is available at the Australian Government Department of Education and Training website at: <a href="https://docs.education.gov.au/documents/2013-national-early-childhood-education-and-care-workforce-census-report">https://docs.education.gov.au/documents/2013-national-early-childhood-education-and-care-workforce-census-report</a>
<b>Providing agency:</b>	Service providers
<b>Collecting agency:</b>	Social Research Centre
<b>Owner of data:</b>	Australian Government Department of Education and Training <a href="mailto:Mike.Power@education.gov.au">Mike.Power@education.gov.au</a> 02 6240 2604 Victorian Department of Education and Training <a href="mailto:lundgren.mathew.b@edumail.vic.gov.au">lundgren.mathew.b@edumail.vic.gov.au</a> 03 9651 3360
<b>Data quality:</b>	
<b>Comments (optional):</b>	This data is considered to be protected. It is not released at a unit record level except under the authority of a Public Interest Certificate.  The most recent collection took place in 2016. Final results have not been published at this time.

<b>Title of collection:</b>	<b>National School Opinion Survey</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	To collect information from students and parents relating to satisfaction with their school.
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ Student items <ul style="list-style-type: none"> <li>- my teachers expect me to do my best</li> <li>- my teachers provide me with useful feedback about my school work</li> <li>- teachers at my school treat students fairly</li> <li>- my school is well maintained</li> <li>- I feel safe at my school</li> <li>- I can talk to my teachers about my concerns</li> <li>- student behaviour is well managed at my school</li> <li>- I like being at my school</li> <li>- my school looks for ways to improve</li> <li>- my school takes students’ opinions seriously</li> <li>- my teachers motivate me to learn</li> <li>- my school gives me opportunities to do interesting things.</li> </ul> </li> <li>▪ Parent items <ul style="list-style-type: none"> <li>- teachers at this school expect my child to do his or her best</li> <li>- teachers at this school provide my child with useful feedback about his or her school work</li> <li>- teachers at this school treat students fairly</li> <li>- this school is well maintained</li> <li>- my child feels safe at this school</li> <li>- I can talk to my child’s teachers about my concerns</li> <li>- student behaviour is well managed at this school</li> <li>- my child likes being at this school</li> <li>- this school looks for ways to improve</li> <li>- this school takes parents’ opinions seriously</li> <li>- teachers at this school motivate my child to learn</li> <li>- my child is making good progress at this school</li> <li>- my child's learning needs are being met at this school</li> <li>- this school works with me to support my child's learning.</li> </ul> </li> </ul>
<b>Data level:</b>	<p>Collected at unit record level</p> <p>Available at aggregate school level</p>
<b>Data type:</b>	Survey
<b>Collection process and protocols:</b>	The state Freedom of Information and privacy provisions relevant to each sector and state/territory apply, together with any other generally applicable provisions.
<b>Reports which include</b>	The National School Opinion Survey is optional for schools in most jurisdictions.

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<b>the data:</b>	Schools that use the Survey generally report the data in their Annual Report.
<b>Authority to collect:</b>	The National Education Agreement The <i>Schools Assistance Act 2008</i> The <i>Australian Education Act 2013</i>
<b>Useability and access:</b>	Each school’s authorised administrator(s) will be able to see the response data collected by the school using the survey collection tool, School Survey.  Response data for national and jurisdictional items asked using School Survey will be visible to jurisdictional administrators (if a schooling system or jurisdictional authority chooses to appoint one).  Aggregate school results are publicly available in each participating school’s Annual Report.
<b>Providing agency:</b>	Schools
<b>Collecting agency:</b>	Education Services Australia
<b>Owner of data:</b>	Data owner: Schools/education authorities  ACT Government <a href="mailto:DET.research@act.gov.au">DET.research@act.gov.au</a> SA Government <a href="mailto:DECD.DMA@sa.gov.au">DECD.DMA@sa.gov.au</a> TAS Government <a href="mailto:schoolsurveys@education.tas.gov.au">schoolsurveys@education.tas.gov.au</a> NT Government <a href="mailto:contact@schoolssurvey.edu.au">contact@schoolssurvey.edu.au</a> 1800 620 970 WA Government <a href="mailto:SchoolPerformance.Requests@education.wa.edu.au">SchoolPerformance.Requests@education.wa.edu.au</a> 08 9264 4966  Catholic (Qld) <a href="mailto:liamg@gcec.catholic.edu.au">liamg@gcec.catholic.edu.au</a> 07 3316 5800 Catholic (SA) <a href="mailto:ray.moritz@cesa.catholic.edu.au">ray.moritz@cesa.catholic.edu.au</a> 08 8301 6136 Catholic (Other) <a href="mailto:contact@schoolsurvey.edu.au">contact@schoolsurvey.edu.au</a> 1800 620 970 Independent (All) <a href="mailto:contact@schoolsurvey.edu.au">contact@schoolsurvey.edu.au</a> 1800 620 970  Data custodian: Australian Government Department of Education and Training
<b>Data quality:</b>	
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>National Schools Statistics Collection (NSSC) – Non-Finance Collection</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	The National Schools Statistics Collection (NSSC) (non-finance) was established to provide nationally comparable data on government and non-government schools, students and staff, across all Australian states and territories
<b>Frequency:</b>	Annually with data collected each year for the first Friday in August census date
<b>Summary of variables by typical aggregation reported:</b>	<p>Contains data on the number of schools, students and staff in Australia.</p> <p>All data are available by year; state and territory; and affiliation (government or non-government) with some data also available in further subcategories of the non-government classification (Catholic or independent).</p> <p>Schools are classified by school type (primary, secondary, combined, special), and size of primary and secondary enrolments.</p> <p>Student data are available as counts of students and counts of full-time equivalent (FTE) students, and are classified by:</p> <ul style="list-style-type: none"> <li>▪ full-time or part-time status;</li> <li>▪ Aboriginal and Torres Strait Islander status;</li> <li>▪ sex;</li> <li>▪ school level (primary, secondary);</li> <li>▪ grade;</li> <li>▪ age of student (as at 1 July);</li> <li>▪ state/territory;</li> <li>▪ remoteness classification of school; and</li> <li>▪ category of school.</li> </ul> <p>In-school staff are available as counts of staff and counts of full-time equivalent (FTE) staff, and are classified by:</p> <ul style="list-style-type: none"> <li>▪ school level (primary, secondary);</li> <li>▪ sex; and</li> <li>▪ major function (broad position role).</li> </ul>
<b>Data level:</b>	Aggregate data, except for Tasmania (unit record level data provided for 2013 cycle onwards). Further unit record-level data has been supplied irregularly by some states and territories additional to aggregate data tables.
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	<p>The NSSC is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education and Training, the ABS, ISCA, NCEC and the Education Council.</p> <p>All data are collected and reported to standard classifications as stated in the NSSC Data Collection Manual (DCM) and NSSC Notes, Instructions and Tabulations (NIT) manual (both available from the ABS on request).</p>

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<b>Reports which include the data:</b>	Schools, Australia (ABS cat. no. 4221.0) Data from the collection support national education reporting through the National Education Agreement (NEA), RoGS, the National Report on Schooling in Australia (ANR), and the National Indigenous Reform Agreement.
<b>Authority to collect:</b>	<i>Census and Statistics Act 1905</i>
<b>Useability and access:</b>	The ABS publication Schools, Australia ( <a href="#">cat. no. 4221.0</a> ) contains aggregate statistics on students, schools, and staff involved in the provision or administration of primary and secondary education, in government and non-government schools, for all Australian states and territories.
<b>Providing agency:</b>	Non-government sector data provided via the Australian Government Department of Education and Training and government sector data from state and territory departments of education
<b>Collecting agency:</b>	Australian Bureau of Statistics
<b>Owner of data:</b>	Australian Bureau of Statistics <a href="mailto:education.statistics@abs.gov.au">education.statistics@abs.gov.au</a> 1300 135 070
<b>Data quality:</b>	Refer to: <a href="http://www.abs.gov.au/Ausstats/abs@.nsf/0/1914D5EEB8FB78E9CA257998000C182D?OpenDocument">http://www.abs.gov.au/Ausstats/abs@.nsf/0/1914D5EEB8FB78E9CA257998000C182D?OpenDocument</a>
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>National Student Attendance Data</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	To collect school attendance data for reporting the national Key Performance Measure and National Education Agreement (2009) indicator for attendance and for reporting attendance rates on <i>My School</i> .
<b>Frequency:</b>	Biannually for Semester 1 and for Term 3 of the school year.
<b>Summary of variables by typical aggregation reported:</b>	<p>Variables are:</p> <ul style="list-style-type: none"> <li>▪ All actual day attendance</li> <li>▪ All possible day attendance</li> <li>▪ All rate percent</li> <li>▪ 90% possible day attendance</li> <li>▪ 90% rate percent</li> </ul>
<b>Data level:</b>	<p>Calendar year, state/territory, sector, and year level aggregated by:</p> <ul style="list-style-type: none"> <li>▪ Filter group one <ul style="list-style-type: none"> <li>○ All</li> <li>○ Male or Female</li> <li>○ Indigenous or Non-Indigenous</li> <li>○ Geolocation <ul style="list-style-type: none"> <li>▪ Major cities</li> <li>▪ Inner regional</li> <li>▪ Outer regional</li> <li>▪ Remote</li> <li>▪ Very remote</li> </ul> </li> </ul> </li> <li>▪ Filter group two <ul style="list-style-type: none"> <li>○ Indigenous or Non-Indigenous</li> <li>○ Geolocation <ul style="list-style-type: none"> <li>▪ Major cities</li> <li>▪ Inner regional</li> <li>▪ Outer regional</li> <li>▪ Remote</li> <li>▪ Very remote</li> </ul> </li> </ul> </li> </ul>
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	<p>Data is collected by ACARA from state/territory education departments for government schools, and from the Australian Government Department of Education and Training for non-government schools.</p> <p>ACARA Senior Project Officer communicates with data providers for data submission to ACARA template standards. Templates undergo a series of reporting processes until a finalised template is ready to be signed off.</p> <p>A data quality statement is collected off the data provider to accompany the</p>

	finalised template.
<b>Reports which include the data:</b>	<p>Reports include:</p> <ul style="list-style-type: none"> <li>▪ National Report on Schooling in Australia</li> <li>▪ National Education Agreement reports</li> <li>▪ RoGS</li> <li>▪ National Indigenous Reform Agreement reports</li> <li>▪ Annual Report on the Aboriginal and Torres Strait Islander Education Action Plan</li> </ul>
<b>Authority to collect:</b>	<p>The Authority to collect data is through:</p> <ul style="list-style-type: none"> <li>▪ Education Council Measurement Framework for Schooling in Australia (2015)</li> <li>▪ COAG National Education Agreement</li> <li>▪ <i>Schools Assistance Act (2008)</i></li> <li>▪ <i>Australian Education Act (2013)</i></li> <li>▪ <i>Australian Curriculum, Assessment and Reporting Authority Act (2008)</i></li> </ul>
<b>Useability and access:</b>	<p>Information used in the National Report on Schooling along with various other reports includes:</p> <ul style="list-style-type: none"> <li>▪ aggregate data on average attendance rates by state</li> <li>▪ aggregate data on average attendance rates school sector</li> <li>▪ aggregate data on average attendance rates year level</li> <li>▪ aggregate data on average attendance rates sex</li> <li>▪ aggregate data on average attendance rates Indigenous status.</li> </ul>
<b>Providing agency:</b>	<p>Includes:</p> <ul style="list-style-type: none"> <li>▪ Australian Government Department of Education and Training</li> <li>▪ NSW Department of Education</li> <li>▪ Victorian Department of Education and Training</li> <li>▪ Queensland, Department of Education and Training</li> <li>▪ South Australia Department for Education and Child Development</li> <li>▪ Western Australia Department of Education</li> <li>▪ Tasmania Department of Education</li> <li>▪ Northern Territory Department of Education</li> <li>▪ ACT Education Directorate</li> </ul>
<b>Collecting agency:</b>	ACARA
<b>Owner of data:</b>	<p>Data owner: Jurisdictions and schools</p> <p>Data custodian: Australian Curriculum, Assessment and Reporting Authority  <a href="mailto:datarequest@acara.edu.au">datarequest@acara.edu.au</a> 1300 895 563</p>
<b>Data quality:</b>	Quality assurance undertaken by providing authorities according to National



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	Standards.
<b>Comments (optional):</b>	The scope and timing of this collection is under review as part of the COAG/Education Council project for improved/additional measures for student attendance data. Attendance data is collected for students in Year 1 to 10.

<b>Title of collection:</b>	<b>National Teaching Workforce Dataset (NTWD)</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	Provide data and analysis to inform teacher workforce planning and development of teacher quality initiatives
<b>Frequency:</b>	The National Teacher Workforce Dataset was a one off exercise, the reports from which were released in late 2014.
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include 45 specified data items relating to:</p> <ul style="list-style-type: none"> <li>▪ demographic characteristics</li> <li>▪ teacher undergraduate and post-graduate qualifications</li> <li>▪ teacher registration</li> <li>▪ employment</li> <li>▪ professional development</li> <li>▪ current school</li> <li>▪ exit from teaching</li> <li>▪ teacher supply and teacher need.</li> </ul>
<b>Data level:</b>	Generally collected at unit record level - some items in aggregated form
<b>Data type:</b>	Administrative (however supplemented by survey data items)
<b>Collection process and protocols</b>	<p>A wide range of processes and protocols were developed in respect of:</p> <ul style="list-style-type: none"> <li>▪ identifying data availability</li> <li>▪ collection</li> <li>▪ maintaining data privacy and confidentiality</li> <li>▪ checking and quality assurance</li> <li>▪ linkage of records</li> <li>▪ classifying and normalising data and data release.</li> </ul> <p>While 2012 data forms the majority of the collection, some gaps were filled with 2013 data. Data held by teacher registration authorities was matched where possible at individual teacher level with employer data using name and date of birth details. Details of the method were provided in a separate NTWD Project Report and details on the data items were contained in the NTWD data dictionary.</p>
<b>Reports which include the data:</b>	<p>Results of this data collection exercise were reported in three reports these were the:</p> <p>National Teaching Workforce Data Set: Project Report</p> <p>National Teaching Workforce Data Set: Data Analysis Report</p> <p>National Teaching Workforce Data Set: Data Dictionary.</p>

<b>Authority to collect:</b>	Confidentiality Agreements for the provision and protection of data were signed between data providers and the project contractor. In addition, states and territories agreed to participate under the Teacher Quality National Partnership.
<b>Useability and access:</b>	Although reports on the data were publicly released, because of privacy restrictions limited access to the data is assessed on a case by case basis.
<b>Providing agency:</b>	Government and non-government education authorities and teacher regulatory authorities.
<b>Collecting agency:</b>	Ernst & Young
<b>Owner of data:</b>	Source data owned by government and non-government education authorities and teacher regulatory authorities.  Australian Government Department of Education and Training (de-identified data)  <a href="mailto:Kirsty.leslie@education.gov.au">Kirsty.leslie@education.gov.au</a> 02 6240 9066
<b>Data quality:</b>	The NTWD Project Report discussed data quality in relation to its completeness, accuracy, depth, access and consistency, and identified areas for future improvement. It concluded that data in the NTWD was generally of good quality and would support a level of inference and insight to be developed. However, there are a number of items for which data was not available or only available at aggregate level. Coverage of the non-government sectors is limited in some jurisdictions for the Catholic sector and in all states for the independent sector due to unavailability of employer data at unit record level.
<b>Comments (optional):</b>	The project was overseen by the National Teaching Workforce Dataset Working Group (disbanded).  Lessons from the NTWD were utilised by AITSL in the development of its 2016 proposal to Education Council for the development of the National Initial Teacher Education and Teacher Workforce Data Strategy.

<b>Title of collection:</b>	<b>Next Step Survey</b>
<b>Sector:</b>	Education: All school sectors (state, Catholic, independent)
<b>Purpose:</b>	To collect information on the post-school destinations of students who completed Year 12 in Queensland
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	Main post-school destination and work/study outcomes by QLD, DET region, ASGS region and School
<b>Data level:</b>	Student level data
<b>Data type:</b>	Survey, closed questions
<b>Collection process and protocols:</b>	Fieldwork conducted by The Queensland Government Statisticians Office on behalf of DET under the <i>Statistical Returns Act 1896</i>
<b>Reports which include the data:</b>	<i>Next Step</i> statewide and sub-state reports. <i>Next Step</i> school reports.
<b>Authority to collect:</b>	Director-General DET
<b>Useability and access:</b>	State and sub-state publicly available on the department's website. School reports distributed to schools. Custom data available via adhoc data requests.
<b>Providing agency:</b>	DET
<b>Collecting agency:</b>	QGSO
<b>Owner of data:</b>	Queensland Department of Education, Training and Employment <a href="mailto:christopher.kinsella@dete.qld.gov.au">christopher.kinsella@dete.qld.gov.au</a> 07 3513 6844
<b>Data quality:</b>	High
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Non-Government Financial Questionnaire</b>
<b>Sector:</b>	All non-government schools receiving Australian Government general recurrent grants
<b>Purpose:</b>	The Financial Questionnaire is an annual collection of financial income, expenditure and liabilities from all non-government schools receiving Australian Government general recurrent grants.
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ Schools: <ul style="list-style-type: none"> <li>- general information</li> <li>- FTE (primary, secondary)</li> <li>- Year 1 minus 2 students FTE</li> <li>- recurrent income</li> <li>- school fee</li> <li>- other fee</li> <li>- private</li> <li>- state government</li> <li>- commonwealth government</li> <li>- capital income</li> <li>- government capital grants</li> <li>- capital fees and levies</li> <li>- other capital income</li> <li>- recurrent expenditure</li> <li>- salaries and allowances</li> <li>- salary related expenses</li> <li>- non salary expenses</li> <li>- capital expenditure.</li> </ul> </li> <li>▪ Separate and additional items for systems</li> </ul>
<b>Data level:</b>	Provider level - Schools or systems
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	Collected through the Schools Service Point
<b>Reports which include the data:</b>	National Report on Schooling Australia A range of OECD reports
<b>Authority to collect:</b>	Australian Education Regulation 2013
<b>Useability and access:</b>	Restricted access Aggregated data is available at school level on <i>My School</i>
<b>Providing agency:</b>	Schools

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<b>Collecting agency:</b>	Australian Government Department of Education and Training
<b>Owner of data:</b>	Non-government schools sector Data custodian: Australian Government Department of Education and Training <a href="mailto:John.Koulouris@education.gov.au">John.Koulouris@education.gov.au</a>
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Non-Government Schools – Student Address Data</b>
<b>Sector:</b>	Non-government schools, excluding special schools and special assistance schools.
<b>Purpose:</b>	Student address data is collected to derive a socioeconomic status (SES) score for each non-government school.
<b>Frequency:</b>	Collected two years prior to new funding period, with some schools updating data on request.
<b>Summary of variables by typical aggregation reported:</b>	Summary of variables include: <ul style="list-style-type: none"> <li>▪ school</li> <li>▪ student education level (primary/secondary)</li> <li>▪ boarding status (y/n)</li> <li>▪ residential address.</li> </ul>
<b>Data level:</b>	Collected at unit record level - student
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	Schools submit address listings to the Schools Service Point
<b>Reports which include the data:</b>	None
<b>Authority to collect:</b>	Australian Education Regulation 2013
<b>Useability and access:</b>	Restricted access to unit record data. Calculated SES scores for each school available publicly on the Schools Service Point website.
<b>Providing agency:</b>	Schools
<b>Collecting agency:</b>	Australian Government Department of Education and Training
<b>Owner of data:</b>	Non-government schools sector Data custodian: Australian Government Department of Education and Training <a href="mailto:Richard.Szymanski@education.gov.au">Richard.Szymanski@education.gov.au</a>
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Non-Government Schools Census</b>
<b>Sector:</b>	Non-government schools
<b>Purpose:</b>	The Census provides information on the number of schools, students, teaching and non-teaching staff in all non-government schools.  One use of this data is to determine specific elements of Australian Government per capita recurrent funding.
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	Summary of variables include: <ul style="list-style-type: none"> <li>▪ staff by count, full-time / part-time status and full-time equivalent load (for part-time staff) by detailed function category</li> <li>▪ sex</li> <li>▪ Indigenous status</li> <li>▪ education level (primary, secondary or special)</li> <li>▪ schools / campus data <ul style="list-style-type: none"> <li>- address</li> <li>- state</li> <li>- type (primary, secondary, combined, special)</li> <li>- boarding (y/n)</li> <li>- system status</li> <li>- affiliation.</li> </ul> </li> <li>▪ student count by full time / part-time and full time equivalent by <ul style="list-style-type: none"> <li>- age, year level, sex and Indigenous status</li> <li>- boarding students by sex and year level</li> <li>- students with disability (SWD) by sex and year level</li> <li>- students on visas by sex and year level</li> <li>- students on bridging visas by sex and year level</li> <li>- overseas students by sex and year level</li> <li>- distance education by sex and year level</li> <li>- Indigenous distance education by sex and year level.</li> </ul> </li> </ul>
<b>Data level:</b>	Provider level - School
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	Collected by the Australian Government Department of Education and Training from schools and school systems via the School Service Point
<b>Reports which include the data:</b>	Reports that use the data include: <ul style="list-style-type: none"> <li>▪ Schools Australia (ABS)</li> <li>▪ ANR</li> <li>▪ <i>My School</i> (ACARA)</li> </ul>
<b>Authority to collect:</b>	Australian Education Regulation 2013
<b>Useability and access:</b>	Restricted access



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<b>Providing agency:</b>	Schools
<b>Collecting agency:</b>	Australian Government Department of Education and Training
<b>Owner of data:</b>	Non-government schools sector Data custodian: Australian Government Department of Education and Training <a href="mailto:Richard.Szymanski@education.gov.au">Richard.Szymanski@education.gov.au</a>
<b>Data quality:</b>	
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Programme for International Student Assessment (PISA)</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	To measure how well 15 year old students are prepared to use their knowledge and skills in particular areas to meet real-life challenges.
<b>Frequency:</b>	Every three years - to be conducted in 2018
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ Subject domains: <ul style="list-style-type: none"> <li>- mathematical literacy</li> <li>- reading literacy</li> <li>- scientific literacy</li> <li>- additional surveys</li> <li>- creative problem solving (2003, 2012)</li> <li>- collaborative problem solving (2015)</li> <li>- financial literacy (2012, 2015).</li> </ul> </li> <li>▪ International reports: <ul style="list-style-type: none"> <li>- country</li> <li>- gender</li> <li>- socio-economic status variables</li> <li>- immigrant status</li> <li>- language background</li> <li>- proficiency levels.</li> </ul> </li> <li>▪ Australian reports (additional variables): <ul style="list-style-type: none"> <li>- state</li> <li>- sector (government, independent, Catholic) reported at national level only (from 2009 onwards)</li> <li>- Indigenous status reported at national level only</li> <li>- geographic location reported at national level only</li> <li>- socioeconomic background reported at national level only</li> <li>- immigrant background reported at national level only</li> <li>- language background reported at national level only.</li> </ul> </li> </ul>
<b>Data level:</b>	Collected at unit record level – student
<b>Data type:</b>	Quantitative student performance and background data
<b>Collection process and protocols:</b>	<ul style="list-style-type: none"> <li>▪ A National Project Manager (NPM) is appointed for each PISA cycle by each participating country. The NPM implements PISA according to procedures and timelines specified by the OECD.</li> <li>▪ The Australian NPM is contracted to produce a National Report summarising Australian student results.</li> <li>▪ In Australia the International Assessments Joint National Advisory Committee provides a forum to discuss implementation issues and advise the NPM.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Data collection is conducted by the NPM through a field trial and subsequent main study in schools. Schools are sampled according to OECD requirements, as well as local stratification variables, overseen by an international sampling referee.</li> <li>▪ For previous cycles collection has been predominately via completion of paper booklets, which are scanned to capture multiple-choice data. This will move to predominately computer-based collection in 2015.</li> <li>▪ A contract between the Australian Government Department of Education and Training and the NPM establishes requirements for compliance with relevant privacy and other laws.</li> <li>▪ This contract also specifies intellectual property rights for contract material and licencing requirements in relation to confidential and public excluded material, which includes test items and student results.</li> <li>▪ All reported data is de-identified, and contractual agreement prevents the NPM from disclosing confidential information to a third party.</li> <li>▪ The OECD also requires the Australian Government Department of Education and Training and the NPM to execute confidentiality agreements at particular stages of the PISA cycle.</li> </ul>
<p><b>Reports which include the data:</b></p>	<p>PISA National Report for each cycle (National Project Manager)</p> <p>National Report on Schooling in Australia (ACARA)</p> <p>(former) COAG Reform Council Annual Report</p> <p>RoGS</p> <p>PISA International Report for each cycle (OECD)</p> <p>PISA International Database and Codebooks (OECD)</p> <p>Other periodic OECD reports</p>
<p><b>Authority to collect:</b></p>	<p>Australia’s ongoing participation in PISA has been approved by education ministers as part of the National Assessment Program (NAP).</p> <p>Participation in the NAP is required for both government and non-government schools under the <i>Australian Education Act 2013</i> [Clause 77(c)].</p>
<p><b>Useability and access:</b></p>	<p>Public access for all reports is provided at the international and national levels.</p> <p>International reports are available at: <a href="http://www.oecd.org/pisa/publications/">http://www.oecd.org/pisa/publications/</a></p> <p>National reports are available at: <a href="https://www.acer.org/ozpisa/publications-and-data">https://www.acer.org/ozpisa/publications-and-data</a></p> <p>De-identified unit record data publicly available at:</p> <p><a href="https://www.acer.org/ozpisa/publications-and-data">https://www.acer.org/ozpisa/publications-and-data</a> (Australian data sets)</p> <p><a href="http://www.oecd.org/pisa/pisaproducts/">http://www.oecd.org/pisa/pisaproducts/</a> (International data sets)</p>
<p><b>Providing agency:</b></p>	<p>Students and staff at sampled primary and secondary schools</p>
<p><b>Collecting agency:</b></p>	<p>Data is collected by the NPM, on behalf of Australian, state and territory governments. The Australian Council for Educational Research (ACER) has been</p>

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	the NPM for each PISA cycle up to 2015.
<b>Owner of data:</b>	OECD Data custodian: Australian Council for Educational Research <a href="mailto:ozpisa@acer.edu.au">ozpisa@acer.edu.au</a> 1800 280 625
<b>Data quality:</b>	Data quality is maintained through monitoring of operations and procedures, detailed training of test administrators and coders, and monitoring of data entry.  PISA quality monitors visit a sample of Australian schools to ensure that procedures are followed accurately and instructions adhered to during the study period
<b>Comments (optional):</b>	72 countries and economies participated in PISA 2012 including 35 OECD countries and 37 partner countries or economies.  14,530 Australian students from 758 schools participated in PISA 2015.

<b>Title of collection:</b>	<b>Progress in International Reading Literacy Study (PIRLS)</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	PIRLS is an international comparative study of the reading literacy of Year 4 students. It is designed to measure children’s reading literacy achievement, to provide a baseline for future studies of trends in achievement, and to gather information about children’s home and school experiences in learning to read.
<b>Frequency:</b>	Every five years – last cycle in 2016
<b>Summary of variables by typical aggregation reported:</b>	<p>Covers student achievement data as well as student, teacher, school and curricular background data.</p> <p>Examples of available variables include:</p> <ul style="list-style-type: none"> <li>▪ Purposes of reading <ul style="list-style-type: none"> <li>- literary experience (stories)</li> <li>- acquire and use information.</li> </ul> </li> <li>▪ Processes of reading <ul style="list-style-type: none"> <li>- retrieve information</li> <li>- makes straightforward inferences</li> <li>- interpret and integrate ideas and information</li> <li>- examine and evaluate textual elements.</li> </ul> </li> </ul> <p>International reports:</p> <ul style="list-style-type: none"> <li>▪ country</li> <li>▪ gender</li> <li>▪ socioeconomic status variables (parent education, books in the home, home educational resources)</li> <li>▪ language background</li> <li>▪ proficiency levels.</li> </ul> <p>Australian students (additional variables):</p> <ul style="list-style-type: none"> <li>▪ state / territory</li> <li>▪ Indigenous status</li> <li>▪ geographic location.</li> </ul>
<b>Data level:</b>	Collected at unit record level – student
<b>Data type:</b>	Survey – questionnaire and test data
<b>Collection process and protocols:</b>	<p>Collection processes and protocols include:</p> <ul style="list-style-type: none"> <li>▪ Data collection in Australia by the National Research Centre (NRC) is conducted through a field trial and subsequent main study in schools. Schools are sampled according to the IEA requirements, as well as local stratification variables, overseen by the IEA Data Processing Centre ensuring a quality assurance process.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ To date, data collection has been paper-based, using booklets which contain personal information. The data sources are scanned and sent overseas for processing.</li> <li>▪ A contract between the Australian Government Department of Education and Training and the NRC establishes requirements for compliance with relevant privacy and other laws.</li> <li>▪ This contract also specifies intellectual property rights for contract material and licencing requirements in relation to confidential and public excluded material, which includes test items and student results.</li> <li>▪ All reported data is de-identified, and contractual agreement prevents the NRC from disclosing confidential information to a third party.</li> </ul>
<p><b>Reports which include the data:</b></p>	<p>Reports which contain this data include:</p> <ul style="list-style-type: none"> <li>• PIRLS National Report for each cycle is prepared by the NRC. (former) COAG Reform Council Annual Report</li> <li>• RoGS</li> <li>• PIRLS International Results for each cycle (IEA)</li> <li>• PIRLS International Database and User Guide (IEA)</li> <li>• Other periodic IEA Policy Briefs</li> </ul>
<p><b>Authority to collect:</b></p>	<p>Australia’s ongoing participation in TIMSS has been approved by education ministers as part of the National Assessment Program (NAP).</p> <p>Participation in the NAP is required for both government and non-government schools under the <i>Australian Education Act 2013</i> [Clause 77(c)].</p>
<p><b>Useability and access:</b></p>	<p>Public access for all reports is provided at the international and national levels.</p> <p>International reports are available at: <a href="http://timssandpirls.bc.edu/">http://timssandpirls.bc.edu/</a></p> <p>National reports are available at: <a href="http://www.acer.edu.au/pirls">http://www.acer.edu.au/pirls</a></p>
<p><b>Providing agency:</b></p>	<p>Students and staff at sampled primary schools</p>
<p><b>Collecting agency:</b></p>	<p>Australian Council for Educational Research on behalf of the IEA.</p> <p>In Australia, PIRLS is implemented by the Australian Council for Educational Research, which is Australia’s representative to the IEA. Funding is provided by the Commonwealth, State and territory governments.</p>
<p><b>Owner of data:</b></p>	<p>IEA</p> <p>Data custodian: Australian Council for Educational Research <a href="mailto:pirls@acer.edu.au">pirls@acer.edu.au</a></p>
<p><b>Data quality:</b></p>	<p>Data quality is maintained through monitoring of operations and procedures in accordance with the IEA prescribed quality assurance process, to ensure data integrity.</p>
<p><b>Comments (optional):</b></p>	

<b>Title of collection:</b>	<b>Qualifications and Work</b>
<b>Sector:</b>	All persons aged 15 years and over (with exclusions). Higher education, vocational education, and schools.
<b>Purpose:</b>	Provides a range of information about formal and non-formal learning activities undertaken by Australians, with a particular focus on work-related training. Data are presented alongside general demographic, educational and employment characteristics. The data available include participation rates for work-related training and personal interest learning, the reasons for participation, the time spent undertaking the most recent training and personal costs incurred. Also collected is information on the barriers that prevent people from undertaking training.
<b>Frequency:</b>	Every 4 years. Last conducted in 2015.
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ state or territory of usual residence</li> <li>▪ area of usual residence</li> <li>▪ sex</li> <li>▪ age group</li> <li>▪ Indigenous status</li> <li>▪ marital status</li> <li>▪ relationship in household</li> <li>▪ country of birth</li> <li>▪ year of arrival in Australia</li> <li>▪ level of highest educational attainment</li> <li>▪ level of three highest non-school qualifications</li> <li>▪ highest year of school completed</li> <li>▪ main field of highest educational attainment</li> <li>▪ main field of three highest non-school qualifications</li> <li>▪ year completed highest non-school qualification</li> <li>▪ number of non-school qualifications obtained</li> <li>▪ labour force status</li> <li>▪ status in employment in current job</li> <li>▪ occupation.</li> </ul>
<b>Data level:</b>	Collected at unit record level – respondent
<b>Data type:</b>	Survey
<b>Collection process and protocols:</b>	<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4235.0Explanatory%20Notes12015?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4235.0Explanatory%20Notes12015?OpenDocument</a>
<b>Reports which include the data:</b>	ABS Catalogue No. 4235.0 – Qualifications and Work
<b>Authority to collect:</b>	<p><i>Census and Statistics Act 1905</i></p> <p><i>Australian Bureau of Statistics Act 1975</i></p> <p><i>Census and Statistics Regulation 2016</i></p>

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<b>Useability and access:</b>	Public access arrangements: ABS Information on microdata access through TableBuilder is available at: <a href="http://www.abs.gov.au/ausstats%5Cabs@.nsf/0/A8544BB693CBF6DDCA257B780017B1AC?Opendocument">http://www.abs.gov.au/ausstats%5Cabs@.nsf/0/A8544BB693CBF6DDCA257B780017B1AC?Opendocument</a>
<b>Providing agency:</b>	Survey respondents
<b>Collecting agency:</b>	Australian Bureau of Statistics
<b>Owner of data:</b>	Australian Bureau of Statistics <a href="mailto:education.statistics@abs.gov.au">education.statistics@abs.gov.au</a> 1300 135 070
<b>Data quality:</b>	Refer to: <a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/4235.0Quality%20Declaration12015?opendocument&amp;tabname=Notes&amp;prodno=4235.0&amp;issue=2015&amp;num=&amp;view=">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/4235.0Quality%20Declaration12015?opendocument&amp;tabname=Notes&amp;prodno=4235.0&amp;issue=2015&amp;num=&amp;view=</a>
<b>Comments (optional):</b>	



<b>Title of collection:</b>	<b>Quality Indicators for Learning and Teaching (QILT)</b>
<b>Sector:</b>	Higher Education
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• The Quality Indicators for Learning and Teaching provide a coherent suite of government endorsed surveys for higher education, that cover the student life cycle from commencement to employment and include: <ul style="list-style-type: none"> <li>○ the Student Experience Survey, measuring the experience and satisfaction of current students;</li> <li>○ the Graduate Outcomes Survey, examining labour market outcomes of newly qualified higher education graduates; and</li> <li>○ the Employer Satisfaction Survey measuring the generic skills, technical skills and work readiness of graduates.</li> </ul> </li> </ul>
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ age</li> <li>▪ sex</li> <li>▪ Indigenous status</li> <li>▪ residency status</li> <li>▪ home state</li> <li>▪ disability status</li> <li>▪ non-English speaking background</li> <li>▪ first educational qualification post school</li> <li>▪ highest educational qualification prior to course</li> <li>▪ level of qualification</li> <li>▪ field of study</li> <li>▪ attendance</li> <li>▪ length of time taken to complete course</li> <li>▪ whether the graduate received recognition of prior learning</li> <li>▪ work in final year</li> <li>▪ employer support during course</li> <li>▪ labour force status at reference date</li> <li>▪ whether employed full-time or part-time</li> <li>▪ whether a short-term or permanent employee</li> <li>▪ occupation at reference date</li> <li>▪ industry of employer at reference date</li> <li>▪ annual salary</li> <li>▪ length of service</li> <li>▪ level of qualification</li> <li>▪ field of study</li> <li>▪ attendance</li> <li>▪ month course began</li> <li>▪ institution</li> <li>▪ graduate satisfaction items.</li> </ul>

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<b>Data level:</b>	Collected at unit record level - respondent
<b>Data type:</b>	Survey - questionnaire
<b>Collection process and protocols:</b>	Social Research Centre is responsible for the decentralised administration of the QILT surveys.
<b>Reports which include the data:</b>	Various publications produced by Social Research Centre.
<b>Authority to collect:</b>	Granted by participating institutions. Participation of respondents is on a voluntary basis.
<b>Useability and access:</b>	Datasets are restricted to institutional use — access to data can be requested through the Social Research Centre website <a href="https://www.qilt.edu.au/for-institutions/data-request">https://www.qilt.edu.au/for-institutions/data-request</a> and the Australian Government Department of Education and Training.
<b>Providing agency:</b>	Higher education providers
<b>Collecting agency:</b>	Social Research Centre
<b>Owner of data:</b>	Social Research Centre <a href="http://www.qilt.edu.au">www.qilt.edu.au</a>
<b>Data quality:</b>	Governed by data protocols overseen by Social Research Centre.
<b>Comments (optional):</b>	The Australian Graduate Survey was discontinued after the 2015 survey and has been replaced with the Quality Indicators for Learning and Teaching (QILT) suite of surveys. Graduate Careers Australia is preparing all old AGS data for historical analysis and archiving.

<b>Title of collection:</b>	<b>Staff in Australia’s Schools (SiAS)</b>
<b>Sector:</b>	Schools sector
<b>Purpose:</b>	Provide data and analysis to inform teacher workforce planning and the development of teacher quality initiatives
<b>Frequency:</b>	SiAS was an adhoc collection conducted in 2007, 2010 and 2013.
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ demographic characteristics</li> <li>▪ qualifications</li> <li>▪ current position</li> <li>▪ professional learning activities</li> <li>▪ career paths in teaching</li> <li>▪ activities outside teaching</li> <li>▪ future career intentions</li> <li>▪ school staffing issues</li> <li>▪ teacher appraisal.</li> </ul>
<b>Data level:</b>	De-identified survey unit records, person (teacher) level
<b>Data type:</b>	Survey
<b>Collection process and protocols:</b>	Details of the processes and protocols for the collection can be found in the main SiAS 2013 report. These included obtaining system and school level approvals, questionnaire design, sample selection, online data collection, processing and quality assurance and report preparation.
<b>Reports which include the data:</b>	<p>The main SiAS 2013 report, Staff in Australia’s Schools 2013: Main Report on the Survey, was released in 2014. National data from the SiAS surveys has been lodged with the Australian Data Archive (ADA).</p> <p>ACER has continued to produce analysis on characteristics of the teacher workforce using this data.</p>
<b>Authority to collect:</b>	Government and non-government education authorities voluntarily agreed to a request from the Australian Government to support the collection of data from teachers and school leaders in their schools
<b>Useability and access:</b>	Reports and data files are publicly available
<b>Providing agency:</b>	Data is collected directly from teachers and school leaders
<b>Collecting agency:</b>	Data collected, processed and reported by ACER
<b>Owner of data:</b>	<p>Australian Government Department of Education and Training</p> <p><a href="mailto:Kirsty.leslie@education.gov.au">Kirsty.leslie@education.gov.au</a> 02 6240 9066</p>
<b>Data quality:</b>	With the large numbers of responding teachers and leaders at the national level SiAS 2013 can be regarded as reflective of the teacher workforce at the <u>national level</u> at that time. SiAS data <u>below</u> this level should be used with

	caution as it may not be representative.
<b>Comments (optional):</b>	Although there is no commitment from the Australian Government to run another SiAS, data from SiAS were utilised by AITSL in the development of its 2016 proposal to Education Council for the development of the National Initial Teacher Education and Teacher Workforce Data Strategy. It is envisaged that the data strategy will incorporate information from “SiAS like” surveys.

<b>Title of collection:</b>	<b>State Government Schools Data Submissions</b>
<b>Sector:</b>	All state government schools
<b>Purpose:</b>	Collects information on full-time equivalent enrolments in government schools by school, grade, Indigenous status and sex.
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ FTE enrolments by: <ul style="list-style-type: none"> <li>- state</li> <li>- school</li> <li>- grade</li> <li>- Indigenous status</li> <li>- sex</li> <li>- school type variables.</li> </ul> </li> </ul>
<b>Data level:</b>	School
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	Data are extracted from school enrolment systems for submission to the ABS for NSSC, the reformatted for this collection.
<b>Reports which include the data:</b>	NSSC, ACARA <i>My School</i> website, RoGS
<b>Authority to collect:</b>	<i>Australian Education Act 2013</i>
<b>Useability and access:</b>	Restricted access
<b>Providing agency:</b>	State and territory governments
<b>Collecting agency:</b>	Australian Government Department of Education and Training
<b>Owner of data:</b>	<p>State and territory governments</p> <p>Data custodian: Australian Government Department of Education and Training</p> <p><a href="mailto:SchoolsClusterDataRequests@education.gov.au">SchoolsClusterDataRequests@education.gov.au</a></p>
<b>Data quality:</b>	
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Student Health and Wellbeing Survey (About You) (VIC)</b>
<b>Sector:</b>	Education
<b>Purpose:</b>	Purpose is to collect population level data of young people’s health, wellbeing and safety in Victoria (through representative sample collected in government, catholic and independent schools)
<b>Frequency:</b>	Every 2-3 years commencing 2014
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>• year level</li> <li>• gender</li> <li>• local area</li> <li>• nutrition and eating habits</li> <li>• oral health</li> <li>• general health</li> <li>• special health care needs</li> <li>• asthma</li> <li>• sleep</li> <li>• sun protection</li> <li>• physical activity</li> <li>• sedentary behaviours</li> <li>• bullying and social exclusion</li> <li>• satisfaction with life</li> <li>• subjective health complaints and mental health Moods and feelings</li> <li>• perceived academic performance</li> <li>• school satisfaction</li> <li>• commitment to school</li> <li>• student relations</li> <li>• school-related stress</li> <li>• safe environments</li> <li>• injury</li> <li>• fighting and attitudes towards antisocial behaviour</li> <li>• family affluence</li> <li>• family relationships and family risk</li> <li>• positive peer relationships.</li> </ul>
<b>Data level:</b>	Collected at unit record level - respondent
<b>Data type:</b>	Survey
<b>Collection process and protocols:</b>	Online survey collected in a sample of schools in Victoria across Government, Catholic and Independent schools for students in Years 5, 8 and 11. Sample schools are stratified by 17 local areas and sample size in 2016 was 12,000 respondents. Collection takes place in classroom setting under administration of 2 trained fieldworkers. Ethics approval from external ethics committee.

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<b>Reports which include the data:</b>	Findings from the survey are reported via the online Victorian Child and Adolescent Monitoring System (VCAMS) and the State of Victoria’s Children Report. <a href="http://www.education.vic.gov.au/about/research/Pages/vcams.aspx">http://www.education.vic.gov.au/about/research/Pages/vcams.aspx</a>
<b>Authority to collect:</b>	Granted by respondent - participation is on a voluntary basis Opt out can be by parent or student.
<b>Useability and access:</b>	Public access via VCAMS: <a href="http://www.education.vic.gov.au/about/research/Pages/vcams.aspx">http://www.education.vic.gov.au/about/research/Pages/vcams.aspx</a>
<b>Providing agency:</b>	Schools (Department of Education and Training - Victoria)
<b>Collecting agency:</b>	Service provider selected through public open tender process.
<b>Owner of data:</b>	Victoria Department of Education and Training <a href="mailto:thomas.susan.m@edumail.vic.gov.au">thomas.susan.m@edumail.vic.gov.au</a> 03 9637 3859
<b>Data quality:</b>	Sample stratified and weighted against school enrolment benchmarks. Includes confidence intervals.
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Student Outcomes Survey</b>
<b>Sector:</b>	Vocational Education and Training
<b>Purpose:</b>	<p>The aim of the National Student Outcomes Survey is to improve the social and economic outcomes of students who undertake vocational education and training (VET). This is achieved by providing the VET sector with information on students' reasons for training, their employment outcomes, satisfaction with training, benefits of the training and further study outcomes.</p> <p>The information is used by national and state/territory bodies, along with local training providers, to ensure vocational training is of high quality and relevant to Australian workplaces. The survey highlights both the positive and negative outcomes from training and monitors the effectiveness of the VET system. The information collected assists in administering, planning, and evaluating the VET system.</p>
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ age</li> <li>▪ sex</li> <li>▪ country of birth</li> <li>▪ whether had a disability or long-term health condition</li> <li>▪ main language other than English spoken at home</li> <li>▪ Aboriginal and Torres Strait Islander status</li> <li>▪ highest year of school completed</li> <li>▪ level of highest educational attainment prior to completion of current course</li> <li>▪ course name</li> <li>▪ level of education</li> <li>▪ field of education</li> <li>▪ whether training was part of apprenticeship/traineeship.</li> </ul>
<b>Data level:</b>	Student level (one record per student)
<b>Data type:</b>	Survey
<b>Collection process and protocols:</b>	A sample is drawn from NCVER's National VET Provider Collection and sample files are sent to the fieldwork contractor. The fieldwork contractor provides these files to state training authorities (STAs), who populate with contact details.
<b>Reports which include the data:</b>	In 2016, NCVER produced <i>Government-funded student outcomes</i> , and <i>Total VET graduate outcomes</i> . The former reported on the outcomes for government-funded students, the latter reported on the outcomes for all



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	<p>graduates, regardless of whether their training was government-funded or fee-for-services. A decision has not yet been made about whether we will maintain the two publications, or just produce one, in 2017.</p> <p>Data is also included in the Report on Government Services (RoGS) (Productivity Commission)</p>
<b>Authority to collect:</b>	Granted by respondent – participation is on a voluntary basis
<b>Useability and access:</b>	De-identified unit record data and a range of aggregated data tables are available via the NCVER website at: <a href="http://www.ncver.edu.au">http://www.ncver.edu.au</a>
<b>Providing agency:</b>	Respondents
<b>Collecting agency:</b>	The Social Research Centre
<b>Owner of data:</b>	National Centre for Vocational Education Research (NCVER) <a href="mailto:surveys_req@ncver.edu.au">surveys_req@ncver.edu.au</a> 08 8230 8400
<b>Data quality:</b>	<a href="https://www.ncver.edu.au/support/topics/using-ncver-data/data-quality-principles">https://www.ncver.edu.au/support/topics/using-ncver-data/data-quality-principles</a>
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Survey of Education and Work</b>
<b>Sector:</b>	All persons aged 15–74 years (with exclusions). Higher education, vocational education, and schools.
<b>Purpose:</b>	Provides information on the educational experience of persons aged 15–74 years.
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ state or territory of usual residence</li> <li>▪ area of usual residence</li> <li>▪ region of usual residence</li> <li>▪ sex</li> <li>▪ age group</li> <li>▪ Indigenous status</li> <li>▪ marital status</li> <li>▪ relationship in household</li> <li>▪ country of birth</li> <li>▪ period of arrival in Australia</li> <li>▪ level of highest educational attainment</li> <li>▪ level of highest non-school qualification</li> <li>▪ highest year of school completed</li> <li>▪ main field of highest educational attainment</li> <li>▪ year completed highest non-school qualification</li> <li>▪ number of non-school qualifications obtained</li> <li>▪ labour force status</li> <li>▪ status in employment in current job</li> <li>▪ occupation.</li> </ul>
<b>Data level:</b>	Collected at unit record level – respondent
<b>Data type:</b>	Survey
<b>Collection process and protocols:</b>	<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202016?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202016?OpenDocument</a>
<b>Reports which include the data:</b>	ABS Catalogue No. 6227.0 – Survey of Education and Work
<b>Authority to collect:</b>	<p><i>Census and Statistics Act 1905</i></p> <p><i>Australian Bureau of Statistics Act 1975</i></p> <p><i>Census and Statistics Regulation 2016</i></p>
<b>Useability and access:</b>	<p>Public access arrangements: ABS</p> <p>Information on microdata access through TableBuilder is available at:  <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/6227.0.30.001">http://www.abs.gov.au/ausstats/abs@.nsf/mf/6227.0.30.001</a></p>
<b>Providing agency:</b>	Survey respondents

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<b>Collecting agency:</b>	Australian Bureau of Statistics
<b>Owner of data:</b>	Australian Bureau of Statistics <a href="mailto:education.statistics@abs.gov.au">education.statistics@abs.gov.au</a> 1300 135 070
<b>Data quality:</b>	Refer to: <a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0%20Explanatory%20Notes1May%202013?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0 Explanatory%20Notes1May%202013?OpenDocument</a>
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Teaching and Learning International Survey (TALIS)</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	TALIS collects data on the learning environment, teaching practices and working conditions of teachers and principals. TALIS data supports efforts to produce quality teaching and learning environments and improve workforce planning.
<b>Frequency:</b>	TALIS has been conducted in 2008 and 2013. From 2018 TALIS will take place every six years to coincide with every second PISA cycle.
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ demographic information</li> <li>▪ educational background</li> <li>▪ employment status</li> <li>▪ out of field teaching</li> <li>▪ school type, composition and climate</li> <li>▪ school leadership</li> <li>▪ teacher mentoring</li> <li>▪ professional development</li> <li>▪ teacher appraisal and feedback</li> <li>▪ teaching practices</li> <li>▪ classroom environment</li> <li>▪ teacher self-efficacy</li> <li>▪ job satisfaction.</li> </ul> <p>Both international and national reports are available.</p>
<b>Data level:</b>	Collected at individual teacher/principal level.
<b>Data type:</b>	<p>TALIS provides survey data for teachers and principals.</p> <p>All countries participating in TALIS collect data on lower secondary (Years 7-10) teachers and principals.</p> <p>In 2018, Australia will also collect data on primary teachers and principals. Australia will also participate in a project to link TALIS 2018 and PISA 2018 data (the 'TALIS-PISA Link').</p>
<b>Collection process and protocols:</b>	<ul style="list-style-type: none"> <li>▪ A National Project Manager (NPM) is appointed by participating countries for each TALIS cycle. The NPM implements TALIS according to procedures and timelines specified by the OECD.</li> <li>▪ The Australian NPM is contracted to produce a National Report</li> </ul>

	<p>summarising Australian student results.</p> <ul style="list-style-type: none"> <li>▪ In Australia, a National Advisory Committee has been established for TALIS which provides a forum to discuss implementation issues and advise the NPM.</li> <li>▪ Data collection is conducted through a field trial and subsequent main surveys in schools. Schools are sampled according to OECD requirements, as well as local stratification variables, overseen by an international sampling referee.</li> <li>▪ TALIS questionnaires are administered electronically but paper-based questionnaires are available.</li> <li>▪ A contract between the Australian Government Department of Education and Training and the NPM establishes requirements for compliance with relevant privacy and other laws.</li> <li>▪ The contract also specifies intellectual property rights for contract material and licencing requirements in relation to confidential and public excluded material, which includes test items and student results.</li> <li>▪ All reported data is de-identified, and contractual agreement prevents the NPM from disclosing confidential information to a third party.</li> </ul>
<b>Reports which include the data:</b>	<p>TALIS International data reports (OECD)</p> <p>TALIS International thematic reports (OECD)</p> <p>TALIS international policy briefs (OECD)</p> <p>TALIS National Report (National Project Manager)</p>
<b>Authority to collect:</b>	<p>Australia’s participation in TALIS 2018 has been approved by education senior officials through the Australian Education Senior Officials Committee (AESOC). Explicit approval is provided for each TALIS cycle.</p>
<b>Useability and access:</b>	<p>De-identified international and national unit record data publicly available at: <a href="http://stats.oecd.org/Index.aspx?datasetcode=talis_2013%20">http://stats.oecd.org/Index.aspx?datasetcode=talis_2013%20</a></p>
<b>Providing agency:</b>	<p>OECD</p>
<b>Collecting agency:</b>	<p>Data is collected by the NPM, on behalf of Australian, state and territory governments. The Australian Council for Educational Research (ACER) has been the NPM for each TALIS cycle up to 2018.</p>
<b>Owner of data:</b>	<p>OECD</p> <p>Data custodian: Australian Council for Educational Research</p> <p>03 9277 5555</p>
<b>Data quality:</b>	<p>Data quality is maintained through monitoring of operations and procedures, detailed training of test administrators and coders, and monitoring of data</p>

	<p>entry.</p> <p>TALIS quality monitors visit Australian schools to ensure that procedures are followed accurately and instructions adhered to during the study period</p>
<b>Comments (optional):</b>	<p>38 countries and economies participated in TALIS 2013 and 47 will participate in 2018.</p> <p>In Australia, 2,059 lower secondary teacher and 116 principals in 123 schools participated in TALIS 2013.</p>

<b>Title of collection:</b>	<b>Trends in International Mathematics and Science Study (TIMSS)</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	The purpose of TIMSS is to provide international trends in Mathematics and science of students at the Year 4 and Year 8 level. TIMSS assesses both the content and cognitive dimensions of mathematics and science.
<b>Frequency:</b>	Every four years – last cycle in 2015
<b>Summary of variables by typical aggregation reported:</b>	<p>Covers student achievement data as well as student, teacher, school and curricular background data.</p> <p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ Subject Domains: Mathematics <ul style="list-style-type: none"> <li>- Mathematics <ul style="list-style-type: none"> <li>○ Year 4 content domains – number, geometric shapes and measurement, data display.</li> <li>○ Year 8 content domains – number, algebra, geometry, data and chance.</li> </ul> </li> <li>- Science <ul style="list-style-type: none"> <li>○ Year 4 content domains – life science, physical science, earth science</li> <li>○ Year 8 content domains – biology, physics, chemistry, earth science.</li> </ul> </li> </ul> </li> <li>▪ international students: <ul style="list-style-type: none"> <li>- country</li> <li>- gender</li> <li>- socio-economic status variables (parent education, books in the home, home educational resources)</li> <li>- language background</li> <li>- proficiency levels.</li> </ul> </li> <li>▪ Australian reports (additional variables): <ul style="list-style-type: none"> <li>- state</li> <li>- Indigenous status</li> <li>- geographic location.</li> </ul> </li> </ul>
<b>Data level:</b>	Collected at unit record level – student
<b>Data type:</b>	Survey – questionnaire and test data
<b>Collection process and protocols:</b>	<p>Collection process and protocols include:</p> <ul style="list-style-type: none"> <li>▪ Data collection in Australia by the National Research Centre (NRC) through a field trial and subsequent main study in schools. Schools are sampled according to the IEA requirements, as well as local stratification variables, overseen by the IEA Data Processing Centre ensuring a quality assurance process.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ To date, data collection has been paper-based, using booklets which contain personal information. The data sources are scanned and sent overseas for processing.</li> <li>▪ A contract between the Australian Government Department of Education and Training and the NRC establishes requirements for compliance with relevant privacy and other laws.</li> <li>▪ This contract also specifies intellectual property rights for contract material and licencing requirements in relation to confidential and public excluded material, which includes test items and student results.</li> <li>▪ All reported data is de-identified, and contractual agreement prevents the NRC from disclosing confidential information to a third party.</li> </ul>
<b>Reports which include the data:</b>	<p>Reports that use the data include:</p> <ul style="list-style-type: none"> <li>▪ TIMSS National Report for each cycle is prepared by the NRC.</li> <li>▪ National Report on Schooling in Australia (ACARA)</li> <li>▪ (former) COAG Reform Council Annual Report</li> <li>▪ RoGS</li> <li>▪ TIMSS International Results for each cycle (IEA)</li> <li>▪ TIMSS International Database and User Guide (IEA)</li> <li>▪ Other periodic IEA Policy Briefs</li> </ul>
<b>Authority to collect:</b>	<p>Australia’s ongoing participation in TIMSS has been approved by education ministers as part of the National Assessment Program (NAP).</p> <p>Participation in the NAP is required for both government and non-government schools under the <i>Australian Education Act 2013</i> [Clause 77(c)].</p>
<b>Useability and access:</b>	<p>Public access for all reports is provided at the international and national levels.</p> <p>International reports are available at: <a href="http://timssandpirls.bc.edu/">http://timssandpirls.bc.edu/</a></p> <p>National reports are available at: <a href="http://www.acer.edu.au/timss">http://www.acer.edu.au/timss</a></p>
<b>Providing agency:</b>	<p>Students and staff at sampled primary and secondary schools.</p>
<b>Collecting agency:</b>	<p>Australian Council for Educational Research on behalf of the IEA.</p> <p>In Australia, TIMSS is implemented by the Australian Council for Educational Research which is Australia’s representative to the IEA. Funding is provided by the Commonwealth, state and territory governments.</p>
<b>Owner of data:</b>	<p>IEA</p> <p>Data custodian: Australian Council for Educational Research</p> <p><a href="mailto:timss@acer.edu.au">timss@acer.edu.au</a></p>
<b>Data quality:</b>	<p>Data quality is maintained through monitoring of operations and procedures, in accordance with the IEA prescribed quality assurance process to ensure data integrity.</p>



**Comments (optional):**

TIMSS aims to link the survey results with instructional practices at the classroom level whereas PISA aims to provide advice on broader system-level education policies. Also, there are a different number of countries that participate in the assessment.

For example, 50 countries participated in TIMSS 2011 for Year 4 Mathematics and Science whereas 42 countries participated in Year 8 Mathematics and Science.

<b>Title of collection:</b>	<b>University Applications, Offers and Acceptances</b>
<b>Sector:</b>	Higher Education
<b>Purpose:</b>	Each year the Australian Government Department of Education and Training collects data on the number of applications for undergraduate (commonwealth supported places) study at university, the number of offers received and the number of offers accepted.
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables include:</p> <ul style="list-style-type: none"> <li>▪ gender</li> <li>▪ Indigenous status</li> <li>▪ state (ACT within NSW; NT within SA.)</li> <li>▪ applicant type (Year 12, Non-Year 12)</li> <li>▪ tertiary entrance score of Year 12 Applicant (the 'Interstate Transfer Index')</li> <li>▪ field of education</li> <li>▪ preference level of course</li> <li>▪ number of preferences</li> <li>▪ applications</li> <li>▪ offers of places</li> <li>▪ acceptances, rejections and deferrals of offers</li> <li>▪ basis of admission</li> <li>▪ age (19 and under, 20 to 24 years, 25 and over; and subcategory 16 and under)</li> <li>▪ region (metropolitan, regional– based on MCEETYA and SEIFA 2011)</li> <li>▪ prior highest educational participation (including participation in VET)</li> <li>▪ socio-economic Status (based on 2006 and 2011 SEIFA IEO)</li> <li>▪ university groupings.</li> </ul>
<b>Data level:</b>	Provider level – University
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	Data is submitted by TACs and universities through the Higher Education Information Management System (HEIMS). Data and Analysis Branch conduct quality assurance and distribution
<b>Reports which include the data:</b>	The Australian Government Department of Education and Training publishes two reports with the University Applications, Offers and Acceptances report being the most comprehensive. The other report is titled 'Undergraduate Applications and Offers, February (year)'.
<b>Authority to collect:</b>	The <i>Higher Education Support Act 2003</i> s.19-70
<b>Useability and access:</b>	Restricted access
<b>Providing agency:</b>	Tertiary Admissions Centres and Universities
<b>Collecting agency:</b>	Tertiary Admissions Centres and Universities

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<b>Owner of data:</b>	Tertiary Admissions Centres and Universities Data custodian: Australian Government Department of Education and Training <a href="mailto:phil.aungles@education.gov.au">phil.aungles@education.gov.au</a> 02 6240 9688
<b>Data quality:</b>	
<b>Comments (optional):</b>	For 2008 and 2009, data was collected from only Tertiary Admission Centres (TACs). From the 2010 academic year, information was collected for applications made through TACs as well as applications made directly to universities.  TACs make four applications and offers of data submissions, while universities make two direct applications and offers data submissions.

<b>Title of collection:</b>	<b>Victorian Child and Adolescent Monitoring System (VIC)</b>
<b>Sector:</b>	The portal brings together data from across the Victorian Government to track the progress of children and young people against key health, wellbeing and development outcomes. Some education indicators cover all sectors.
<b>Purpose:</b>	To view and explore data through Tableau visualisations about children and young people across a range of indicators drawn from the VCAMS Outcomes Framework.
<b>Frequency:</b>	Variable, as data becomes available e.g. annual onwards
<b>Summary of variables by typical aggregation reported:</b>	Aggregation of data generally by Local Government Area and Statewide. For some indicators aggregation by gender, ATSI and LBOTE for Statewide data also available.
<b>Data level:</b>	Local Government Area or Statewide
<b>Data type:</b>	Variable, Administrative, Census, Survey
<b>Collection process and protocols:</b>	Data are collected from the Data Owners both within the Department of Education and Training – Victoria and across Government, both State and Commonwealth Departments and Agencies.
<b>Reports which include the data:</b>	Data on 97 indicators is displayed in the VCAMS portal. Much of the data is reported in publications produced by the various provider Departments and agencies.
<b>Authority to collect:</b>	VCAMS portal brings together data and evidence from across government to track progress against the Victorian Child and Adolescent Outcomes Framework. The portal supports the statutory reporting obligations of the Children Services Coordination Board under s 15 of the <i>Child Wellbeing and Safety Act 2005 (Vic.)</i> .
<b>Useability and access:</b>	VCAMS is on an open access platform available to anyone and can be accessed via a web browser.
<b>Providing agency:</b>	Range of Victorian and Commonwealth Departments and Agencies
<b>Collecting agency:</b>	Department of Education and Training - Victoria
<b>Owner of data:</b>	Range of Victorian and Commonwealth Departments and Agencies <a href="mailto:cleary.joyce.e@edumail.vic.gov.au">cleary.joyce.e@edumail.vic.gov.au</a> 03 9947 1852 <a href="mailto:dennett.susan.s@edumail.vic.gov.au">dennett.susan.s@edumail.vic.gov.au</a> 03 9637 2175
<b>Data quality:</b>	The data is validated, verified and signed off by provider Departments and Agencies before receipt by the Department of Education and Training - Victoria.
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Wellbeing and Engagement Collection</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	A survey to gain feedback directly from young people about their wellbeing and engagement inside and outside of school.
<b>Frequency:</b>	Annually (since 2013)
<b>Summary of variables by typical aggregation reported:</b>	Age Gender Indigenous status
<b>Data level:</b>	
<b>Data type:</b>	Survey - questionnaire
<b>Collection process and protocols:</b>	<p>Schools volunteer to participate in the Wellbeing and Engagement Collection (96% participation among government schools in 2016).</p> <p>The questionnaire is completed online by students in class time under school supervision.</p> <p>Schools that have less than five students do not receive school results, to protect against the identification of individual students.</p> <p>Students are told that they can withdraw from completing the survey at any point.</p>
<b>Reports which include the data:</b>	Information on the student responses is provided to each participating school and to each of public school partnership (grouping of approx. 20 schools).
<b>Authority to collect:</b>	Education Act 1972 (SA), Information Privacy Principles Instruction (SA).
<b>Useability and access:</b>	Reports sent to schools may be distributed outside of the school community with the permission of the school leader. Underlying student data for the State can be requested through the DECD research application process.
<b>Providing agency:</b>	Department for Education and Child Development – South Australia.
<b>Collecting agency:</b>	Department for Education and Child Development – South Australia
<b>Owner of data:</b>	Department for Education and Child Development – South Australia <a href="mailto:decd.wec@sa.gov.au">decd.wec@sa.gov.au</a>
<b>Data quality:</b>	Detailed information available upon request.

**Comments (optional):**

<b>Title of collection:</b>	<b>Work Related Training and Adult Learning</b>
<b>Sector:</b>	All persons aged 15 to 74 years (with exclusions). Higher education, vocational education, and schools.
<b>Purpose:</b>	WRTAL provides data about the level of participation of Australia's population in formal and non-formal learning, with a particular focus on work-related training and personal interest learning. Along with general demographic and employment characteristics of people who undertake training, information available from the survey includes participation rates in non-formal learning, the reasons for participation, the time spent and personal costs incurred. Also collected are data on the barriers that prevent some people from undertaking training.
<b>Frequency:</b>	Roughly every 4 years. Last conducted in April 2013. Being conducted 2016-17.
<b>Summary of variables by typical aggregation reported:</b>	<p>Demographics</p> <ul style="list-style-type: none"> <li>▪ state or territory of usual residence</li> <li>▪ area of usual residence</li> <li>▪ sex</li> <li>▪ age group</li> <li>▪ marital status</li> <li>▪ relationship in household</li> <li>▪ country of birth</li> <li>▪ year of arrival in Australia</li> <li>▪ SEIFA Index of Relative Social-economic Disadvantage (IRSD)</li> <li>▪ SEIFA Index of Education and Occupation (IEO).</li> </ul> <p>Labour force  Education – highest attainment  Formal learning (current)  Work-related training  Cost and time  Personal interest learning  Barriers to non-formal learning</p>
<b>Data level:</b>	Collected at unit record level - respondent
<b>Data type:</b>	Survey
<b>Collection process and protocols:</b>	<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4234.0Explanatory%20Notes1Apr%202013?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4234.0Explanatory%20Notes1Apr%202013?OpenDocument</a>
<b>Reports which include the data:</b>	ABS Catalogue 4234.0 - Work-Related Training and Adult Learning, Australia, Apr 2013
<b>Authority to collect:</b>	<i>Census and Statistics Act 1905</i>

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	<i>Australian Bureau of Statistics Act 1975</i> <i>Census and Statistics Regulation 2016</i>
<b>Useability and access:</b>	Public access arrangements: ABS Information on microdata access through TableBuilder is available at: <a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4234.0.30.001Main+Features1April%202013?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4234.0.30.001Main+Features1April%202013?OpenDocument</a>
<b>Providing agency:</b>	Survey respondents
<b>Collecting agency:</b>	Australian Bureau of Statistics
<b>Owner of data:</b>	Australian Bureau of Statistics <a href="mailto:education.statistics@abs.gov.au">education.statistics@abs.gov.au</a> 1300 135 070
<b>Data quality:</b>	<a href="http://www.abs.gov.au/Ausstats/abs@.nsf/0/18926D16277304A6CA257C390005D494?OpenDocument">http://www.abs.gov.au/Ausstats/abs@.nsf/0/18926D16277304A6CA257C390005D494?OpenDocument</a>
<b>Comments (optional):</b>	



<b>Title of collection:</b>	<b>Year 12 Completions Data Collection</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	The Australian Government Department of Education and Training collects data on the number of year 12 completions (students that receive a Year 12 Certificates) for students under 20 years of age by geography.
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Summary of variables:</p> <ul style="list-style-type: none"> <li>▪ year 12 completions</li> <li>▪ state</li> <li>▪ postcode</li> <li>▪ Indigenous.</li> </ul> <p>Supplementary data for OECD does not have postcode data, but does have more detail on age groups.</p>
<b>Data level:</b>	State
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	State and territory governments collect these data and provide it to the Australian Government Department of Education and Training.
<b>Reports which include the data:</b>	<p>Reports which contain the data include:</p> <ul style="list-style-type: none"> <li>▪ ANR</li> <li>▪ RoGS</li> <li>▪ OECD publication ‘Education at a Glance’.</li> </ul>
<b>Authority to collect:</b>	The <i>Australian Education Act (2013)</i>
<b>Useability and access:</b>	<p>Restricted access</p> <p>Aggregated data is available at state level.</p>
<b>Providing agency:</b>	State and territory governments
<b>Collecting agency:</b>	Australian Government Department of Education and Training
<b>Owner of data:</b>	<p>State and territory governments</p> <p>Data custodian: Australian Government Department of Education and Training</p> <p><a href="mailto:SchoolsClusterDataRequests@education.gov.au">SchoolsClusterDataRequests@education.gov.au</a></p>

<b>Data quality:</b>	Postcode data is not consistent between state and territories. <ul style="list-style-type: none"><li>• Depending on inclusion in the data state and territories use a specific postcode to identify overseas students.</li><li>• Mailbox postcodes are common in the datasets where no physical address is available.</li></ul> The quality of subject level data is such that differences between states make comparability of these data between states impractical.
<b>Comments (optional):</b>	

<b>Title of collection:</b>	<b>Year 12 Subject Choice and Key Learning Area (KLA) Data Collection</b>
<b>Sector:</b>	Schools
<b>Purpose:</b>	Each year the Australian Government Department of Education and Training collects Year 12 student subject choice data by KLA.
<b>Frequency:</b>	Annual
<b>Summary of variables by typical aggregation reported:</b>	<p>Subject data for KLA</p> <ul style="list-style-type: none"> <li>▪ KLA by student count</li> <li>▪ Subject enrolments</li> <li>▪ State</li> </ul>
<b>Data level:</b>	State
<b>Data type:</b>	Administrative
<b>Collection process and protocols:</b>	State and territory governments collect these data and provide it to the Australian Government Department of Education and Training.
<b>Reports which include the data:</b>	RoGS
<b>Authority to collect:</b>	<i>Australian Education Act (2013)</i>
<b>Useability and access:</b>	<p>Restricted access</p> <p>Aggregated data is available at state level.</p>
<b>Providing agency:</b>	State and territory governments
<b>Collecting agency:</b>	Australian Government Department of Education and Training
<b>Owner of data:</b>	<p>State and territory governments</p> <p>Data custodian: Australian Government Department of Education and Training</p> <p><a href="mailto:SchoolsClusterDataRequests@education.gov.au">SchoolsClusterDataRequests@education.gov.au</a></p>
<b>Data quality:</b>	<p>KLA is based on curriculum subjects that both vary between and are defined by the state and territory governments. This results in variations between states and territories.</p> <p>In addition to this variation some data is both semester and annually based. Comparisons on data between states based on the raw data may be misleading.</p> <p>There are also inconsistencies in historical data due to changes in reporting for some states and territories between 2008 and 2013. Trends based on time</p>

	series data are misleading.
<b>Comments (optional):</b>	The unique structure of state and territory government curriculum for schools and data collection methodologies add complexity when making comparisons between states and territories.