



Data Strategy
Group

Stocktake

Data Collections

Please direct all queries to the DSG Secretariat at DSGSecretariat@education.gov.au.

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Introduction

One of the initial pieces of work identified by the Australian Education Senior Officials Committee (AESOC) as a priority for the Data Strategy Group (DSG) is to undertake a stocktake of existing data and reporting arrangements and existing priority work.

The Stocktake includes mapping of the following four priority areas:

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

List of Acronyms

Acronym	Description
ATSIEAG	Aboriginal and Torres Strait Islander Education Advisory Group
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
AITSL	Australian Institute For Teaching and School Leadership
ATRA	Australian Teacher Regulatory Authorities
DHS	Department Of Human Services
DSG	Data Strategy Group
ECDSG	Early Childhood Data Sub Group
ECEC NMDS	Early Childhood Education And Care National Minimum Dataset
ECPG	Early Childhood Policy Group
Education Council	Established in January 2014 (replaced the SCSEEC)
ESA	Education Services Australia Ltd
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 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
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
OAC	Online Assessment Committee
OAWG	Online Assessment Working Group
OECD	Organisation for Economic Co-operation and Development
PC	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

Title of collection:	ACARA My School Dataset
Sector:	Schools
Purpose:	Extracts used to populate the My School website.
Frequency:	Annual
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ school profile <ul style="list-style-type: none"> - institution name - AGEID - head campus ID - location suburb - special school indicator - year range - school type - state - sector - total enrolment number and total full time equivalent (FTE) - female enrolment number - male enrolment number - student attendance rate (Years 1-10) - number of students awarded a Vocational Education and Training (VET) qualification - completed senior secondary school - senior secondary certificate awarded - proportion of students moving to TAFE/vocational institution - proportion of students moving to employment destinations - school description text - internet address (URL) ▪ Indigenous students: <ul style="list-style-type: none"> - percentage of Indigenous students at the school ▪ language background other than English (LBOTE): <ul style="list-style-type: none"> - proportion of LBOTE students at the school ▪ ICSEA for the school: <ul style="list-style-type: none"> - ICSEA - percent of students in first ICSEA quartile - percent of students in second ICSEA quartile - percent of students in third ICSEA quartile - percent of students in fourth ICSEA quartile ▪ staff: <ul style="list-style-type: none"> - FTE - function ▪ financial data for the school: <ul style="list-style-type: none"> - FTE Funded Enrolments - income sources - Australian Federal Government - state/territory Governments

	<ul style="list-style-type: none"> - fees, charges and parental contributions - other private sources - recurrent income - recurrent income per student - gross recurrent income - gross recurrent income per student - net recurrent income - net recurrent income per student - capital funding source - total capital funding ▪ total capital expenditure
Data level:	Schools –provider level
Data type:	Administrative
Collection process and protocols:	<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>
Reports which include the data:	<p>Before collected data is published on the My School 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"> ▪ Schools List Data which is provided by jurisdictions (as a data collection template) to all school authorities in January. This data is used to verify school data provided by ACARA in June. ▪ All data for non-government schools is provided to ACARA by the AGDET with the exception of student background data for the Catholic Sector – which is provided by Diocesan offices, and NAPLAN data.
Authority to collect:	Australian Curriculum, Assessment and Reporting Authority Act 2008
Useability and access:	<p>Public school level data available on the My School website</p> <p>Restricted unit level information.</p>
Providing agency:	<p>Includes:</p> <ul style="list-style-type: none"> ▪ Australian Government Department of Education ▪ NSW, Department of Education and Communities ▪ Victoria, Department of Education and Early Childhood Development ▪ Queensland, Department of Education, Training and Employment ▪ South Australia, Department for Education and Child Development ▪ Western Australia, Department of Education and Training ▪ Tasmania, Educational Performance Services.

	<ul style="list-style-type: none"> ▪ Northern Territory, Department of Education ▪ ACT, Education and Training Directorate ▪ NAPLAN Test Administration Authorities ▪ Schools
Collecting agency:	ACARA
Owner of data:	ACARA
Data quality:	<p>Each signed off data collection is accompanied with a DQS 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"> ▪ <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. ▪ <u>Intermediate data</u>: data related to the generation of statistics or indices to be published, for example, ICSEA calculations. ▪ <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. ▪ <u>Data for publication</u>: validated school level data and NAP data. ▪ <u>Published data</u>: data in the public domain <p>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.</p>
Comments (optional):	NAPLAN data also stored at the unit (student) level, by ACARA for use in a number of reports

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

	Survey instruments can be completed via paper or online.
Reports which include the data:	<p>Reports include:</p> <ul style="list-style-type: none"> ▪ The Australasian Student Engagement Report ▪ AUSSE Research Briefings ▪ Institution Reports
Authority to collect:	Granted by the institution participating in the survey
Useability and access:	<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>
Providing agency:	Students and staff at participating institutions
Collecting agency:	Australian Council for Educational Research
Owner of data:	Australian Council for Educational Research
Data quality:	
Comments (optional):	

Title of collection:	Australian Aboriginal and Torres Strait Islander Health Survey
Sector:	Early childhood, schools, VET, higher education
Purpose:	To collect information on a range of health outcomes for Aboriginal and Torres Strait Islander peoples
Frequency:	First conducted in 2012-13 (biomedical measures) The main survey component is comparable with the National Aboriginal and Torres Strait Islander Health Survey, most recently conducted in 2004-05.
Summary of variables by typical aggregation reported:	Summary of variables include: <ul style="list-style-type: none"> ▪ prevalence estimates of certain chronic diseases and long term health conditions ▪ selected behavioural risk factors and objective biomedical measures of selected chronic diseases ▪ nutrition status and other risk factors. <p>This has allowed for the examination of health risk factors and outcomes for different population groups of interest, such as different age groups and people living in remote and non-remote areas.</p>
Data level:	Collected at unit record level- respondent
Data type:	Survey
Collection process and protocols:	http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4727.0.55.001Explanatory%20Notes12012-13?OpenDocument
Reports which include the data:	Australian Bureau of Statistics cat. no. 4727.0.55.006 - Australian Aboriginal and Torres Strait Islander Health Survey: Updated Results Australian Bureau of Statistics cat. no. 4727.0.55.001 - Australian Aboriginal and Torres Strait Islander Health Survey: First Results Various reports released by the former COAG Reform Council
Authority to collect:	The Census and Statistics Act 1905 Statistics Regulations 1983
Useability and access:	Public- access via the Australian Bureau of Statistics website
Providing agency:	Survey respondents
Collecting agency:	Australian Bureau of Statistics
Owner of data:	Australian Bureau of Statistics
Data quality:	http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4727.0.55.001Explanatory%20Notes12012-13?OpenDocument
Comments (optional):	

Title of collection:	Australian Early Development Census (AEDC) (formerly Australian Early Development Index AEDI)
Sector:	Early childhood
Purpose:	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.
Frequency:	3 year cycle; collected in 2009 and 2012
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ age of child ▪ gender of child ▪ child's Indigenous status ▪ child's disability status ▪ child's language background and proficiency ▪ type of education institution attending ▪ AEDC domain scores and categories (eg on track, at risk, vulnerable) ▪ vulnerability on one or more, and two or more domains ▪ individual sub-domain scores ▪ SEIFA index of disadvantage for AEDC local community
Data level:	<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 data sets (eg NAPLAN).</p>
Data type:	Survey- questionnaire
Collection process and protocols:	<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 please see http://www.aedidata.com.au</p>
Reports which include the data:	<p>AEDI National Report – available from http://maps.aedi.org.au</p> <p>AEDI Community Reports – available from http://maps.aedi.org.au</p> <p>AEDI Summary Report – available from the Australian Government Department of Education at http://docs.education.gov.au/system/files/doc/other/aedi_summary_report.pdf</p> <p>Report on Government Services – AEDC data are reported in the positive as part of the engagement measure</p>

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Authority to collect:	Authority to collect is granted by participating institutions, with participation of respondents on a voluntary basis.
Useability and access:	<p>A range of public information on the AEDC, is publicly available from http://www.rch.org.au/aedi and http://maps.aedi.org.au. These include:</p> <ul style="list-style-type: none"> ▪ useability information, ▪ fact sheets, ▪ research snapshots ▪ presentations <p>The de-identified unit record data (child level) can be made available to researchers upon request</p>
Providing agency:	Primary schools
Collecting agency:	The 2015 AEDC data collection is being undertaken by The Social Research Centre and the Australian Government Department of Education (in its role as the AEDC data custodian).
Owner of data:	The Australian Government Department of Education
Data quality:	Data quality statements under development.
Comments (optional):	

Title of collection:	Australian Graduate Survey
Sector:	Higher Education
Purpose:	To collect information about the destination of recent graduates, as well as the level of satisfaction in their education. Determines if graduates are considering further education, or entering the workforce.
Frequency:	Annual
Summary of variables by typical aggregation reported:	Summary of variables include: <ul style="list-style-type: none"> ▪ age ▪ sex ▪ Indigenous status ▪ residency status ▪ home state ▪ disability status ▪ non-english speaking background ▪ first educational qualification post school ▪ highest educational qualification prior to course ▪ level of qualification ▪ field of study ▪ attendance ▪ length of time taken to complete course ▪ whether the graduate received recognition of prior learning ▪ work in final year ▪ employer support during course ▪ labour force status at reference date ▪ whether employed full-time or part-time ▪ whether a short-term or permanent employee ▪ occupation at reference date ▪ industry of employer at reference date ▪ annual salary ▪ length of service ▪ level of qualification ▪ field of study ▪ attendance ▪ month course began ▪ institution ▪ graduate satisfaction items
Data level:	Collected at unit record level- respondent
Data type:	Survey- questionnaire
Collection process and protocols:	Graduate Careers Australia responsible for the decentralised administration of the Australian Graduate Survey.

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Reports which include the data:	Various publications produced by Graduate Careers Australia.
Authority to collect:	Granted by participating institutions. Participation of respondents is on a voluntary basis.
Useability and access:	Datasets are restricted to institutional use- access to data can be requested through the Graduate Careers Australia website.
Providing agency:	Higher education providers
Collecting agency:	Graduate Careers Australia
Owner of data:	Graduate Careers Australia
Data quality:	Governed by data protocols overseen by Graduate Careers Australia.
Comments (optional):	

Title of collection:	Census of Population and Housing
Sector:	All sectors
Purpose:	The purpose is to accurately measure the number of people and dwellings in Australia and a range of their key characteristics.
Frequency:	Conducted every five years- last cycle in 2011
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ number of people ▪ age ▪ sex ▪ Indigenous status ▪ labour force status ▪ country of birth ▪ language spoken at home ▪ proficiency in English ▪ educational Institution: Attendee Status, Type of Educational Institution Attending, Full-Time/Part-Time Student Status, ▪ highest year of school completed, level of highest educational attainment, non-school qualification: field of study, non-school qualification: level of education, ▪ geographic data such as state/territory, ASGS remoteness area, statistical areas, local government area, electorate of usual residence.
Data level:	Collected at unit record level– respondent
Data type:	Census
Collection process and protocols:	http://www.abs.gov.au/websitedbs/censushome.nsf/home/privacy?opendocument&navpos=130
Reports which include the data:	A variety of Australian Bureau of Statistics products and statistical data releases – see http://www.abs.gov.au/census
Authority to collect:	Census and Statistics Act 1905 Statistics Regulations 1983
Useability and access:	Public access via the Australian Bureau of Statistics website
Providing agency:	Survey respondents
Collecting agency:	Australian Bureau of Statistics
Owner of data:	Australian Bureau of Statistics
Data quality:	http://www.abs.gov.au/websitedbs/censushome.nsf/home/qualitydeclaration?opendocument&navpos=410
Comments (optional):	ABS advises to use Estimated Resident Population in preference to unadjusted Census results as denominators wherever possible.

Title of collection:	Child Care Data and Reporting System (CCDARS)
Sector:	Early Childhood
Purpose:	Collects information on child care services and the children and families that use them.
Frequency:	Collected and reported weekly
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ type of service- such as long day care, family day care etc. ▪ geographic data- such as state/territory, remoteness, local government area, electorate. ▪ number of families ▪ age of children ▪ family income (in bands) ▪ child care benefit rate type (max, partial, nil) ▪ Indigenous status of children/families
Data level:	Provider level- child care services, child level, family level
Data type:	Administrative
Collection process and protocols:	<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>
Reports which include the data:	<p>Summary aggregated data is reported quarterly by the Australian Government Department of Education.</p> <p>Summary aggregated data is reported annually in the Report on Government Services.</p>
Authority to collect:	Family Assistance (Administration) Act 1999
Useability and access:	Restricted access
Providing agency:	Owner of child care services, parents of children attending child care services
Collecting agency:	Australian Government Department of Human Services Australian Government Department of Social Services
Owner of data:	Data custodian: Australian Government Department of Education
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.

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

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Collecting agency:	Australian Government Department of Human Services
Owner of data:	Australian Government Department of Education
Data quality:	
Comments (optional):	

Title of collection:	Childhood Education and Care (CEaCS)
Sector:	Children 0-12 years (with exclusions). Childcare, Pre-school and School
Purpose:	CEaCS provides information about child care arrangements and early childhood education for children aged 0–12 years of age.
Frequency:	Three yearly – collected in June 2014
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ selection of geographic variables based on ASGS ▪ demographic information (on child and parents) ▪ education, income and working patterns of parents ▪ usual care arrangements (types of care, duration and cost) ▪ care arrangements used in the survey reference week (types of care, duration and cost) ▪ attendance at a preschool or preschool programme (usually or in the survey reference week) ▪ need for additional formal care or preschool ▪ early childhood education and learning activities
Data level:	<p>Data collected for different units.</p> <ol style="list-style-type: none"> 1. Families with children aged 0-12 years 2. Children aged 0-12 years.
Data type:	Survey
Collection process and protocols:	CEaCS is a supplementary survey to the ABS Labour Force Survey.
Reports which include the data:	Australian Bureau of Statistics Catalogue No. 4402.0 – Childhood Education and Care, Australia
Authority to collect:	Census and Statistics Act 1905
Useability and access:	Public - access arrangements: Australian Bureau of Statistics
Providing agency:	Survey respondents - Data was collected from parents of children aged 0-12
Collecting agency:	Australian Bureau of Statistics
Owner of data:	Australian Bureau of Statistics
Data quality:	http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4402.0 Explanatory%20Notes1June%202011?OpenDocument
Comments (optional):	

Title of collection:	Government Finance Statistics, Education, Australia, 2012-13
Sector:	Higher education, vocational education, schools and early childhood.
Purpose:	Publishes statistics on expenditure on education by the general government sector from 2003–04. These data are presented on an accrual accounting basis and are taken from the system of Government Finance Statistics
Frequency:	Annual, by financial Year
Summary of variables by typical aggregation reported:	<p>expenditure on education by the general government sector on:</p> <ul style="list-style-type: none"> ▪ operating expenses, ▪ net acquisition of non-financial assets ▪ gross fixed capital formation ▪ sales of goods and services <p>By level of Government, (Commonwealth, each of the state & local government combined and multi-jurisdictional sector)</p>
Data level:	By state, and level of Government
Data type:	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).
Collection process and protocols:	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.
Reports which include the data:	http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001
Authority to collect:	Australian Bureau of Statistics Collection
Useability and access:	Unrestricted access available at http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001
Providing agency:	Agency or body primarily responsible providing data
Collecting agency:	Australian Bureau of Statistics
Owner of data:	Australian Bureau of Statistics
Data quality:	http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001
Comments (optional):	The collection is available at: http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001

Title of collection:	Higher Education Finance Statistics Collection
Sector:	Higher Education
Purpose:	This collection gathers revenue, expenditure, and financial performance data from Australian higher education providers.
Frequency:	Annual
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ operating revenue ▪ operating expenses ▪ assets ▪ liabilities ▪ net assets ▪ activity ▪ type of expenditure
Data level:	Provider level – institution
Data type:	Administrative
Collection process and protocols:	<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>
Reports which include the data:	Financial Reports of Higher Education Providers (the ‘Finance Publication’)
Authority to collect:	Higher Education Support Act 2003 19-10(2)(a)
Useability and access:	Restricted access
Providing agency:	Universities- institutions listed in Tables A and B of Subdivision 16 of the Higher Education Support Act 2003
Collecting agency:	Universities
Owner of data:	Data custodian: Australian Government Department of Education
Data quality:	Data provided by each university is verified against the university’s audited financial statements for accuracy and for compliance with Australian Accounting Standards
Comments (optional):	The Finance Publication is used by the Tertiary Education Quality and Standards Agency, the Higher Education sector and the media

Title of collection:	Higher Education Staff Statistics Collection
Sector:	Higher Education
Purpose:	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 Higher Education Support Act 2003 and provides data on the number, full-time equivalence, classification, and functions of staff
Frequency:	Annual
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ age ▪ gender ▪ current duties term ▪ current duties classification details ▪ full-time equivalence details ▪ highest qualification ▪ function ▪ organisational unit ▪ Indigenous indicator ▪ state or territory ▪ higher education provider name
Data level:	<p>Collected at unit record level- individual staff level</p> <p>Available publicly in aggregated form at Institution level</p>
Data type:	Administrative
Collection process and protocols:	<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 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. 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. 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 Higher Education Support Act (2003), when collecting,</p>

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	using, managing, storing and disclosing Higher Education data that contains personal information.
Reports which include the data:	Staff data are reported in publications available from the Australian Government Department of Education website at: http://education.gov.au/staff-data . Australian Government Department of Education Annual report
Authority to collect:	The Higher Education Support Act 2003 s19-70(1)
Useability and access:	Aggregated FTE staff data, actual numbers and actual casual staff data are publicly available from uCube (http://www.highereducationstatistics.deewr.gov.au/). Aggregated staff data is also available from the Australian Government Department of Education website at: http://education.gov.au/staff-data . Custom-built datasets for specific purposes can be requested from the Australian Government Department of Education.
Providing agency:	Universities
Collecting agency:	Universities
Owner of data:	Data custodian: Australian Government Department of Education
Data quality:	The data is validated, verified and signed off by Higher Education providers (http://heimshelp.education.gov.au/sites/heimshelp/resources/toolkits/pages/verifying-data).
Comments (optional):	The staff Publication is used by the Tertiary Education Quality and Standards Agency, the Higher Education sector and the media.

Title of collection:	Higher Education Student Statistics Collection
Sector:	Higher Education
Purpose:	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.
Frequency:	Four submissions a year – publish twice a year: First half year and full year
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ age ▪ gender ▪ Indigenous status ▪ country of birth ▪ location of residence ▪ nationality ▪ other personal characteristics (including equity data) ▪ prior education ▪ tertiary entrance score ▪ course level ▪ mode of attendance ▪ field of education of the course ▪ disciplines for units of study ▪ attendance type ▪ HECS or FEE-HELP liabilities ▪ equivalent full-time student load (EFTSL) ▪ provider name ▪ provider state or territory
Data level:	<p>Collected at unit record level- student</p> <p>Available publicly in aggregated form at Institution level</p>
Data type:	Administrative
Collection process and protocols:	<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 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. 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 policy requirements, with the principle aim of protecting the privacy of individuals and maintaining the confidentiality and integrity of the data. In</p>

	<p>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 Higher Education Support Act 2003 when collecting, using, managing, storing and disclosing Higher Education data that contains personal information.</p>
Reports which include the data:	<p>Student data are reported in publications available from the Australian Government Department of Education website at http://education.gov.au/student-data.</p> <p>Australian Government Department of Education Annual report</p>
Authority to collect:	The Higher Education Support Act 2003 s19-70(1)
Useability and access:	<p>Aggregated student data are publicly available from uCube (http://www.highereducationstatistics.deewr.gov.au/).</p> <p>Aggregated student data is also available from the Australian Government Department of Education website at http://education.gov.au/student-data.</p> <p>Custom-built datasets for specific purposes can be requested from the Australian Government Department of Education.</p>
Providing agency:	Higher Education Providers approved under HESA
Collecting agency:	Higher Education Providers approved under HESA
Owner of data:	Data custodian: Australian Government Department of Education
Data quality:	The data is validated, verified and signed off by Higher Education providers (http://heimshelp.education.gov.au/sites/heimshelp/resources/toolkits/pages/verifying-data).
Comments (optional):	<p>Information included in the data collection informs:</p> <ul style="list-style-type: none"> ▪ the Australian Taxation Office (ATO) about student debt information ▪ programme management including the reconciliation of payments to estimates ▪ MyUniAssist which helps students keep track of how much Commonwealth assistance they have used - located on the Study Assist website; ▪ statistical publications and the uCube ▪ Commonwealth Scholarships information provided to Centrelink.

Title of collection:	International Computer and Information Literacy Study (ICILS)
Sector:	Schools
Purpose:	The purpose of the ICILS is to provide international trends in computer and information literacy of students at the Year 8 level.
Frequency:	First conducted in 2013
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ international students: <ul style="list-style-type: none"> - country - gender - 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 ▪ Australian students (additional variables): <ul style="list-style-type: none"> - state - sector (government, independent, Catholic) - Indigenous status (only at the national level) - geographic location
Data level:	Collected at unit record level- student
Data type:	Survey- questionnaire and test data
Collection process and protocols:	<p>Collection process and protocols include:</p> <ul style="list-style-type: none"> ▪ Data collection 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. ▪ A contract between the Australian Government Department of Education and the National Project Manager (NPM) establishes requirements for compliance with relevant privacy and other laws. ▪ 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. ▪ All reported data is de-identified, and contractual agreement prevents the NPM from disclosing confidential information to a third party.
Reports which include the data:	<p>Reports which include ICILS include:</p> <ul style="list-style-type: none"> ▪ National Report for each cycle (National Project Manager). ▪ Highlights Report (National Project Manager) ▪ International Results for each cycle (IEA) ▪ International Database and User Guide ▪ Other periodic IEA Policy Briefs
Authority to collect:	Australia’s ongoing participation in ICILS has been approved by education ministers as part of the National Assessment Program (NAP).

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	Participation in the NAP is required for both government and non-government schools under the Australian Education Act 2013 [Clause 77(c)].
Useability and access:	Public (Access: IEA)
Providing agency:	Data is collected by the International Association for the Evaluation of Educational Achievement (IEA). The data is processed by the IEA Data Processing Service in Germany. The NPM provides data on behalf of the Commonwealth, state and territory governments
Collecting agency:	Australian Council for Educational Research
Owner of data:	International Association for the Evaluation of Educational Achievement (IEA)
Data quality:	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. 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.
Comments (optional):	

Title of collection:	International Student Enrolments
Sector:	All sectors – International Students
Purpose:	Australian Education International (AEI) collects information about students from overseas countries studying in Australia.
Frequency:	Monthly summary of daily activity reporting
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ enrolments for month ▪ year to date enrolments ▪ commencements for month ▪ year to date commencements ▪ enrolments at the first of the month ▪ year ▪ month ▪ region ▪ nationality ▪ sector ▪ level of study ▪ field of education (broad, narrow and detailed) ▪ provider type (government or non-government institution) ▪ state or territory
Data level:	Collected at unit record level- student Available publicly at aggregated level
Data type:	Administrative
Collection process and protocols:	Data is collected via the Provider Registration and International Student management System (PRISMS) which is a web-based interface.
Reports which include the data:	Aggregated data are reported in publications available from the Australian Education International website at https://aei.gov.au/research/international-student-data .
Authority to collect:	The Educational Services for Overseas Students Act (2000)
Useability and access:	Restricted access
Providing agency:	Educational institution
Collecting agency:	Australian Education International (Australian Government Department of Education)
Owner of data:	Australian Government Department of Education
Data quality:	
Comments (optional):	Detailed output is part of the Austrade Market Information Package subscription service.

Title of collection:	Longitudinal Survey of Australian Children (LSAC)
Sector:	Early childhood, schools
Purpose:	<p>The study aims to examine the impact of Australia's social and cultural 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, non-parental child care and health.</p>
Frequency:	<p>Data are collected from two cohorts every two years.</p> <p>First cohort: 5000 children aged 0-1 years in 2003-2004, Second cohort: 5000 children aged 4-5 years in 2003-2004.</p>
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ family structure ▪ children: sex and age ▪ parents: sex and age ▪ parents' ethnic background: country of birth ▪ language ▪ activities ▪ expectations about education ▪ parental involvement ▪ approach to learning ▪ early language and communication ▪ language development ▪ numeracy development ▪ reading ▪ writing ▪ education and care choices ▪ school enjoyment ▪ time in care ▪ teaching practices
Data level:	Collected at unit record- child level
Data type:	Longitudinal Survey
Collection process and protocols:	<p>Participants include children (when of an appropriate age), their parents, child care providers and teachers. The Selection process is through Medicare, and surveys are conducted using various methods, which include face-to-face interviews, 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</p>

	<p>children of the appropriate ages and sent an 'invitation to participate' letter to the Medicare cardholder, along with a brochure on 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>
Reports which include the data:	<p>LSAC provides numerous publications, which can be found on the “Growing up in Australia” website, including:</p> <ul style="list-style-type: none"> ▪ research papers, ▪ issues papers, ▪ discussion papers and ▪ technical papers.
Authority to collect:	Granted by respondent – participation is on a voluntary basis
Useability and access:	Public- access through the “Growing up in Australia” website at http://www.growingupinaustralia.gov.au
Providing agency:	The Department of Social Services (DSS) provides overall management of Growing Up in Australia on behalf of the Australian Government.
Collecting agency:	<p>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 Australian Bureau of Statistics (ABS) is responsible for data collection and delivery, instrument development and management of the Growing Up in Australia sample.</p>
Owner of data:	Australian Institute of Family Studies
Data quality:	http://www.growingupinaustralia.gov.au/about/management.html
Comments (optional):	

Title of collection:	Longitudinal Survey of Australian Youth (LSAY)
Sector:	Schools, youth and employment
Purpose:	Provides information on the transitions of young people between education, training and work
Frequency:	Annually
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ educational experiences: <ul style="list-style-type: none"> - programme - institution - type of enrolment - performance ▪ labour market experiences: <ul style="list-style-type: none"> - employment - type of job - occupation - industry - earnings - job training - job history - job search activity - non-work and education activities - health - living arrangements - financial support - attitudes and aspirations
Data level:	Collected at unit record level- respondent
Data type:	Survey
Collection process and protocols:	<p>Participants include 15-25 year olds selected through PISA. The data are primarily collected by computer assisted telephone interviewing (CATI) and online.</p> <p>Since 2003, survey participants have been selected from school students who participate in the Australian component of the Organisation for Economic Co-operation and Development's (OECD's) Programme for International Student Assessment (PISA) survey. Prior to 2003, students were selected at random across all Australian schools in all school sectors and states.</p>
Reports which include the data:	LSAY provides numerous publications including research papers, briefing papers, discussion papers and technical papers which can be found on the LSAY website.

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Authority to collect:	Granted by respondent- participation is on a voluntary basis
Useability and access:	Public access arrangements through the Longitudinal Survey of Australian Youth website http://www.lsay.edu.au
Providing agency:	The Australian Government Department of Education provides overall management of LSAY on behalf of the Australian Government
Collecting agency:	Wallis Consulting is responsible for data collection. The National Centre for Vocational Education Research is responsible for research and analysis (including commissioned research, data preparation and documentation). The Australian National University's Social Policy Evaluation, Analysis and Research Centre (SPEAR) is NCVER's research partner for the LSAY programme.
Owner of data:	National Centre for Vocational Education and Research (NCVER)
Data quality:	http://www.lsay.edu.au/aboutlsay/faq/data.html
Comments (optional):	

Title of collection:	National Aboriginal and Torres Strait Islander Social Survey
Sector:	Early childhood, schools and Higher Education
Purpose:	To collect information on a range of wellbeing measures for Aboriginal and Torres Strait Islander peoples
Frequency:	First conducted in 2002 and most recently in 2008
Summary of variables by typical aggregation reported:	<p>Prevalence estimates of:</p> <ul style="list-style-type: none"> ▪ socioeconomic measures such as <ul style="list-style-type: none"> - employment, - education, - health, - connections to land and family, - culture and community involvement and support <p>These outcomes can be examined for different population groups of interest, such as different age groups and people living in remote and non-remote areas.</p>
Data level:	Collected at unit record level- respondent
Data type:	Survey
Collection process and protocols:	http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4727.0.55.001Explanatory%20Notes12012-13?OpenDocument
Reports which include the data:	<p>Australian Bureau of Statistics cat. no. 4714.0 National Aboriginal and Torres Strait Islander Social Survey, 2008</p> <p>Various reports by the COAG Reform Council</p>
Authority to collect:	<p>Census and Statistics Act 1905</p> <p>Statistics Regulations 1983</p>
Useability and access:	Public– access via the Australian Bureau of Statistics website
Providing agency:	Survey respondents
Collecting agency:	Australian Bureau of Statistics
Owner of data:	Australian Bureau of Statistics
Data quality:	http://www.abs.gov.au/ausstats/abs@.nsf/PrimaryMainFeatures/4720.0?OpenDocument
Comments (optional):	

Title of collection:	National Assessment Program – Literacy and Numeracy (NAPLAN)
Sector:	Schools
Purpose:	Collects information on Year 3, 5, 7 and 9 student achievement in NAPLAN tests. Enables assessment of the extent to which young Australians are meeting important educational outcomes in literacy and numeracy.
Frequency:	Annual- tests conducted in May
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ NAPLAN national report and national summary information: <ul style="list-style-type: none"> - mean achievement (including standard deviation, test of statistical significance, and or effect size measure) - percentage of students in each achievement band - percentage of students below, at and above national minimum standard - number and percentage of assessed, exempt, absent and withdrawn students - state relativities - time series - cohort gain (comparison of achievement of the same cohort of students over test years) ▪ NAPLAN scores for the school: <ul style="list-style-type: none"> - test years: 2008, 2009 and 2010, 2011, 2012, 2013, 2014 and 2015. - grades: Year 3, Year 5, Year 7 and Year 9 - domains: reading, writing, spelling, grammar and punctuation and numeracy - national NAPLAN mean per domain - number of students in the school assessed per domain - suppressed school indicator - school percentages of assessed, exempt, withdrawn, absentee students per domain
Data level:	NAPLAN data is collected at a national, state and territory
Data type:	<p>Survey- test data</p> <p>NAPLAN outcomes data are from tests; student background student characteristics are collected from school enrolment information</p>
Collection process and protocols:	<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 (formerly SCSEEC).</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"> 1. the <i>Principles and Protocols for Reporting on Schooling in Australia</i>, 2009, is available at the ACARA site: http://www.acara.edu.au/acara_data_access_application_process.html 2. the data access protocols, 2012 (this document is available at the ACARA website): http://www.acara.edu.au/acara_data_access_application_process.html
<p>Reports which include the data:</p>	<p>Reports which contain NAPLAN data include:</p> <ul style="list-style-type: none"> ▪ NAPLAN National Reports, including national and state and territory level data, subpopulation data ▪ NAPLAN summary information, including national and state and territory level data ▪ My School ▪ National Report on Schooling in Australia (ACARA) ▪ COAG Reform Council Annual Report (COAG) ▪ Report on Government Services) ▪ data are also reported through the National Indigenous Reform Agreement reports ▪ publically available data can be accessed and downloaded though the NAP website
<p>Authority to collect:</p>	<p>Australian Curriculum, Assessment and Reporting Authority Act 2008</p>
<p>Useability and access:</p>	<p>Data usability:</p> <p>Data are published on the NAP website and My School website.</p> <p>Aggregated data are publicly accessible available online from http://nap.edu.au</p> <p>Access to data:</p> <p>Data Access Protocols</p> <p>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>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 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>

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	<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, from one month after data publication.</p>
Providing agency:	Providing agencies include test administration authorities (TAAs) and Jurisdictional Education Authorities, and NCEC.
Collecting agency:	ACARA
Owner of data:	ACARA (de-identified student data) Jurisdictional Education Authorities (identified student data)
Data quality:	ACARA maintains a regular process of monitoring and reviewing data storage, including the review of its data protocols and associated agreements.
Comments (optional):	<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"> ▪ Access rights to third-party requests for data arising from the National Assessment Program (NAP), or other national assessments agreed by Ministers, that have not been released in the public domain. ▪ Policies and procedures that will specify the conditions under which the full data sets on school performance will be accessible to third parties.

Title of collection:	National Assessment Program (NAP) Reports in Science Literacy (SL), Civics and Citizenship (CC) and Information and Communication Technology Literacy (ICTL)
Sector:	Schools
Purpose:	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.
Frequency:	Tri-annual (one sample assessment is undertaken each year, on a rolling basis)
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ 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> ▪ comparisons of student achievement by year and proficiency levels ▪ national and state/territory means ▪ associations between the domain assessed and student background characteristics including: gender, Indigenous status, language background, country of birth, geographic location, parental occupation, parental education. <p>The data includes:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ 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.
Data level:	<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>
Data type:	Test data and student questionnaire
Collection process and protocols:	<p>Data are collected online and analysed by an external contractor using 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 (formerly SCSEEC).</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"> ▪ 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) ▪ 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. <p>The document <i>Principles and Protocols for Reporting on Schooling in Australia</i> can be accessed via http://www.acara.edu.au/acara_data_access_application_process.html or on the Education Council website via www.scseec.edu.au</p>
Reports which include the data:	<p>Reports with contain the data includes:</p> <ul style="list-style-type: none"> ▪ Public Reports are published at the end of each cycle ▪ All Public and Technical Reports, dating back to 2003, are publicly available on ACARA’s NAP website, www.nap.edu.au ▪ National Report on Schooling in Australia (ACARA) ▪ COAG Reform Council Annual Report (COAG) ▪ Report on Government Services.
Authority to collect:	The Australian Curriculum, Assessment and Reporting Authority Act (2008)
Useability and access:	<p>Aggregated data are publicly accessible in a range of reports available online from http://nap.edu.au.</p> <p>As noted above for NAPLAN, access to data are governed by national protocols.</p> <p>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>
Providing agency:	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.
Collecting agency:	Both student background data and student achievement data are collected by the contractor on behalf of ACARA.
Owner of data:	ACARA
Data quality:	ACARA maintains a regular process of monitoring and reviewing data storage, including the review of its data protocols and associated agreements.

Comments (optional):	<p>Obtaining complete sets of student background data is very difficult. There is significant missing data, particularly for Parent Education and Occupation.</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</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>
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Title of collection:	National Early Childhood Education and Care Collection (NECECC)
Sector:	Early childhood education
Purpose:	<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 the National Partnership Agreement on Early Childhood Education, and is also used in the Productivity Commission’s Report on Government Services</p>
Frequency:	Annual data collection in August
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ data on early childhood programme enrolment and attendance (for all children, Indigenous, disadvantaged and by remoteness) ▪ hours enrolled and attended ▪ fees charged ▪ characteristics of preschool programme workers ▪ number and characteristics of services providers ▪ 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
Data level:	Unit record with some aggregated data
Data type:	Administrative
Collection process and protocols:	<p>Collected and disseminated through Australian Bureau of Statistics</p> <p>Compiled by ABS from information provided by all states, territories and the Australian Government</p>
Reports which include the data:	<p>Australian Bureau of Statistics Preschool Education, Australia (Cat. No. 4240.0)</p> <p>Report on Government Services</p> <p>OECD Education at a Glance; Children’s Headline Indicators</p>
Authority to collect:	<p>Census and Statistics Act 1905</p> <p>National Partnership Agreement on Universal Access to Early Childhood Education</p>

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Useability and access:	Aggregate tables publicly available from the Australian Bureau of Statistics website. Confidentialised microdata is made available through the Australian Bureau of Statistics' TableBuilder product.
Providing agency:	Australian, state and territory Governments
Collecting agency:	Australian Bureau of Statistics (administrative data is collected from the department in each jurisdiction and integrated on the departments' behalf)
Owner of data:	State and Territory Governments, Commonwealth Government Data custodian: The Australian Bureau of Statistics
Data quality:	www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/4240.0Main%20Features22013?opendocument&tabname=Summary&prodno=4240.0&issue=2013&num=&view=
Comments (optional):	<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>Data standards and collection instructions for the NECECC are outlined in detail within the National Early Childhood Education and Care Collection: Data Collection Guide, 2013 (cat. no. 4240.0.55.002). This document also contains information about the data quality for each jurisdiction.</p> <p>The collection is underpinned by standards specified within the Early Childhood Education and Care National Minimum Data Set (NMDS) http://meteor.aihw.gov.au/content/index.phtml/itemId/457129.</p>

Title of collection:	National Early Childhood Education and Care Workforce Census
Sector:	Early Childhood
Purpose:	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.
Frequency:	Conducted in 2010 and 2013 during May to July
Summary of variables by typical aggregation reported:	
Data level:	Unit record level- staff
Data type:	Survey
Collection process and protocols:	Governed by the National Workforce Census data protocols, available from the Australian Government Department of Education website
Reports which include the data:	National Early Childhood Education and Care Workforce Census Report
Authority to collect:	
Useability and access:	Access to unit record data restricted Public reports available at the Australian Government Department of Education website via http://education.gov.au/national-early-childhood-education-and-care-workforce-census
Providing agency:	Service providers
Collecting agency:	Social Research Centre
Owner of data:	Australian Government Department of Education
Data quality:	
Comments (optional):	

Title of collection:	National Schools Statistics Collection (NSSC) – Non-Finance Collection
Sector:	Schools
Purpose:	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
Frequency:	Annually with data collected each year for the first Friday in August census date
Summary of variables by typical aggregation reported:	<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"> ▪ full-time or part-time status; ▪ Aboriginal and Torres Strait Islander status; ▪ sex; ▪ school level (primary, secondary); ▪ grade; ▪ age of student (as at 1 July); ▪ state/territory; ▪ MCEETYA/SCSEEC remoteness classification of school; and ▪ category of school. <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"> ▪ school level (primary, secondary); ▪ sex; and ▪ major function (broad position role).
Data level:	Aggregate data, except for Tasmania (unit record level data provided for 2013 cycle). Further unit record level data was provided to ABS by WA and Qld in addition to aggregate data tables.
Data type:	Administrative
Collection process and protocols:	<p>The NSSC is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education, the ABS 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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Reports which include the data:	Schools, Australia (ABS cat. no. 4221.0) Data from the collection support national education reporting through the National Education Agreement (NEA), Report on Government Services (ROGS), the National Report on Schooling in Australia (ANR), and the National Indigenous Reform Agreement
Authority to collect:	Census and Statistics Act 1905
Useability and access:	The Australian Bureau of Statistics publication Schools, Australia (cat. no. 4221.0) 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
Providing agency:	Australian Government Department of Education as well as state and territory departments of education
Collecting agency:	Australian Bureau of Statistics
Owner of data:	Australian Bureau of Statistics (collection data custodian)
Data quality:	http://www.abs.gov.au/Ausstats/abs@.nsf/0/1914D5EEB8FB78E9CA257998000C182D?OpenDocument
Comments (optional):	Over recent years the Australian Bureau of Statistics has been seeking to transition the NSSC student-level data supply from aggregate tables to unit record level student data to improve quality, statistical compilation flexibility and relevance (so as to address unmet demand for alternative disaggregations such as expanded spatial statistical analysis)

Title of collection:	National Student Attendance Data
Sector:	Schools
Purpose:	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 My School.
Frequency:	Annual – Semester 1. From 2015, student attendance data will be collected twice annually – Semester 1 and Term 3. The collection periods are in August and October.
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period. ▪ school sector (government, Catholic, independent) ▪ state/territory ▪ year level ▪ sex ▪ Indigenous status ▪ geo-location ▪ school (only for My School reporting)
Data level:	School level- aggregated by sub-category
Data type:	Administrative
Collection process and protocols:	<p>Government schools data is collected by jurisdictions, while the Australian Government Department of Education collects data on non-government schools.</p> <p>Data collected by jurisdiction authorities from government schools and by the Australian Government Department of Education from non-government schools. Data submitted to the Australian Curriculum, Assessment and Reporting Authority (ACARA) as aggregate student days attended (numerator) and possible days attended (denominator) disaggregated by:</p> <ul style="list-style-type: none"> ▪ school sector (Government, Catholic, independent) ▪ state/territory ▪ year level ▪ sex ▪ Indigenous status ▪ geo-location ▪ school (only for My School reporting) ▪ ACARA National Standards for Student Attendance Data Reporting (endorsed by AESOC) <p>Measurement Framework for Schooling in Australia (2015)</p>

<p>Reports which include the data:</p>	<p>Reports include:</p> <ul style="list-style-type: none"> ▪ National Report on Schooling in Australia ▪ National Education Agreement reports ▪ Report on Government Services ▪ National Indigenous Reform Agreement reports ▪ Annual Report on the Aboriginal and Torres Strait Islander Education Action Plan
<p>Authority to collect:</p>	<p>The Authority to collect data is through:</p> <ul style="list-style-type: none"> ▪ SCSEEC Measurement Framework for Schooling in Australia (2012) ▪ COAG National Education Agreement ▪ Schools Assistance Act (2008) ▪ The Australian Education Act (2013) ▪ The Australian Curriculum, Assessment and Reporting Authority Act (2008)
<p>Useability and access:</p>	<p>Average attendance rates per school published on My School.</p> <p>Information used in the National Report on Schooling along with various other reports includes:</p> <ul style="list-style-type: none"> ▪ aggregate data on average attendance rates by state, ▪ aggregate data on average attendance rates school sector, ▪ aggregate data on average attendance rates year level, ▪ aggregate data on average attendance rates sex and ▪ aggregate data on average attendance rates Indigenous status
<p>Providing agency:</p>	<p>State and territory education authorities for government schools Australian Government Department of Education for non-government schools</p>
<p>Collecting agency:</p>	<p>ACARA</p>
<p>Owner of data:</p>	<p>Data owner: Jurisdictions and schools Data custodian: ACARA</p>
<p>Data quality:</p>	<p>Quality assurance undertaken by providing authorities according to National Standards.</p>
<p>Comments (optional):</p>	<p>Attendance data is collected for students in Year 1 to 10.</p>

Title of collection:	National Teaching Workforce Dataset (NTWD)
Sector:	Schools
Purpose:	Provide data and analysis to inform teacher workforce planning and development of teacher quality initiatives
Frequency:	The inaugural National Teacher Workforce Dataset is due for release in late 2014. It uses 2012 as the reference year, for most data items. There has been no decision on the future of the dataset or how frequently it is likely to be undertaken.
Summary of variables by typical aggregation reported:	<p>Summary of variables include 45 specified data items relating to:</p> <ul style="list-style-type: none"> ▪ demographic characteristics ▪ teacher undergraduate and post-graduate qualifications ▪ teacher registration ▪ employment ▪ professional development ▪ current school ▪ exit from teaching ▪ teacher supply and teacher need
Data level:	Collected at unit record level- some items in aggregated form
Data type:	Administrative (however supplemented by survey data items)
Collection process and protocols	<p>A wide range of processes and protocols were developed in respect of:</p> <ul style="list-style-type: none"> ▪ identifying data availability ▪ collection ▪ maintaining data privacy and confidentiality ▪ checking and quality assurance ▪ linkage of records ▪ classifying and normalising data and data release. <p>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 will be provided in a separate NTWD Project Report and details on the data items will be contained in the NTWD data dictionary.</p>
Reports which include the data:	Data will be provided in a main data report and in limited data releases for government departments, teacher regulators and non-government authorities.
Authority to collect:	Confidentiality Agreements for the provision and protection of data have been signed between data providers and the project contractor. In addition, states and territories had agreed to participate under the Teacher Quality National Partnership.

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<p>Useability and access:</p>	<p>Main data and project reports, as well as a Data Dictionary, will be publically released. Data releases will also be provided for restricted use by data providers.</p>
<p>Providing agency:</p>	<p>Government and non-government education authorities and teacher regulatory authorities.</p>
<p>Collecting agency:</p>	<p>Ernst & Young</p>
<p>Owner of data:</p>	<p>Source data owned by government and non-government education authorities and teacher regulatory authorities. The de-identified and confidentialised data report and accompanying dataset owned by the Australian Government Department of Education</p>
<p>Data quality:</p>	<p>The NTWD Project Report discusses data quality in relation to its completeness, accuracy, depth, access and consistency, and identifies areas for future improvement. It concludes that data provided in the NTWD is generally of good quality which allows for 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.</p>
<p>Comments (optional):</p>	<p>The project has been overseen by the National Teaching Workforce Dataset Working Group.</p> <p>There are some concerns as to the amount and type of data to be collected, along with the method and timing of potential future collection.</p> <p>Future collections could be through an enhanced Australian Government Department of Education census. This would allow funding support for authorities to make the necessary changes to their databases and extract data, especially at the unit record level. There needs to be clear direction for what the data is going to be used for.</p>

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

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Owner of data:	Non-government schools sector Data custodian: Australian Government Department of Education
Comments (optional):	

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

Title of collection:	Non-Government Schools Census
Sector:	Non-government schools, their students and permanent staff
Purpose:	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.
Frequency:	Annual
Summary of variables by typical aggregation reported:	Summary of variables include: <ul style="list-style-type: none"> ▪ staff by count, full-time / part-time status and full-time equivalent load (for part-time staff) by detailed function category ▪ sex ▪ Indigenous status ▪ education level (primary, secondary or special) ▪ schools / campus data <ul style="list-style-type: none"> - address - state - type (primary, secondary, combined, special) - boarding (y/n) - system status - affiliation ▪ student count by full time / part-time and full time equivalent by <ul style="list-style-type: none"> - age, year level, sex and Indigenous status - boarding students by sex and year level - students with disability (SWD) by sex and year level - students on visas by sex and year level - students on bridging visas by sex and year level - overseas students by sex and year level - distance education by sex and year level - Indigenous distance education by sex and year level
Data level:	Provider level- School
Data type:	Administrative
Collection process and protocols:	Collected by the Australian Government Department of Education from schools and school systems via the School Service Point
Reports which include the data:	Reports that use the data include: <ul style="list-style-type: none"> ▪ Schools Australia (Australian Bureau of Statistics) ▪ National Report on Schooling in Australia (Australian Curriculum, Assessment and Reporting Authority) ▪ My School (Australian Curriculum, Assessment and Reporting Authority)
Authority to collect:	Australian Education Regulation 2013
Useability and access:	Restricted access

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Providing agency:	Schools
Collecting agency:	Australian Government Department of Education
Owner of data:	Non-government schools sector Data custodian: Australian Government Department of Education
Data quality:	
Comments (optional):	

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

	<ul style="list-style-type: none"> ▪ 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. ▪ A contract between the Australian Government Department of Education and the NPM establishes requirements for compliance with relevant privacy and other laws. ▪ 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. ▪ All reported data is de-identified, and contractual agreement prevents the NPM from disclosing confidential information to a third party. ▪ The OECD also requires the Australian Government Department of Education and the NPM to execute confidentiality agreements at particular stages of the PISA cycle.
Reports which include the data:	<p>PISA National Report for each cycle (National Project Manager)</p> <p>National Report on Schooling in Australia (ACARA)</p> <p>COAG Reform Council Annual Report (COAG)</p> <p>Report on Government Services</p> <p>PISA International Report for each cycle (OECD)</p> <p>Other periodic OECD reports</p>
Authority to collect:	<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 Australian Education Act 2013 [Clause 77(c)].</p>
Useability and access:	<p>De-identified unit record data publicly available via</p> <p>http://www.acer.edu.au/ozpisa/the-australian-pisa-data-files (Australian data sets)</p> <p>http://www.oecd.org/pisa/pisaproducts/ (International data sets)</p>
Providing agency:	OECD
Collecting agency:	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 PISA cycle up to 2015.
Owner of data:	<p>OECD</p> <p>Data custodian: Australian Council for Educational Research</p>
Data quality:	Data quality is maintained through monitoring of operations and procedures, detailed training of test administrators and coders, and monitoring of data entry.

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	PISA quality monitors visit Australian schools to ensure that procedures are followed accurately and instructions adhered to during the study period
Comments (optional):	65 countries and economies participated in PISA 2012 including 34 OECD countries and 31 partner countries or economies. 14,481 Australian students from 775 schools participated in PISA 2012.

Title of collection:	Progress in International Reading Literacy Study (PIRLS)
Sector:	Schools
Purpose:	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.
Frequency:	Every five years – last cycle in 2011
Summary of variables by typical aggregation reported:	<p>Covers student achievement data as well as student, teacher, school and curricular background data.</p> <p>Various questionnaire surveys include information on:</p> <ul style="list-style-type: none"> ▪ Australian students (additional variables): <ul style="list-style-type: none"> - gender - state / territory - Indigenous status - Language background - geographic location - parental education ▪ International students: <ul style="list-style-type: none"> - country - gender - background questionnaires, including parent education and books in the home; language background other than English; geo-location; and proficiency levels; teacher questionnaire; school questionnaire; and student questionnaire.
Data level:	<p>Collected at unit record level – student</p> <p>Aggregated data available on the internet in PIRLS reports</p>
Data type:	Survey – questionnaire and test data
Collection process and protocols:	<p>Collection processes and protocols include:</p> <ul style="list-style-type: none"> ▪ Data collection 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. ▪ To date, data collection has been paper-based, using booklets which contain personal information. The data sources are scanned and sent overseas for processing. ▪ A contract between the Australian Government Department of Education and the National Project Manager (NPM) establishes requirements for compliance with relevant privacy and other laws.

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	<ul style="list-style-type: none"> ▪ 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. ▪ All reported data is de-identified, and contractual agreement prevents the NPM from disclosing confidential information to a third party.
Reports which include the data:	<p>Reports which contain this data include:</p> <p>PIRLS National Report for each cycle is prepared by the NPM.</p> <p>PIRLS Highlights Report (NPM)</p> <p>COAG Reform Council Annual Report (COAG)</p> <p>Report on Government Services</p> <p>PIRLS International Results for each cycle (IEA)</p> <p>PIRLS International Database and User Guide (IEA)</p> <p>Other periodic IEA Policy Briefs</p>
Authority to collect:	Agreement of states and territories ahead of each cycle through AESOC and the Education Council (formerly SCSEEC)
Useability and access:	<p>De-identified unit record data publicly available via http://timss.bc.edu/pirls2011/international-database.html</p> <p>Aggregated data publicly available through PIRLS reports</p>
Providing agency:	In Australia, PIRLS is implemented by the Australian Council for Educational Research which is Australia’s representative to the IEA.
Collecting agency:	Australian Council for Educational Research
Owner of data:	International Association for the Evaluation of Educational Achievement (IEA)
Data quality:	http://pirls.bc.edu/methods/pdf/TP_Operations_Quality_Assurance.pdf
Comments (optional):	

Title of collection:	Staff in Australia’s Schools (SiAS)
Sector:	Schools sector
Purpose:	Provide data and analysis to inform teacher workforce planning and the development of teacher quality initiatives
Frequency:	Has been conducted in 2007, 2010 and 2013.
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ demographic characteristics ▪ qualifications ▪ current position ▪ professional learning activities ▪ career paths in teaching ▪ activities outside teaching ▪ future career intentions ▪ school staffing issues ▪ teacher appraisal
Data level:	De-identified survey unit records
Data type:	Survey
Collection process and protocols:	Processes and protocols included obtaining system and school level approvals, questionnaire design, sample selection, online data collection, processing and quality assurance and report preparation. Further details are provided in the main SiAS 2013 report.
Reports which include the data:	SiAS 2013 data is reported in main and supplementary reports which will be publically available. A national data file will also be made publically available.
Authority to collect:	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
Useability and access:	Reports and data files are publically available
Providing agency:	Data is collected directly from teachers and school leaders
Collecting agency:	Data collected, processed and reported by ACER
Owner of data:	Australian Government Department of Education
Data quality:	The main SiAS 2013 report also provides standard errors. It states that “With the large numbers of responding teachers and leaders at the national level, and the data exclusions and weighting steps detailed in this report, the data quality is likely to be at least equal to the quality of other teacher surveys conducted to date in Australia.”
Comments (optional):	A SiAS Advisory Committee provides stakeholder input to the design and conduct of the study and comments on draft reports. It is chaired by the Australian Government Department of Education and includes representatives

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from state departments of education, non-government schools, unions, the deans of education, principals, ABS and teacher registration authorities.

There is no commitment from the Australian Government to maintain the three year collection cycle. 2013 reports and data will be released in late 2014.

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

Title of collection:	Student Outcomes Survey
Sector:	Vocational Education and Training
Purpose:	Collects information on level and type of training, student employment outcomes, further study patterns, and satisfaction with the training provided.
Frequency:	Annual
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ age ▪ sex ▪ country of birth ▪ whether had a disability or long-term health condition ▪ main language other than English spoken at home ▪ proficiency in spoken English ▪ aboriginal and Torres Strait Islander status ▪ highest year of school completed ▪ level of highest educational attainment prior to completion of current course ▪ institution attended in six months prior to completion of current course ▪ course name ▪ level of education ▪ field of education ▪ whether part of apprenticeship/traineeship ▪ attendance ▪ length of time taken to complete training ▪ sources of income during training
Data level:	Provider level –data collected at a school level
Data type:	Administrative
Collection process and protocols:	
Reports which include the data:	Annual ‘student outcomes’ publication (NCVER)
Authority to collect:	Granted by respondent – participation is on a voluntary basis
Useability and access:	De-identified unit record data and a range of aggregated data tables are available via the National Centre for Vocational Education Research (NCVER) website at http://www.ncver.edu.au
Providing agency:	Respondents

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Collecting agency:	The Social Research Centre
Owner of data:	National Centre for Vocational Education Research (NCVER)
Data quality:	
Comments (optional):	There remains no consistent national agreement concerning the definition of year 12 completion

Title of collection:	Survey of Education and Training
Sector:	Information was collected from usual residents in private dwellings aged 15-74 years (with some exceptions)
Purpose:	Providing a comprehensive picture of participation, outcomes and access to education and training.
Frequency:	Every 4 years discontinued– Previously every 4 years, last ran in 2009
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ demographics (age, sex, marital status etc.) ▪ Indigenous status ▪ relationship in household ▪ children (age and number) ▪ ethnicity (country of birth, year of arrival, language) ▪ disability status ▪ computer access at home ▪ SEFIA indices ▪ current labour force status ▪ employment (status, full-time/part-time, occupation, industry, sector, weekly earnings etc.) ▪ unemployment (duration, whether looking for work, steps taken etc) ▪ work history ▪ whether provides vocational education or training ▪ level of highest educational attainment ▪ main field of highest educational attainment ▪ age and year left school ▪ highest year of school completed ▪ main reason did not complete Year 12 ▪ 2005 and 2004 school attendance ▪ 2005 school study ▪ whether undertook TAFE subjects as part of secondary school ▪ reasons does not intend to complete secondary school ▪ factors affecting intention to complete secondary school ▪ whether received any study related government payments ▪ level and main field of qualification ▪ institution or organisation from which qualification obtained ▪ whether obtained in Australia ▪ year completed ▪ level and main field of education of 2005 study ▪ number of qualifications enrolled in ▪ level and main field of study ▪ whether in preferred field of study ▪ institution or organisation enrolled in ▪ whether in preferred institution or organisation ▪ purpose of study ▪ number of contact hours ▪ number of courses not leading to a qualification enrolled

- main field of study not leading to a qualification
- institution or organisation at which enrolled for study not leading to a qualification
- all reasons for current year study not leading to a qualification
- main reason for current year study not leading to a qualification
- whether wanted to study in the last 12 months
- reasons did not study, reasons did not want to study
- whether applied to enrol in 2001
- reason for unsuccessful application
- whether preferred field or institution
- training undertaken
- on-the-job training activities (all training and main training)
- whether completed or still attending training course
- whether did both internal and external training courses
- number of training courses completed (details for 4 most recent courses)
- number of training courses completed while working (and as a wage or salary earner)
- number of internal training courses completed
- number of external training courses completed (completed while working/not working, supported/not supported by employer)
- number of training courses completed that incurred known costs
- type
- whether completed while working
- field
- time spent
- participant costs
- provider type
- financial support
- whether held in work time
- whether for re-training, pay rise or promotion
- whether skills transferable
- whether improved job performance
- whether to obtain a job
- methods of course delivery
- occupation, industry, sector, size, full-time/part-time, leave entitlements at time of course
- whether wanted to do (more) training
- reasons did not do (more) training
- reason did not want to do (more) training
- participation in education and training
- whether wanted to study or train (more)
- personal gross weekly income
- household gross weekly income
- equivalised household gross weekly income

Data level: Collected at unit record level- respondent

Data type: Survey

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Collection process and protocols:	Household survey
Reports which include the data:	Report on Government Services
Authority to collect:	Census and Statistics Act 1905 Statistics Regulations 1983
Useability and access:	Public -access through Australian Bureau of Statistics
Providing agency:	Survey respondents
Collecting agency:	Australian Bureau of Statistics
Owner of data:	Australian Bureau of Statistics
Data quality:	http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6278.0Explanatory%20Notes12009?OpenDocument
Comments (optional):	<i>This survey has been discontinued. Key topics have been included in other ABS surveys, Including Qualifications and Employment Outcomes (previously named Learning and Work) which contains data on qualification history, incomplete qualifications and relevance of qualifications to employment.</i>

Title of collection:	Survey of Education and Work
Sector:	All persons aged 15-64 years (with exclusions)
Purpose:	Provides information on the educational experience of persons aged 15-64 years.
Frequency:	Annual – collected in May 2013
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ state or territory of usual residence ▪ area of usual residence ▪ region of usual residence ▪ sex ▪ age group ▪ Indigenous status ▪ marital status ▪ relationship in household ▪ country of birth ▪ period of arrival in Australia ▪ level of highest educational attainment ▪ level of highest non-school qualification ▪ highest year of school completed ▪ main field of highest educational attainment ▪ year completed highest non-school qualification ▪ number of non-school qualifications obtained ▪ labour force status ▪ status in employment in current job ▪ occupation
Data level:	Collected at unit record level – respondent
Data type:	Survey
Collection process and protocols:	Survey
Reports which include the data:	Australian Bureau of Statistics Catalogue No. 6227.0 – Survey of Education and Work
Authority to collect:	Census and Statistics Act 1905 Statistics Regulations 1983
Useability and access:	Public - access arrangements: Australian Bureau of Statistics
Providing agency:	Survey respondents
Collecting agency:	Australian Bureau of Statistics
Owner of data:	Australian Bureau of Statistics

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Data quality:	http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0 Explanatory%20Notes1May%202013?OpenDocument
Comments (optional):	

Title of collection:	Trends in International Mathematics and Science Study (TIMSS)
Sector:	Sample of schools
Purpose:	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.
Frequency:	Every four years
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ Subject Domains: Mathematics <ul style="list-style-type: none"> - Year 4 content domains – number, geometric shapes and measurement, data display. - Year 8 content domains – number, algebra, geometry, data and chance. - Science - Year 4 content domains – life science, physical science, earth science - Year 8 content domains – biology, physics, chemistry, earth science. ▪ international students: <ul style="list-style-type: none"> - country - gender - background questionnaires, including parent education and books in the home; language background other than English; geo-location; and proficiency levels; teacher questionnaire; school questionnaire; and student questionnaire ▪ Australian students (additional variables): <ul style="list-style-type: none"> - gender - state / territory - Indigenous status - Language background - geographic location - parental education
Data level:	Collected at unit record level – student
Data type:	Survey – questionnaire and test data
Collection process and protocols:	<p>Collection process and protocols include:</p> <ul style="list-style-type: none"> ▪ Data collection in Australia by the NPM 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. ▪ To date, data collection has been paper-based, using booklets which contain personal information. The data sources are scanned and sent overseas for processing.

	<ul style="list-style-type: none"> ▪ A contract between the Australian Government Department of Education and the NPM establishes requirements for compliance with relevant privacy and other laws. ▪ 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. ▪ All reported data is de-identified, and contractual agreement prevents the NPM from disclosing confidential information to a third party.
Reports which include the data:	<p>Reports that use the data include:</p> <ul style="list-style-type: none"> ▪ TIMSS National Report for each cycle is prepared by the NPM). ▪ TIMSS Highlights Report (National Project Manager) ▪ National Report on Schooling in Australia (ACARA) ▪ COAG Reform Council Annual Report (COAG) ▪ Report on Government Services ▪ TIMSS International Results for each cycle (IEA) ▪ TIMSS International Database and User Guide ▪ Other periodic IEA Policy Briefs
Authority to collect:	<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 Australian Education Act 2013 [Clause 77(c)].</p>
Useability and access:	<p>Public access for all reports is provided at the international and national levels.</p> <p>For international results, the results are available at http://timssandpirls.bc.edu/</p> <p>For national reports the results are available at http://www.acer.edu.au/timss</p>
Providing agency:	<p>The Australian Council for Educational Research (ACER) is Australia’s representative to the IEA.</p> <p>Data is collected by ACER on behalf of the International Association for the Evaluation of Educational Achievement (IEA). The data is processed by the IEA Data Processing Centre in Germany. The NPM on behalf of Commonwealth, State and Territory governments also provides data.</p>
Collecting agency:	<p>The ACER has been the NPM for each TIMSS cycle up to 2015. The NPM, is contracted by the Australian Government Department of Education with agreement from State and Territory education departments.</p>
Owner of data:	<p>International Association for the Evaluation of Educational Achievement (IEA)</p>
Data quality:	<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 is 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.

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

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Owner of data:	Tertiary Admissions Centres and Universities Data custodian: Australian Government Department of Education
Data quality:	
Comments (optional):	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.

Title of collection:	University Experience Survey
Sector:	Higher Education
Purpose:	To collect data on the experience and satisfaction levels of current university students
Frequency:	Annual – August to October
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ age ▪ gender ▪ Indigenous status ▪ residency status ▪ disability status ▪ non-english speaking background ▪ level of qualification ▪ field of study ▪ attendance ▪ year level ▪ institution ▪ student satisfaction items
Data level:	Collected at unit record level – student
Data type:	Survey
Collection process and protocols:	Governed by contract between department and service provider
Reports which include the data:	UES National Report
Authority to collect:	Higher Education Support Act 2003
Useability and access:	Restricted access
Providing agency:	Students
Collecting agency:	Contracted service provider
Owner of data:	Australian Government Department of Education
Data quality:	As per UES national report 2013
Comments (optional):	

Title of collection:	Unmet Demand Survey, Higher Education
Sector:	Universities
Purpose:	To estimate the underlying level of ‘unmet demand’ for higher education places.
Frequency:	Annual
Summary of variables by typical aggregation reported:	<p>Summary of variables include:</p> <ul style="list-style-type: none"> ▪ age group ▪ application basis (year 12, other) ▪ home state or interstate application ▪ offer received, not received ▪ field of education ▪ acceptance status (offer accepted, not accepted) ▪ preference level (first preference, other preference) ▪ state offering place ▪ unmet demand estimate
Data level:	Provider level – university
Data type:	Administrative
Collection process and protocols:	
Reports which include the data:	
Authority to collect:	Higher Education Support Act 2003
Useability and access:	Public - Access arrangements: Universities Australia
Providing agency:	Universities
Collecting agency:	Universities Australia
Owner of data:	Universities Australia
Data quality:	
Comments (optional):	

Title of collection:	Year 12 Completions Data Collection
Sector:	Schools
Purpose:	The Australian Government Department of Education 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.
Frequency:	Annual
Summary of variables by typical aggregation reported:	<p>Summary of variables:</p> <ul style="list-style-type: none"> ▪ Year 12 completions ▪ state ▪ postcode ▪ Indigenous <p>Supplementary data for OECD does not have postcode data, but does have more detail on age groups.</p>
Data level:	State
Data type:	Administrative
Collection process and protocols:	State and Territory Governments collect these data and provide it to the Australian Government Department of Education.
Reports which include the data:	<p>Reports which contain the data include:</p> <ul style="list-style-type: none"> ▪ Annual National Report on Schooling in Australia (ANR) ▪ Productivity Commission’s Report on Government Services (ROGS) ▪ Organisation for Economic Co-operation and Development’s (OECD) publication Education at a Glance
Authority to collect:	The Australian Education Act (2013)
Useability and access:	<p>Restricted access</p> <p>Aggregated data is available at state level.</p>
Providing agency:	State and Territory Governments
Collecting agency:	Australian Government Department of Education
Owner of data:	<p>State and Territory governments</p> <p>Data custodian: Australian Government Department of Education</p>
Data quality:	<p>Data quality is good.</p> <p>Postcode data is not consistent between state and territories.</p>

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- Depending on inclusion in the data state and territories use a specific postcode to identify overseas students.
- Mailbox postcodes are common in the data sets where no physical address is available.

The quality of subject level data is such that differences between states make comparability of these data between states impractical.

Comments (optional):

Title of collection:	Year 12 Subject Choice and Key Learning Area (KLA) Data Collection
Sector:	Schools
Purpose:	Each year the Australian Government Department of Education collects year 12 student subject choice data by Key Learning Area.
Frequency:	Annual
Summary of variables by typical aggregation reported:	Subject data for Key Learning Areas (KLA) <ul style="list-style-type: none"> ▪ KLA by student count ▪ Subject enrolments ▪ State
Data level:	State
Data type:	Administrative
Collection process and protocols:	State and territory governments collect these data and provide it to the Australian Government Department of Education.
Reports which include the data:	Productivity Commission’s Report on Government Services (ROGS)
Authority to collect:	The Australian Education Act (2013)
Useability and access:	Restricted access Aggregated data is available at state level.
Providing agency:	State and territory Governments
Collecting agency:	Australian Government Department of Education
Owner of data:	State and territory governments Data custodian: Australian Government Department of Education
Data quality:	Data quality is good. 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. 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. 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 series data are misleading.

Comments (optional):

The unique structure of State and Territory government curriculum for schools and data collection methodologies add complexity when making comparisons between states and territories.