

Attachment 7 Glossary

ABS	Australian Bureau of Statistics.
ACARA	Australian Curriculum, Assessment and Reporting Authority – independent statutory authority established to develop and administer national school curriculum and assessments, and to report assessment and other data relating to schools and comparative school performance.
ACER	Australian Council for Educational Research
Assessment contractor	The organisation administering a particular national sample assessment. An assessment contractor may be responsible for some or all aspects of the preparation, distribution and collection of student tests, the linking of test results with student background characteristics, the analysis of results or the preparation of reports. (May also be referred to as a 'testing agent'.)
Bachelor degree and above	Includes Postgraduate Degree, Masters Degree, Graduate Diploma, Graduate Certificate, Bachelor Degree (with Honours) and Bachelor Degree.
Certificate I to IV (including trade certificate)	Includes Certificate I, Certificate II, Certificate III, Certificate IV, Trade Certificate, Advanced Certificate, Apprenticeship Certificate, Traineeship Certificate.
COAG	Council of Australian Governments
COAG Reform Council	Council of Australian Governments Reform Council – independent body established to monitor, assess and report to COAG on the performance of governments in achieving performance benchmarks.
Country of birth	The country in which the student was born.
Data type	Can be an integer, numeric, alphanumeric, etc. In the 'Country of Birth' data element, the data type would be a numeric code from the <i>Standard Australian Classification of Countries</i> .
Diploma/Advanced diploma	Includes Advanced Diploma, Associate Degree and Diploma.
Enrolment form	The form used by schools to collect information from parents when enrolling students.
Father/parent2/guardian2	See Parent/guardian.
Form of representation	Can be a code or a picture. In all cases in this document, it will be a code.
ICSEA	Index of Community Socio-educational Advantage
ICT	Information and communication technology.
IEA	International Association for the Evaluation of Educational Achievement
Indigenous status	A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The indicator will be used to determine Indigenous and non-Indigenous status.
KPM	Key Performance Measures

Language background indicator	<p>This indicator is derived from the main language other than English spoken at home by the student or the student's mother or father. It indicates whether a student is of an English language background or other than English language background. A student is defined as being of a language background other than English if either the student, the student's mother or the student's father speaks a language other than English at home.</p> <p><i>Note:</i> The language background indicator is currently under review.</p>
LBOTE	<p>Language Background Other Than English</p> <p><i>Note:</i> The language background indicator is currently under review.</p>
Main language other than English spoken at home	<p>The main language, other than English, spoken in the student's home by the student or the student's mother or father.</p>
MCEECDYA	<p>Ministerial Council on Education, Early Childhood Development and Youth Affairs. MCEECDYA was established on 1 July 2009 following a realignment of the roles and responsibilities of previously existing councils. The Council comprises Commonwealth, State and Territory Ministers with responsibility for the portfolios of school education, early childhood development and youth affairs. (New Zealand is also a member of MCEECDYA; Papua New Guinea, Norfolk Island and East Timor have observer status.) See www.mceecdya.edu.au.</p>
MCEETYA	<p>Former Ministerial Council on Education, Employment, Training and Youth Affairs. Replaced by MCEECDYA on 1 July 2009.</p>
Melbourne Declaration	<p>See National Goals for Schooling.</p>
Mother/parent1/guardian1	<p>See Parent/guardian.</p>
NAP	<p>National Assessment Program – The NAP comprises a suite of national and international assessments which provide nationally comparable data on student achievement in literacy, numeracy, science, civics and citizenship, and ICT.</p>
NAPLAN	<p>National Assessment Program – Literacy and Numeracy. Annual national full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9. NAPLAN tests were first conducted in 2008, replacing former State and Territory based literacy and numeracy tests.</p>
National Goals for Schooling	<p><i>Melbourne Declaration of Educational Goals for Young Australians.</i> Released in 2008 and superseding the 1999 <i>Adelaide Declaration on National Goals for Schooling in the Twenty-First Century</i>. See www.mceecdya.edu.au.</p>
National sample assessment	<p>Three-yearly national assessments involving samples of schools and students, in the areas of science (Year 6), civics and citizenship education (Years 6 and 10) and ICT (also Years 6 and 10).</p>
OECD	<p>Organisation for Economic Cooperation and Development.</p>

Parent/guardian	<p>Schools and school systems should select the appropriate wording for 'Mother/parent/guardian' and 'Father/parent/guardian' on their enrolment form, to align with local or State/Territory policies. Some possible alternatives are:</p> <ul style="list-style-type: none"> - mother and father - parent 1 and parent 2 - guardian 1 and guardian 2 - parent/guardian1 and parent/guardian2 - mother/guardian1 and father/guardian2 - mother/parent1/guardian1 and father/parent2/guardian2.
Parental non-school education	The highest qualification attained by a parent/guardian in any area of study other than school education.
Parental occupation group	The occupation group which best reflects the main work undertaken by the parent/guardian. For the purposes of national reporting, a parent/guardian's work is classified into one of four groups.
Parental school education	The highest year of primary or secondary education a parent/guardian has completed.
Performance Measurement and Reporting Taskforce	The taskforce of MCEECDYA responsible for the development of Key Performance Measures and for assessing and reporting progress towards the achievement of the National Goals for Schooling.
Permissible data element values	Listing of all codes represented in the classification relevant to the data element. In the case of Country of Birth, this would be every code included in the <i>Standard Australian Classification of Countries (SACC)</i> classification and any supplementary codes used.
PIRLS	The IEA's <i>Progress in International Reading Literacy Study</i> , which assesses a sample of Year 4 and Year 8 students every five years.
PISA	The OECD's <i>Programme for International Student Assessment</i> , which assesses the reading, mathematical and scientific literacy of a sample of 15-year-old students every three years.
Question module	The exact wording of a question and response categories to be included on the enrolment or special data collection form.
Sex	'Sex' is the distinction 'male' and 'female', as reported by a person.
Size of data element values	Shows the field length required to store the data. In the case of Country of Birth, the size would be 4, which is the length of the numeric code.
Socioeconomic background – education	The indicator derived from the parental school and parental non-school education for both parents/guardians. The indicator is based on the higher educational attainment of the two parents/guardians.
Socioeconomic background – occupation	The indicator derived from the parental occupation group of both parents/guardians. The indicator is based on the higher occupation group of the two parents/guardians.
Student identifier	A numeric or alphanumeric string that is used to identify a given student within a school or school system, for example, a student number.

Supplementary codes	These include 'Inadequately described', 'Not stated and 'Not further defined' codes. 'Not further defined' codes are used to process incomplete, non-specific or imprecise responses which cannot be coded to the most detailed level of classification but which contain enough information to allow them to be coded to a higher level of the classification structure. 'Inadequately described' codes are used to process responses which do not provide sufficient information to be coded to any level of the structure.
Test administration authority	The relevant State or Territory assessment agency or authority responsible for the delivery of the NAPLAN tests at the State or Territory level.
Testing agent	The organisation administering literacy and numeracy testing at Years 3, 5, 7 and 9 or a particular national sample assessment. (May also be referred to as 'Test administration authority' or 'Assessment contractor'.) A testing agent may be responsible for some or all aspects of the preparation, distribution and collection of student tests, the linking of test results with student background characteristics, the analysis of results or the preparation of reports.
TIMSS	The IEA's <i>Trends in International Mathematics and Science Study</i> , which assesses a sample of Year 4 and Year 8 students every four years to provide data on trends in mathematics and science achievement.