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# Collection of Information on Student Background Characteristics

November 2004

# AisV



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# Presentation Outline

1. Background
2. Data collection
3. Actions for schools
4. Timeline
5. AISV support

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# Background

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# MCEETYA decisions 1999

- Endorsement of *National Goals for Schooling in the 21<sup>st</sup> Century*
- Agreement to develop key performance measures in eight priority areas
- Establishment of Performance Measurement and Reporting Taskforce (PMRT)



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# Reporting by student group

The *National Goals for Schooling* state that students' outcomes from schooling should be free of negative forms of discrimination based on **sex, language, culture and ethnicity, religion or disability; and of differences arising from students' socio-economic background or geographic location**





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# Purpose of nationally comparable data

Inform Australian parents of progress  
towards attainment of National Goals:

- Improving outcomes for all students, especially those who are educationally disadvantaged
- Increased public confidence in school education
- Measuring change and comparing student outcomes over time





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# Key Performance Measures

1. Literacy
2. Numeracy
3. Science
4. Civics and citizenship education
5. Information and communication technology
6. Student participation and attainment
7. Vocational education and training in schools
8. Enterprise education



# Sources of Performance Data

- Annual, full-cohort AIM/LANNA testing (literacy and numeracy at Years 3, 5 and 7)
- Triennial national sample assessments (science at Year 6, ICT at Years 6 & 10, civics & citizenship education at Years 6 & 10)
- Triennial assessment through OECD Programme for International Student Assessment (PISA) in reading, numeracy and science for 15 year-olds



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# National Definitions

Nationally consistent definitions developed to enable reporting on the progress of students by:

- Sex
- Indigenous status
- Language background
- Socioeconomic background
- Geographic location, and for
- Students with disabilities





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# Data Collection

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# How the information will be collected

- Via enrolment forms
  - Years 3, 5, 6 & 7 students' sex, Indigenous status, language background and socioeconomic background
- Via student test forms
  - Year 10/15 years old students as above plus geographic location
- Via other means
  - Geolocation for Years 3, 5, 6 & 7 will be derived from the school's address
  - No action is required by schools

# Information collected via enrolment forms

- Sex
- Indigenous status
- Language background
  - LBOTE or non-LBOTE
  - Main language other than English spoken in the home
  - Country of birth
- Socioeconomic background
  - Parental educational attainment
  - Parental occupation



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# Data Implementation Manual

- The purpose of the manual is to provide information to assist schools and school systems to make the changes to enrolment forms and associated data collection and storage processes

Manual available at  
[www.mceetya.edu.au/public/public](http://www.mceetya.edu.au/public/public)



# Data Implementation Manual

The Data Implementation Manual provides:

- A clear statement of tasks to be undertaken, when and why
- A set of “question modules” to be incorporated into enrolment forms
- Indicative layouts for enrolment forms
- Detailed technical specifications



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# *Actions for Schools*

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# Key steps

1. Check privacy requirements
2. Revise enrolment forms
3. Revise data storage
4. Collect the information
5. Provide data to testing agent

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# Privacy legislation

- Privacy legislation does not prevent schools from collecting information on student characteristics for national reporting purposes
- Schools may need to review and revise their privacy policies and documentation for parents
- Privacy compliance manual available on AISV website: [www.ais.vic.edu.au](http://www.ais.vic.edu.au)





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# Revise enrolment forms

- Agreed question modules are in the Manual
- Critical that agreed wording be used to ensure national comparability
- In some cases, there are two alternative question modules – schools may choose the one they prefer



# Revise data storage

- To ensure student data record includes all fields on background characteristics
- To ensure the fields match the response options on the enrolment forms
- Establish processes for entering data into computer files



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# Collect the information

Review school procedures for:

- Distribution and collection of enrolment forms
- Handling queries from parents
- Checking forms for completeness and accuracy
- Following up with parents if forms are incomplete



# Collect the information

- Schools which collect student background data only at time of students' initial enrolment (usually K/1 or 7/8) will need to conduct supplementary surveys so that they have the relevant details for students in Years 3, 5 & 7
- Schools selected to participate in Year 6 national sample assessments will also need to collect information from parents of Year 6 students



# Link data to test forms

## Two options:

1. Collect and report data to VCAA by April
  - Pre-printed test booklets delivered to schools, matching done by VCAA
2. Collect and return data to VCAA with test booklets in August
  - Schools required to match test booklets and data using unique identifier



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# Implementation timeline

In 2005, collect student background information for:

- Incoming enrolments
- Year 3, 5 and 7 students participating in literacy and numeracy testing
- Year 6 students in selected sample schools for ICT knowledge and skills testing





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# Assistance for schools

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# Support materials

- Privacy Compliance Manual
- Parent information brochure
- Information slide show
- Data collection form (2 samples)
- Data entry program
- Testing agent response form
- FAQ's for schools
- Telephone/email support

# Practical implications

- Resourcing implications for schools
- School compliance
- Parent compliance
- Who should complete the form?
- Enrolment data software systems
- Training for school staff
- FFPOS
- Multi-lingual documentation



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# Discussion

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