

LONGITUDINAL SURVEYS
OF AUSTRALIAN YOUTH
TECHNICAL REPORT 53

1998 cohort user guide



Longitudinal Surveys of Australian Youth (LSAY)

1998 cohort user guide

Technical report 53

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

This user guide has been developed for users of the LSAY data. The guide aims to consolidate existing technical documentation and other relevant information.

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The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian government or state and territory governments.

Publisher's note

Additional information relating to this publication is available from the Longitudinal Surveys of Australian Youth Survey (LSAY) website <www.lsay.edu.au/publications/2199.html>.

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User guide updates

Date	Version	Update
October 2020	2.3	Corrections to derived variables outlined in 'Appendix A: Updates to the Y98 dataset' Added information about new resources including the 'Online data dictionary' and 'LSAY Quickstats'. Updated information about 'Accessing the data'. Updated 'The LSAY data' and 'Topic maps' sections to incorporate revisions to the assignment of variables to topic areas.
October 2013	2.2	Changed reference to metadata workbook. Specified more precisely how to find the classifications and code frames under the 'Supporting documents' tab of the user guide. Updated data restrictions Added references to cohort derived variables document
April 2011	2.1	Updated 'Appendix A: Updates to the Y98 dataset' Modified derived variable labels in table 7
December 2010	2.0	Updated for latest data release (wave 12, 2009) Added information on LSAY website registration Modified derived variable labels in table 7 Added 'Appendix A: Updates to the Y98 dataset'
May 2010	1.01	Correction made to classifications used to code area of study for waves 5 and 6
October 2009	1.00	Original version of User guide

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Background

The Longitudinal Surveys of Australian Youth (LSAY) is a research program that tracks young people as they move from school into further study, work and other destinations. It uses large, nationally representative samples of young people to collect information about education and training, work, and social development.

It includes surveys conducted from the mid-1970s through to the mid-1990s: the Youth in Transition Survey (YITS); the Australian Longitudinal Survey (ALS); the Australian Youth Survey (AYS); and the current LSAY collection, which began in 1995.

Survey participants (collectively known as a 'cohort') enter the study when they turn 15 years, or as was the case in earlier studies, when they were in Year 9. Individuals are contacted once a year for up to 12 years. Studies began in 1995 (Y95 cohort), 1998 (Y98 cohort), 2003 (Y03 cohort), 2006 (Y06 cohort), 2009 (Y09 cohort) and more recently in 2015 (Y15 cohort). Over 14 000 students start out in each cohort.

Since 2003, the initial survey wave has been integrated with the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA).

The LSAY research program provides a rich source of information to enable a better understanding of young people and their transitions from school to post-school destinations; it also explores their social outcomes, such as wellbeing.

Information collected as part of the LSAY program covers a wide range of school and post-school topics, including: student achievement, student aspirations, school retention, social background, attitudes to school, work experiences and what students are doing when they leave school.

LSAY is managed and funded by the Australian Government Department of Education, Skills and Employment (formerly the Department of Education, Employment and Workplace Relations (DEEWR)), with support from state and territory governments. On 1 July 2007, the National Centre for Vocational Education Research (NCVER) was contracted to provide analytical and reporting services.

Between 1995 and 2007 the LSAY analytical and reporting services were provided by the Australian Council for Educational Research (ACER) jointly with the Department of Education, Science and Training¹ (DEST).

More information can be obtained from the LSAY website or by contacting NCVER:

Telephone: +61 8 8230 8400
Email: <lsay@ncver.edu.au>
Fax: +61 8 8212 3436
Website: <www.lsay.edu.au>

¹ Replaced in December 2007 by the Department of Education, Employment and Workplace Relations.

Using this guide

This User guide has been developed for users of the LSAY data. The guide brings together the resources available for data users and includes information on: how to access the data, the questionnaires, variable naming conventions, derived variables, the classifications and code frames used, the structure of the data (using topic areas, topic maps and data elements), supporting documentation, sample design and weights.

The LSAY data dictionary complements this user guide. It is designed to provide easy access to LSAY metadata using: 'topic areas' to group variables into common themes; and 'data elements' to represent variables that are common within and between waves.

Further information about the data dictionary is contained in the 'The LSAY data' section of this user guide. The data dictionary can be accessed at: <www.lsay.edu.au/data/lsay-data-dictionary>.

Users may also find the variable listing and metadata workbook useful. This workbook has the same information as the data dictionary but it is presented in Excel rather than as an online tool. The variable listing provides a complete list of the variables in the LSAY data files, as well as metadata for each variable, which includes the questionnaire text, base populations and values. The data can be filtered and inspected by cohort, wave/year, questionnaire section, topic area(s) and/or data element.

Further information about the variable listing and metadata is contained in the 'The LSAY data' section of this user guide. The variable listing can be accessed at: <www.lsay.edu.au/publications/2621.html>.

If you have any feedback or issues finding the information you need in this guide, please do not hesitate to contact the LSAY team at NCVER.

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Facsimile: +61 8 8212 3436 Website: <www.lsay.edu.au>

The Y98 cohort

In 1998, a nationally representative sample of about 14 000 Year 9 students was selected to form the second cohort of the LSAY program. The sample was constructed by randomly selecting two Year 9 classes from a national sample of 300 schools intended to represent all states and education sectors. This is referred to as the LSAY Y98 cohort.

Reading and numeracy tests were administered to students to provide information on school achievement. Students also completed a background questionnaire about their educational and vocational plans and attitudes to school. In 1999, these students provided information in response to a mailed questionnaire. Information was also obtained from their schools about curricula and school organisation.

In 2000, members of the sample were contacted in the first of the annual telephone interviews (conducted by Reark Research, then AC Nielsen). The questionnaire included questions on school, transitions from school, post-school education and training, work, job history, job search history, non-labour force activities, health, living arrangements and finance, and general attitudes. Subsequent surveys (conducted by the Wallis Consulting Group) asked similar questions but with the emphasis changing from school to post-school education, training and work.

Due to both population shifts over time and survey attrition, care needs to be taken when comparing individual waves of the cohort against other samples drawn from different populations. For example, it can be misleading to compare the LSAY Y98 wave 3 (2000) indicators against 17-year-olds from other surveys in the same year.

Prior to the development of this *User guide*, technical papers (including questionnaires, frequency tables and code books) contained information about the LSAY cohorts. Information from the technical papers has been consolidated in the series of user guides, providing a single source for technical information. These technical documents are discussed below.

Questionnaires and frequency tables

The Y98 technical papers/reports include a series of frequency tables for each variable, a questionnaire for each survey year, and a separate codebook (for some waves).

LSAY technical papers can be accessed at <<https://www.lsay.edu.au/publications/user-support-and-documentation>> and are summarised at table 1.

Table 1 Questionnaires and frequency tables

Wave/year	Technical paper/report
Wave 1 / 1998	Technical report no. 20
Wave 2 / 1999	Technical paper no. 22
Wave 3 / 2000	Technical report no. 24
Wave 4 / 2001	Technical report no. 26
Wave 5 / 2002	Technical report no. 29
Wave 6 / 2003	Technical report no. 30
Wave 7 / 2004	Technical report no. 32
Wave 8 / 2005	Technical report no. 37

Wave/year	Technical paper/report
Wave 9 / 2006	Technical report no. 39
Wave 10 / 2007	Technical report no. 44
Wave 11 / 2008	Technical report no. 51
Wave 12 / 2009	Technical report no. 58

Other technical papers

Other technical papers that may be useful include sampling methodology, weighting methodology, and how socioeconomic status is measured.

Table 2 provides a summary of the existing technical papers/reports for the Y98 cohort and can be accessed at: <<https://www.lsay.edu.au/publications/search/y98-technical-papers>>.

Table 2 Technical documents – other technical papers

Technical report/paper	Title
Technical paper no. 14	The measurement of socioeconomic status and social class in the LSAY project
Technical paper no. 16	The designed and achieved sample of the 1998 LSAY sample
Technical paper no. 48	Estimating attrition bias in the Year 9 cohorts of the Longitudinal Surveys of Australian Youth

LSAY QuickStats

LSAY QuickStats provides quick and simple access to summary LSAY data and replaces the previous cohort reports. Data are presented as a series of tables and charts and include information on education and employment pathways, as well as social indicators on living arrangements and satisfaction with life.

Data are organised by wave/year, beginning with the first wave of data collection (e.g. 1/1998) through to the final wave (e.g. 12/1999). For those interested in particular groups of young people, data can be filtered by a range of demographic variables. LSAY QuickStats can be accessed at <<https://www.lsay.edu.au/data/lsay-quickstats>>.

Previous cohort reports focused on describing the education, employment and social participation of young people during the year, and the experiences and attainment in these domains up to a point in time.

These previous reports are available in PDF format and can be accessed at: <https://www.lsay.edu.au/data/lsay-quickstats/other_search>.

Table 3 provides a summary of the earlier cohort reports for the Y98 cohort.

Figure 1 LSAY QuickStats

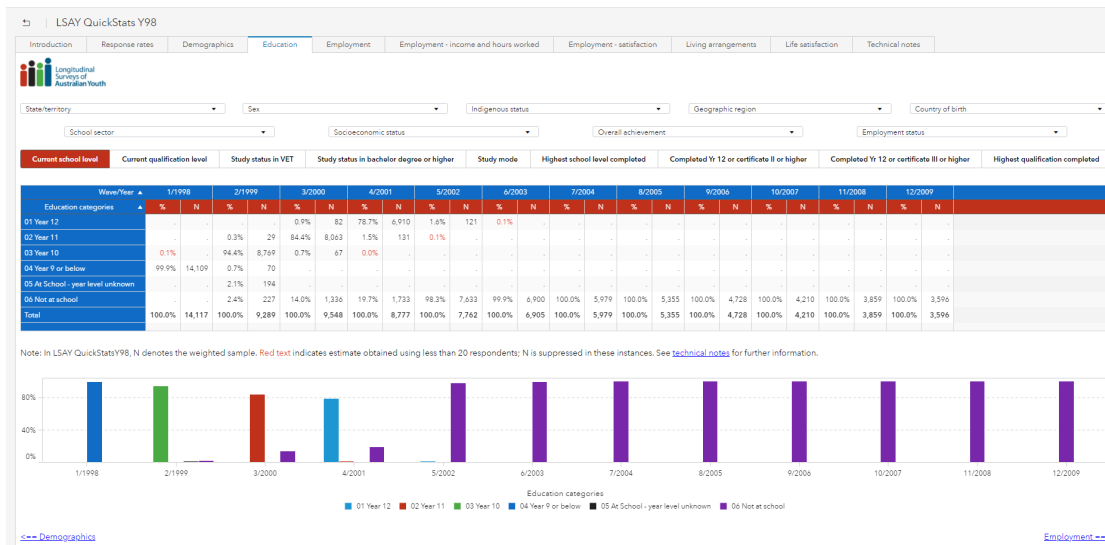


Table 3 Cohort reports

Wave/year	Technical report/paper
Wave 2/1999	The Year 9 class of 1998 in 1999: Activities and aspirations
Wave 3/2000	The Year 9 class of 1998 in 2000: School and non-school experiences
Wave 4/2001	The Year 9 class of 1998 in 2001: Education, employment and interests
Wave 5/2002	The Year 9 class of 1998 in 2002
Wave 6/2003	The Year 9 class of 1998 in 2003
Wave 7/2004	The Year 9 class of 1998 in 2004
Wave 8/2005	The 1998 LSAY Year 9 cohort report: 21 year-olds in 2005

Accessing the data

LSAY data files are deposited annually with the Australian Data Archive (ADA) at the Australian National University in Canberra. Permission to use the data and access requirements are managed by the Australian Data Archive. Data access requires authorisation from the Data Archive Manager with applications reviewed and approved by NCVER. The ADA has upgraded to the Dataverse platform which means users can now apply to access the LSAY data online rather than using a paper-based form. The data is available to access free of charge.

The data can be accessed by:

- Registering with the [ADA Dataverse](https://dataverse.ada.edu.au/dataverse/).
 1. Navigate to LSAY Dataverse <<https://dataverse.ada.edu.au/dataverse/lsay>>
 2. Select 'Sign Up' from the top-right corner and complete the Dataverse registration form. You will need to validate you email address for your registration to be accepted by Dataverse.
 3. You can explore your Dataverse account by selecting your user name and heading to 'My Data', 'Notifications' or 'Account Information'.
- Requesting access to the LSAY datasets.
 1. Navigate to LSAY Dataverse <<https://dataverse.ada.edu.au/dataverse/lsay>> and login to your ADA Dataverse account.
 2. Navigate to the LSAY cohort you want to access from the list of datasets.
Note: If you want access to multiple cohorts at one time you can select this option when filling out the online application form.
 3. Scroll down to the data files, select the file type/s you wish to access. Click on 'Request Access' and complete the online application form. **Important: users must comply with the terms and conditions outlined in the user undertaking in order to obtain access to the data** (see following section for details).
 4. A notification email will be sent to you from the ADA.
 5. If your request is approved, you will be able to download the requested files via the LSAY Dataverse.

Further information about accessing the LSAY data is available from the LSAY website:

<<https://www.lsay.edu.au/data/access>>.

Part of NCVER's role is to promote and encourage the use of the LSAY data. If you have any feedback or queries about the data and how to access it, please contact:

NCVER

Email: <lsay@ncver.edu.au>

Telephone: +61 8 8230 8400

Australian Data Archive

Email: <ada@anu.edu.au>

Telephone: 02 6125 2200

Fax: 02 6125 0627

User undertaking

Access to the LSAY unit record data is provided only if the individual requesting access undertakes to comply with the terms and conditions. Individuals must accurately identify themselves when interacting with any entity or technology supporting access to LSAY data. Applications must accurately reflect the intended use of the data. NCVER either directly or through an entity delivering services on its behalf, may seek to verify an applicant's identity and/or confirm the intended use of the data.

Terms and conditions

Authorised data users must undertake and agree to take full responsibility for ensuring LSAY unit record data files will be protected according to the following terms and conditions and hereby undertake to:

- A. Use all information provided by the ADA only for the purposes specified in their application and as approved by NCVER.
- B. Should the unit record data provided by NCVER be used for data matching/linking activities, comply at all times with the following conditions, and with any reasonable direction given by NCVER with respect to the disclosure, use or storage of matched/linked data. Authorised users must undertake to:
 - a. Comply with all applicable laws and regulations (including the Privacy Act 1988 (Cth));
 - b. Comply with all NCVER policies, procedures and protocols, including those published on NCVER's website at <<http://www.ncver.edu.au>> to the extent that they relate to that party's role in the Project;
 - c. Comply with all guidelines published by the Office of the Australian Information Commissioner which are mandatory for that party to comply with when matching/linking data;
 - d. Comply, so far as is reasonably practicable, with all guidelines published by the Office of the Australian Information Commissioner which are relevant to that party's role in the data matching/linking activities/project but which are not mandatorily imposed on that party;
 - e. And ensure compliance with this clause by the authorised user's employees, agents and subcontractors.
- C. Store and protect the data from misuse, interference and loss and from unauthorised access, modification or disclosure, including:
 - a. Protecting the privacy of the data and related individuals who may be identifiable in accordance with the Australian Privacy Principles (APPs) under the Privacy Act 1988 (Cth) as amended by the Privacy Amendment (Enhancing Privacy Protection) Act 2012.
 - b. Not copying, sending or providing the data to other persons or organisations.

- c. Not attempting to identify an individual, including matching the information with any other information for the purposes of identifying individuals.
 - d. Not disclosing information to other persons or organisations on any particular individual or any information in the unit record data where the identity of a particular individual might reasonably be ascertained.
 - e. Not disclosing information on any particular organisation contained in the unit record data to any other person or organisation without the written permission of the organisation to which the information relates.
 - f. Not publishing or disclosing the data or research results in a way that would enable any individual or organisation (other than your own) to be identified.
 - g. Not using the information as a basis for legal, administrative, or other actions that could affect individuals or organisations (other than your own) contained in the unit record data.
 - h. Relinquishing access and not attempting to access the requested data if no longer working on the specified project/purpose, or upon ceasing employment with the specified organisation.
 - i. Ensuring that data in all media (CD-ROMs, DVDs, portable storage devices, electronic files, hard copy) are stored securely with access controls.
 - j. Destroying the data, including any data resulting from matching the unit record file with other datasets, and any copies of it at the conclusion of the specified project/purpose, provided that the organisation may, with NCVER's prior written consent (which will not be unreasonably withheld, but may be granted subject to conditions at NCVER's discretion), retain a single copy of data for archive purposes or to comply with any applicable laws or institutional policy, subject to the organisation continuing to comply with the terms of this undertaking.
 - k. Attribute the source of the data in any publications resulting from the use of the unit record data.
- D. Provide a copy of any final reports and other data products to NCVER unless otherwise agreed by NCVER.
- E. Not do anything or permit anything to be done that may cause NCVER to breach its obligations under the Privacy Act 1988 (Cth) or its Privacy Policy (located at <<http://www.ncver.edu.au/privacy.html>>).

Authorised users must unconditionally and irrevocably indemnify NCVER against any loss incurred by NCVER (including legal costs, on a solicitor own client basis) as a result of any failure by the Indemnifying Party or any of its officers, employees, contractors, agents or representatives to comply with these terms and conditions for any reason. The Indemnifying Party must on demand from NCVER immediately pay or reimburse NCVER's loss.

Authorised users must undertake to adhere to all conditions listed above and understand that any breach of these terms may result in withdrawal of access to the information and/or incur a

legal penalty if there is a breach of the Privacy Act or a breach under Common Law through disclosure of an organisation's commercial in confidence information.

Authorised users must represent and warrant that the information set out in their Request is true and correct and acknowledge that NCVER will rely upon and be induced thereby to grant access to data held by the ADA.

Specific data requests

A specific data request allows you to request customised tables and/or data analysis to be undertaken by NCVER without having to obtain full sets of the data. A specific data request can be made to <lsay@ncver.edu.au>.

There are fees and charges applicable for all data requests. Please refer to NCVER's data access and charging policy: <<https://www.ncver.edu.au/support/support/all-support/data-access-and-charges>>.

LSAY data releases

Information about the latest LSAY data releases is available from the LSAY website: <lsay.edu.au/data/latest.html>.

You may also request to be notified of recent LSAY releases, which include publications and data releases, by subscribing to NCVER's LSAY email alert page at: <lsay.edu.au/subscribe>.

Overview of the LSAY questionnaires

In the first survey wave, reading and numeracy tests were administered to students in their schools to provide information on school achievement. Further information on literacy and numeracy scoring can be found below.

Students also completed a background questionnaire about their educational and vocational plans and attitudes to school; the questionnaire also collected information on the students themselves, their family, and institutional factors, which can help explain performance differences.

The longitudinal nature of the LSAY data collections means that new surveys are closely linked to, are comparable with, and build on, the previous surveys.

Following the collection of written information in the first two years, students are contacted annually by telephone and asked a range of questions across the following sections:

- Section A: School
- Section B: Transition from school
- Section C: Post-school study
- Section D: Work
- Section E: Job history
- Section F: Job search activity
- Section G: Not in the labour force
- Section H: Living arrangements, finance and health
- Section J: General attitudes

The focus of the questionnaires changes as the cohort ages, from a school and study focus when they are younger, to more of an employment focus in later years. For instance, Sections A and B were no longer asked from wave 8 for the Y98 cohort and Sections E to J were only asked from wave 3. Section D was the only section to be asked in every wave of the Y98 cohort.

The Y98 questionnaires are contained in the series of Y98 codebooks. LSAY codebooks can be accessed at: <www.lsay.edu.au/data/31273.html>. Table 1 provides a summary of the available codebooks.

Year 9 achievement in literacy and numeracy²

Students were asked to complete two tests on literacy and numeracy when they were first contacted in 1995. From their answers in these two tests three measures were constructed: achievement in literacy in Year 9, achievement in numeracy in Year 9, and combined achievement in literacy and numeracy in Year 9.

The measure of *literacy* is the students' raw scores on the literacy test, and could range from 0 to 20. The literacy test comprised 20 items. Students were asked to read some text and then asked several questions about the text. The text comprised short newspaper articles and longer textual passages.

The measure of *numeracy* is the students' raw score on the numeracy test. Scores could range

² This information has been sourced from GN Marks, J McMillan and K Hillman, *Tertiary entrance performance: The role of student background and school factors*, LSAY research report, no.22, ACER, Camberwell, Vic. 2001. Available online at: <<http://www.lsay.edu.au/publications/1869.html>>.

from 0 to 20. The numeracy test comprised 20 questions. Three broad types of questions were asked. The first type dealt with mathematical operations (mainly computations) with little or no practical component. This included simple operations such as addition and subtraction, and more complex operations such as long division, fractions, squares, cubes, and square roots. The second type of question required practical applications of numerical skills. Examples are questions about buying things, reading scales, tables, and graphs, and calculating interest. The third type of question required the application of abstract mathematical concepts. These were mainly logical and spatial problems.

The combined measure of achievement in literacy and numeracy represents an overall measure of early school achievement. The scores for the literacy and numeracy tests were centred about the means and summed to produce a combined measure of achievement. The combined measure was then standardised to a mean of zero and a standard deviation of one.

This measure was used in correlational and regression analyses. For the presentation of means and box and whisker plots, the continuous measure was split into four categories, based upon quartiles of achievement (that is, the highest quartile represents the top 25% of students, the next quartile represents the next 25% of students, and so forth).

The LSAY data

The LSAY data sets are large and particularly complex. Around 500 variables are collected (on average) across each wave, culminating in more than 5000 variables across the entire dataset. To improve accessibility of the LSAY data, variables have been grouped into common themes called ‘topic areas’.

Topic areas

The topic areas are comprised of four hierarchical levels:

Major topic areas are the broadest topic area. There are four major topic areas.

- *Sub-major topic areas* are subdivisions of the major topic areas. There are 11 sub-major topic areas.
- *Minor topic areas* are subdivisions of the sub-major topic areas. There are close to 100 sub-major topic areas.
- *Data elements* are subdivisions of the minor topic areas. There are about 1000 data elements.

The four major topic areas include *Demographics*, *Education*, *Employment* and *Social*. The divisions of these major topic areas into sub-major topic areas and minor topic areas are illustrated in figures 2 to 5.

Figure 2 Major topic area 1—Demographics

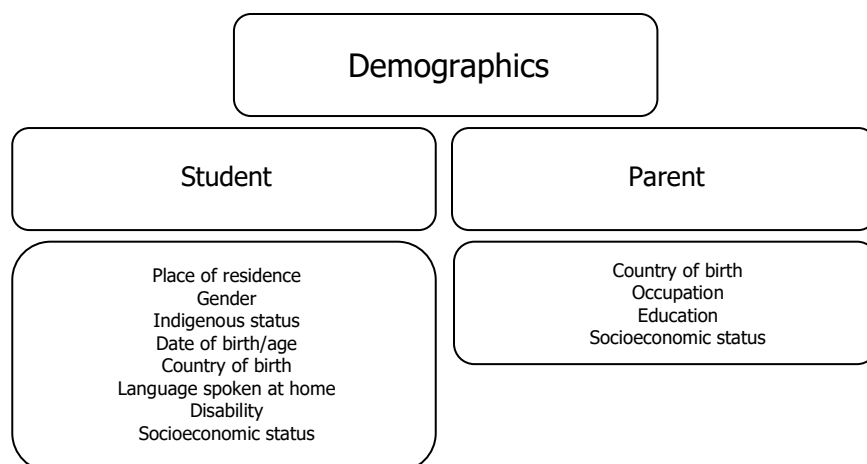


Figure 3 Major topic area 2—Education

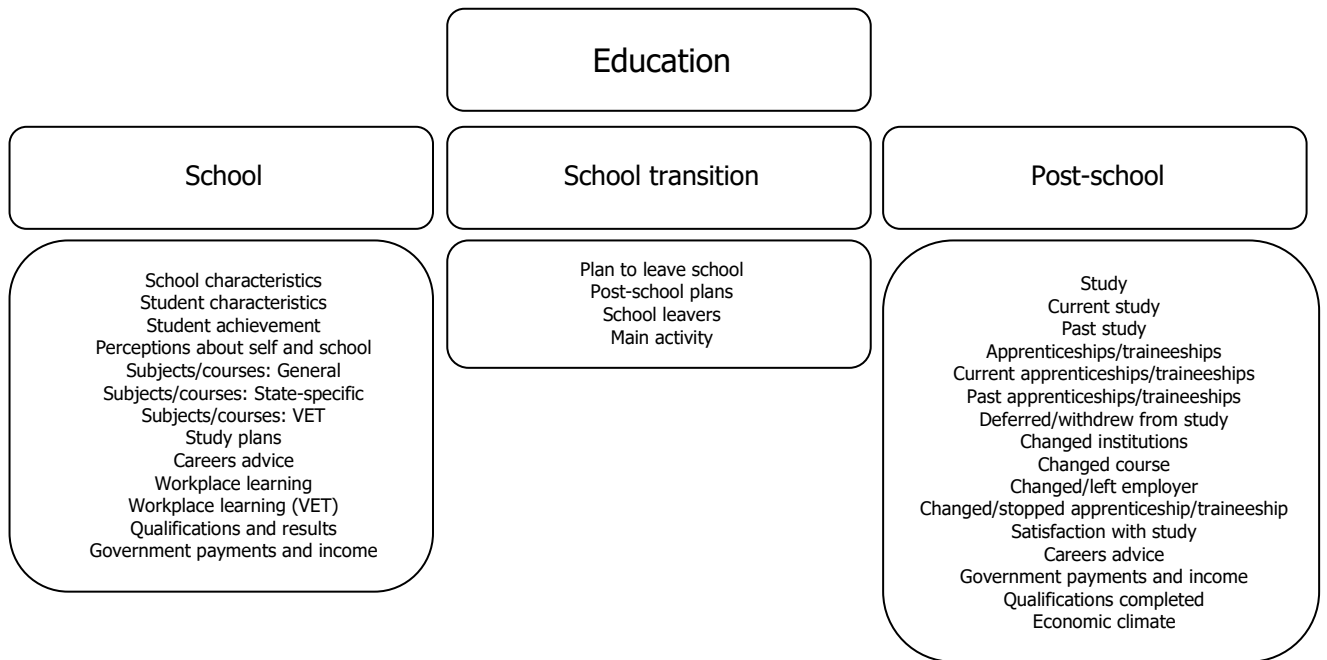


Figure 4 Major topic area 3—Employment

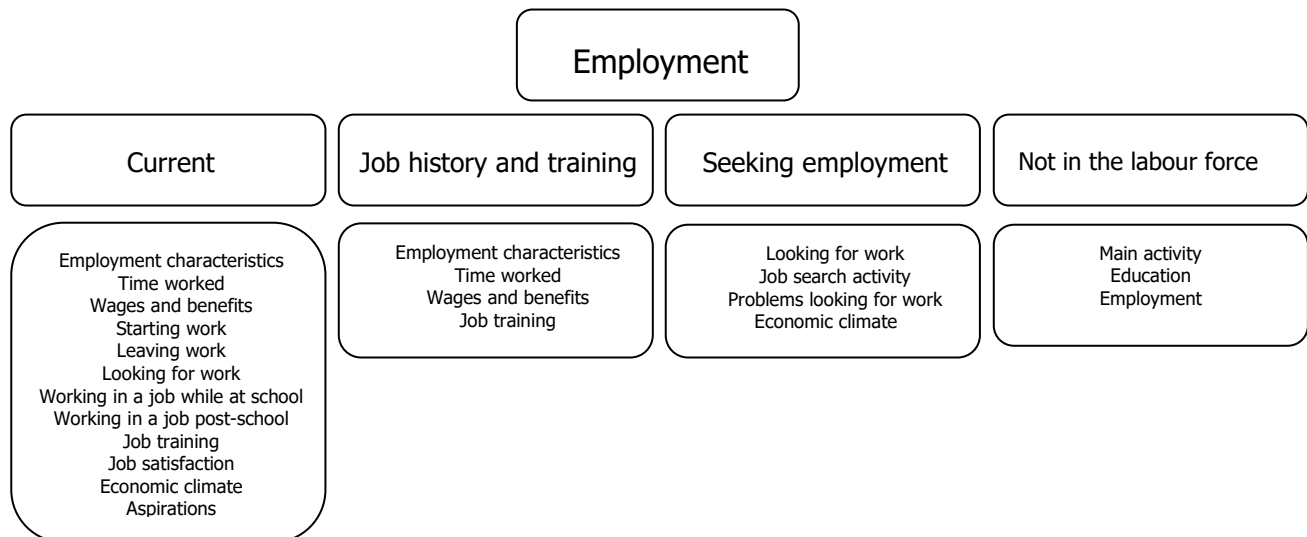
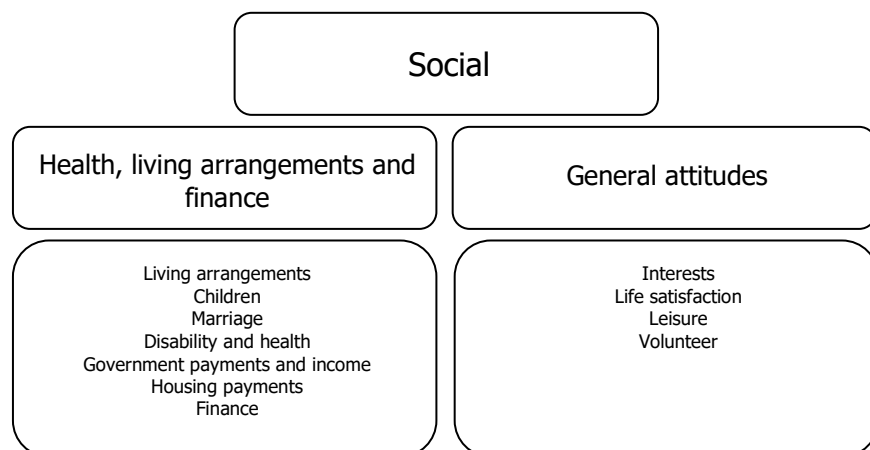


Figure 5 Major topic area 4—Social



Topic maps

Topic maps have been developed for each of the 11 sub-major topic areas. The topic maps aim to improve accessibility of the LSAY data by linking questions (or variables) common within and across waves. These common variables are identified as *data elements*.

Topic maps by sub-major topic area can be found in the ‘Topic maps’ section of this user guide. A summary of the topic maps appears in table 4.

Table 2 Topic maps

Major topic area	Sub-major topic area	Topic map
Demographics	Student	1
	Parent	2
Education	School	3
	School transition	4
	Post-school	5
Employment	Current	6
	Job history and training	7
	Seeking employment	8
	Not in the labour force	9
Social	Health, living arrangements and finance	10
	General attitudes	11

Data elements

Data elements represent variables that are common within and across waves. In some instances, a data element may represent a single variable (when not collected across multiple waves). Information about each data element is contained in the supplementary sections (*Data elements A to D*) of this *User guide*. They can be accessed at: www.lsay.edu.au/publications/2199.html under the ‘Supporting documents’ tab.

These series of data element documents are identified by their major and sub-major topic area. An overview of these data element documents is given in table 5.

Table 3 User guide data element documents

User guide	Major topic area	Sub-major topic area
Part A	Demographics	Student
		Parent
Part B1	Education	School
		School transition
Part B2	Education	Post-school
Part C	Employment	Current
		Job history and training
		Seeking employment
		Not in the labour force
Part D	Social	Health, living arrangements and finance
		General attitudes

For each data element, the following information is provided (where applicable):

- *Data element* — the data element name
- *Purpose* — the information provided by the data element
- *Variables* — the variable name(s) which correspond to this data element
- *Variable type* — whether the variable(s) is/are in numeric or character format
- *Variable label* — includes the question number (where applicable) and a short description of the variable(s)
- *Question* — the question wording for the variable(s)
- *Values* — the possible values each variable can take and corresponding formats
- *Base population* — the syntax for the number of respondents eligible to answer the corresponding question (note that base populations are currently only available for waves 8 to 12 (2005–09)).
- *Notes* — other information.

Variable listing/metadata workbook

To further assist in using the LSAY data, an excel metadata workbook has been developed. It provides a complete listing of all the variables in the LSAY datasets, as well as information about each variable. The information contained in this workbook is similar to that contained in the topic maps and data elements documents, but can be manipulated using filters to search for and to group variables. Data can be filtered and inspected by cohort, wave/year, questionnaire section, topic area(s) and/or data element.

The variable listing and metadata workbook can be accessed at:
<lsay.edu.au/publications/search-for-lsay-publications/2621>.

There are two main worksheets included in the metadata workbook: *Variables* and *Values*. Each worksheet lists the variables in the order they appear in the data file. Major, sub-major and minor topic areas as well as data elements are provided for each variable. The wave/year, questionnaire section and variable label are also included (where applicable).

There are two key worksheets included in the metadata workbook: *Variables* and *Values*. The first worksheet, *Variables*, includes the variable type, variable label, question (wording) and base population. The second worksheet, *Values*, lists each variable and the values that variable can take (where applicable).

The *Variables* and *Values* worksheets list each variable in the order it appears in the data file. Major, sub-major and minor topic areas as well as data elements are provided for each variable. The wave/year and questionnaire section are also included (where applicable).

Variable selection

Not all variables assigned to a data element are directly comparable. Additional attributes such as question wording, values, classifications used and base populations must therefore be considered when selecting variables and analysing the data.

Data elements have been created to assist in grouping, thereby simplifying variable selection. They are unique within a minor topic area but may not be unique across topic areas.

For example, the data element, *Study type*, exists under the major and sub-major topic area Education: Post-school. This data element appears under two different minor topic areas:

Study and *Current study*. The *Study* minor topic area may include both past and current study (depending on the questionnaire sequencing). When identifying a data element and/or variable for use, it is therefore important to consider other related data elements that may be located in a different topic area.

The example above is illustrated in figure 6 using an excerpt from the metadata workbook.

Figure 6 Identifying related topic areas

	Cohort	Wave/year	Section	Major topic area	Sub-major topic area	Minor topic area	Data element	Variable	Type	Label	Question	Base
6257	Y98	3/2000	C	2. Education	Post-school	Current study	Study type	CC001	Num	C1 Current status		
6287	Y98	3/2000	C	2. Education	Post-school	Study	Study type	CC017	Num	C17 Type of course		
6776	Y98	4/2001	C	2. Education	Post-school	Current study	Study type	DC015	Num	C15 Current study or training		
7060	Y98	5/2002	CA	2. Education	Post-school	Study	Study type	ECA002	Num	CA2 First study or training		
7219	Y98	5/2002	C2A	2. Education	Post-school	Study	Study type	EC2A002	Num	C2A2 Next study started		
7342	Y98	5/2002	C	2. Education	Post-school	Current study	Study type	EC002	Num	C02 Currently studying or training		
7682	Y98	8/2003	CA	2. Education	Post-school	Study	Study type	FCA008	Num	CA8 Type of study or training		
7840	Y98	8/2003	C	2. Education	Post-school	Current study	Study type	FC082	Num	C02 Current study or training (not elsewhere reported)		
8144	Y98	7/2004	CA	2. Education	Post-school	Study	Study type	GCA008	Num	CA8 Type of study or training		Study or training since last
8304	Y98	7/2004	C	2. Education	Post-school	Current study	Study type	GC082	Num	C02 Current study or training (not elsewhere reported)		No current study or training
8588	Y98	8/2005	CA	2. Education	Post-school	Study	Study type	HCA008	Num	CA8 Type of study or training		Study or training since last
8748	Y98	8/2005	C	2. Education	Post-school	Current study	Study type	HC082	Num	C02 Current study or training (not elsewhere reported)		No current study or training
9029	Y98	9/2006	CA	2. Education	Post-school	Study	Study type	ICA008	Num	CA8 Type of study or training		Study or training since last
9191	Y98	9/2006	C	2. Education	Post-school	Current study	Study type	IC082	Num	C02 Current study or training (not elsewhere reported)		No current study or training
9518	Y98	10/2007	CA	2. Education	Post-school	Study	Study type	JCA008	Num	CA8 Type of study or training		Study or training since last
9680	Y98	10/2007	C	2. Education	Post-school	Current study	Study type	JC082	Num	C02 Current study or training (not elsewhere reported)		No current study or training
9993	Y98	11/2008	CA	2. Education	Post-school	Study	Study type	KCA008	Num	CA8 Type of study or training		Study or training since last
10186	Y98	11/2008	C	2. Education	Post-school	Current study	Study type	KC082	Num	C02 Current study or training (not elsewhere reported)		No current study or training
10513	Y98	12/2009	CA	2. Education	Post-school	Study	Study type	LCA008	Num	CA8 Type of study or training		Study or training since last
10708	Y98	12/2009	C	2. Education	Post-school	Current study	Study type	LC082	Num	C02 Current study or training (not elsewhere reported)		No current study or training

To identify variables for analysis and support accurate variable selection, refer to the topic maps contained in the ‘Topic maps’ section of this *User guide*. Here relevant data elements can be identified by:

- navigating to a major topic area of interest (for example, *Education*)
- identifying a sub-major topic area of interest (for example, *Post-school [education]*)
- identifying a minor topic area of interest (for example, *Current study*)
- inspecting the data elements available within that minor topic area (for example, *Month started study*)

The number of times that data element appears within a wave is shown in the column corresponding to the particular wave.

Before using and/or analysing the variables/data elements selected, it is important to consider:

- variable attributes such as question wording, variable values, classifications used and base populations
- data elements which appear more than once within a wave
- data elements which appear more than once across waves (for longitudinal analysis)
- data elements of the same name across other topic areas (if applicable)
- other data elements that may be closely linked within a topic area or across other topic areas.

Online data dictionary

The online data dictionary uses the LSAY data framework to present information from the LSAY datasets, questionnaires and metadata. The dictionary is organised using topic areas and data elements and indicates the cohorts and waves for which each data element is available.

Making a selection at the topic area or data element level will return the relevant variables in the ‘Variables’ section of the dictionary. The variable label, question text, base population and notes for that variable are also displayed. Selecting a variable will display the variable formats/labels in the ‘Values’ section of the data dictionary.

Users can navigate the data dictionary by:

- browsing the data dictionary using the scroll bars
- using the search function to return results for specific keywords, cohorts, waves or topic areas.

The online data dictionary can also be used offline using the Tableau reader free download which can be accessed at: <<https://www.tableau.com/products/reader>>. **For a faster and more responsive version we recommend using the data dictionary offline.**

The data dictionary can be accessed at: <<https://www.lsay.edu.au/data/lsay-data-dictionary>>.

Figure 11 Data dictionary

The screenshot shows the 'ONLINE DATA DICTIONARY' interface. On the left, there are filter sections for 'Cohort' (with checkboxes for Y95, Y98, Y03, Y06, Y09, Y15), 'Wave' (with a dropdown for '(All)'), and 'Topic areas' (with dropdowns for Major, Sub-major, and Minor topic areas, and a 'Data element' dropdown). A 'Reset filters' button is also present. The main area features a 'Topic map' table with columns for 'Topic areas', 'Data element', and availability checkboxes for 'Wave 1' (Y95, Y98, Y03, Y06, Y09, Y15) and 'Wave 2' (Y95, Y98, Y03, Y06, Y09, Y11). The 'Country of birth' data element is selected. Below this is a 'Variables' table with the following data:

Variable name	Variable label	Question	Base	Year
ST17001	Country of birth Self	In what country were you and your parents born?	Total respondents	2009
ST11001	Self born in country Q11a	In what country were you and your parents born?	Total respondents	2006
RCOB	Respondent's country of birth: Verbatim	Where were you born?	Not available	1995

Variable naming conventions

Standard variables

Most variable names are constructed using three pieces of information: the survey wave, the questionnaire section and the question number.

A wave identifier is used to identify the survey wave. The first survey (or wave) is allocated an A, the second survey a B, up until wave 12, which is allocated an L. The section identifier is used to identify the section of the questionnaire. The question identifier is used to identify the question number.

For example, the variable AD003 refers to:

- Wave 1, denoted by the first character A
- Section D, denoted by the second character D
- Question 3, denoted by the last three characters 003

Non-standard variables

There are a series of other variables that do not fit within the standard variable-naming convention mentioned above. These variables are summarised in the table below.

Table 4 Non-standard variables

Non-standard variable	Examples of non-standard variable names	Description
Demographics	SEX INDIG	Demographic variables, such as gender and Indigenous status, tend to be descriptive rather than have a naming convention
School characteristics	STATE SCHTYP	School characteristics, such as state of the school and school sector, tend to be descriptive rather than have a naming convention
Student achievement	TOT_MATH ACH_QU	Student achievement, such as maths scores and achievement quartiles, tend to be descriptive rather than have a naming convention <i>For further information on literacy and numeracy scoring see the section on 'Year 9 achievement in literacy and numeracy' in this User Guide.</i>
Derived variables	XLFS2006 XCEL1999	Derived variables have been constructed across all waves to summarise key information such as labour force status and current education level. <i>For further information about derived variables see the section on 'Derived variables' in this User guide.</i>
IN flag	IN1998 IN2006	IN flags have been created for each survey year to indicate whether a respondent participated in the survey in that year. If the value of the IN flag is equal to 1, this indicates the respondent participated in the survey for that year. IN flag variables are denoted by the two characters 'IN' followed by four-digits for the survey year.
Interview dates	DINT00 MINT00 YINT00 INTDAT00 INTSAS00	Day of interview, month of interview, and year of interview are collected each survey year and consolidated into an interview date variable. Interview date variables are denoted by DINT for day of interview, MINT for month of interview, YINT for year of interview, and INTDAT for the consolidated interview date (in both character and SAS® date format) followed by two-digits for the survey year.

Non-standard variable	Examples of non-standard variable names	Description
Sample items	SAMP108 SAMP208	<p>Sample items that look at information from previous years' surveys have been created to enable more efficient and effective direction of questions. For example, the variable SAMP208 looks at whether the respondent had a job at the previous interview. Questions about whether respondents have the same job as reported at their last interview would only be asked of those who were recorded as being employed at the previous interview.</p> <p>Sample items are denoted by the four characters 'SAMP' followed by one digit denoting the sample item followed by two digits for the survey year.</p>
Weights	WT06GEN ACH06WT WT2006	<p>Weight variables are denoted by the two characters 'WT' either at the beginning or end of the variable name.</p> <p><i>For further information about weights see section, 'Sample and survey design—Weights' of this User guide.</i></p>

Historical variable names

From wave 1 (1998) to wave 7 (2004), a chronological variable-naming convention was used. These variable names did not reflect the survey year/wave, questionnaire section and/or question numbers within the questionnaires, but took the format V1, V2 ... V4498.

This approach to naming variables was superseded in wave 8 (2005) by the standard variable-naming convention described above. All old variable names were subsequently updated in the data set to reflect the new standard variable-naming convention.

For this reason, the variable names in the existing technical documents do not correspond directly with the current data sets. Variable names can, however, be determined from the survey year/wave, questionnaire section and section number (see section, 'Variable naming conventions').

Alternatively, a variable concordance file that maps the old to new variable names can be accessed at: <www.lsay.edu.au/publications/2199.html> under the 'Supporting documents' tab.

Derived variables

A series of derived variables has been developed to simplify use of the LSAY data and provide useful measures for analysis. The derived variables focus on the areas of educational attainment, employment, measures of engagement in study and work, and social indicators. Table 7 summarises the series of additional derived variables available on the Y98 dataset.

Derived variables are denoted by the character X, followed by several characters uniquely identifying the derived variable, followed by four digits for the survey year.

Detailed technical documentation outlining how the variables are derived as well as their properties is available at: <<http://www.lsay.edu.au/publications/2527.html>>.

Table 5 Derived variables

Indicators	Derived variable	Variable name
Education	Current school level	XCSLYYYY
	Current qualification level	XCELYYYY
	Highest school level completed	XHSLYYYY
	Highest qualification level completed	XHELYYYY
	Study status in VET	XVETYYYY
	Study status in bachelor degree or higher	XBACYYYY
	Full-time or part-time study status	XFTSYYYY
	Completed Year 12 or certificate II or higher	X122YYYY
	Completed Year 12 or certificate III or higher	X123YYYY
Employment	Labour force status	XLFSYYYY
	Full-time or part-time employment status	XFTPYYYY
	Permanent or casual employment	XEMPYYYY
	Status in apprentice/traineeship	XATRYYYY
	Job mobility during last year	XMOBYYYY
	Occupation (ANZSCO)	XOCCYYYY
	Average weekly pay	XWKPYYYY
	Average hourly pay	XHRPYYYY
	Average weekly hours worked	XHRSYYYY
	Any spell of unemployment during the year	XUNYYYY
	In full-time employment or full-time education	XFTEYYYY
Social	Marital status	XMARYYYY
	Living with parent(s)	XATHYYYY
	Living in own home	XOWNYYYY
	Number of dependent children	XCHIYYYY

Sample and survey design

The Y98 cohort is a nationally stratified sample of students who were in Year 9 in 1998. The major stratum considered in the design was the state of schooling in 1998. Students from small states were oversampled, and those from larger states were under-sampled. The selection of students within states was proportional relative to school sector. Three school sectors were used as strata: government, Catholic and independent schools.

The population information for the strata was drawn from the *Schools Australia* (ABS, cat. no. 4221.0) series. Within strata, schools were selected proportional to their size, and the information on the number of Year 9 students in each school came from a sampling frame derived by the Australian Council for Educational Research (based on information provided to them from state authorities and the former Department of Employment, Education and Training).

An additional 500 Year 9 students were selected to form the pilot sample.

In the first year of the survey, reading and numeracy tests were administered to students in their schools to provide information on school achievement. Students also completed a written background questionnaire about their educational and vocational plans and attitudes to school.

One year later, these students were contacted and they completed another written questionnaire, which was followed by annual telephone interviews until 2009. Respondents who missed a survey wave were excluded from subsequent survey waves.

Further information regarding survey design for the Y98 cohort can be found in LSAY technical paper no. 16, *The designed and achieved sample of the 1998 LSAY sample*, which can be accessed at: <www.lsay.edu.au/publications/1929.html>.

Response rates

The Y98 cohort initially surveyed 14 117 young people when they were in Year 9. In the second year of the survey, a paper-based questionnaire was used. This resulted in a higher than expected drop-out. Therefore in 2000, the survey was rebuilt and a computer-assisted telephone interview (CATI) system was implemented. This resulted in an increase in sample size from 9289 to 9548. From 2000 onwards the CATI system has been used and the overall attrition rate is 8–13% per year.

Table 6 shows the sample sizes and response rates for each wave of the Y98 cohort from the first wave in 1998 to 2009.

Table 6 Sample sizes and response rates

	Wave/year											
	1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
Age at 30 Jun	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24.5	25.5
Sample size (n)	14 117	9 289	9 548	8 777	7 762	6 902	5 979	5 356	4 729	4 210	3 859	3 596
% of wave 1	100	65.8	67.6	62.2	55.0	48.9	42.4	37.9	33.5	29.8	27.3	25.5
% of previous wave		65.8	102.8	91.9	88.4	88.9	86.6	89.6	88.3	89.0	91.7	93.2

Attrition

Survey attrition is the phenomenon that occurs when not all respondents answer the survey in subsequent waves of interviewing. For the Y98 cohort, respondents who missed an interview could not be interviewed in subsequent waves.

The data collection contractor works hard at achieving maximal response rates, but there is still drop-out between waves of the interviews.

Survey attrition is an issue in the reporting of survey results if there are different groups of people dropping out at differing rates. Attrition can lead to biased population estimates with incorrect standard errors. In LSAY, survey attrition is counteracted by first trying to maximise the year-on-year response rate and, secondly, through the application of attrition weights.

Weights

In order for the LSAY sample to more accurately represent the population of Australian Year 9 students in 1998, the collected sample must be weighted to account for differences in sampling fractions and response rates among the population.

There are two weighting procedures applied to the LSAY data:

1. *Sample weights*: these reflect the original sample design and ensure that the sample matches the population from which the sample was drawn. In the case of LSAY, the sample weights sum to the sample size. For example, the sample weights add to 14 117 in wave 1, 9289 in wave 2 etc. The distribution of stratum levels (state and school sector) matches that of the original population. For example, students from states and territories with smaller numbers of Year 9 students are oversampled and students from states with larger numbers of Year 9 students are under-sampled. In order for the sample to more accurately represent the population of Australian Year 9 students, the sample is weighted so that sample sizes within strata are proportional to the population sizes of the strata.
2. *Attrition weights*: these account for most of the non-random respondent attrition. LSAY attrition weights are based on overall achievement quartiles and gender, and reweight to wave 1.

The final LSAY weights for each wave combine sampling and attrition weights.

Despite attempts to counteract attrition bias, users must be aware that survey drop-out may not be fully accounted for in the attrition weights for all sub-populations. To allow users to determine the effectiveness of the attrition weights, data in the cohort report demographic tables are presented both weighted and unweighted.

Table 7 shows the three different types of available weights and the variable-naming convention for each, where *YY* or *YYYY* denotes the survey year at two or four digits respectively.

Table 7 Weight variables

Weight	Variables
Sample weight	WTYYGEN
Attrition weight	ACHYYWT
Final weight	WTYYYY

Reliability of estimates

The reliability of any estimates (for example, proportions, means, regression coefficients or variance parameters) must be considered. The greatest contributor to standard errors is the sample size. Small sample sizes result in high standard errors and wide confidence intervals. Users of the LSAY data must consider sample size when deriving or interpreting the data.

Users are advised against relying on estimates obtained from sample sizes of < 5 or those estimates that have a relative standard error (RSE) of greater than 25%.

Sources of error

LSAY has two major types of error: non-sampling error and sampling error.

Non-sampling error arises from processes not related to the selection of a sample from a population. Examples of non-sampling error include non-response, attrition, incorrect responses and interviewer and processing error. Elements of non-sampling error can be accounted for by using weighted estimates (for example, LSAY uses weights to adjust for attrition). Other elements that contribute to non-sampling error can be minimised through data checking and other protocols. Issues arising from non-sampling should be noted or addressed where relevant. There are no statistical measures to accurately record non-sampling error (apart from those related to attrition and non-response).

Sampling error arises because estimates are obtained from the use of a sample rather than from measurement of the entire population. An estimate of interest will be subject to sample-to-sample variation. Sampling error is controlled by taking a large enough random sample from the population. Sample surveys are designed to control the size of the sampling error for key measurements. In random (probability) sampling, the estimate of sampling error is measured using the standard error.

Standard errors

The standard error of an estimate indicates the accuracy to which that estimate approximates the true population parameter. There are multiple methods for calculating the standard errors in complex surveys. One method that is commonly used is the Taylor series expansion.³ These standard errors are then used to determine confidence intervals and relative standard errors. The three measures are all used to determine the reliability of the estimate of interest. In particular, the relative standard error enables a comparison of the accuracy between two estimates.

Confidence intervals

The confidence interval is an interval estimate of the population parameter. Sample estimates which have high standard errors will have wide confidence intervals.

The mathematical derivation of a 95% confidence interval for a proportion is:

$$\hat{p} \pm 2 \times se(\hat{p})$$

³ For further information on this technique, users are encouraged to read WG Cochran, *Sampling Techniques*, 3rd edition, John Wiley and Sons, New York, 1977, sections 11.18, 11.91 and 11.20.

where \hat{p} is the estimate obtained from the sample, and $se(\hat{p})$ is the standard error of the estimate.

Relative standard error

The relative standard error is derived by dividing the standard error of the estimate by the estimate itself, expressed as a percentage:

$$RSE(\hat{p}) = \frac{se(\hat{p})}{\hat{p}} \times 100$$

The relative standard error (RSE) is a standardised measure that enables the comparison of estimates in terms of their reliability.

It is important that users take into consideration the reliability of estimates obtained. An estimate with a high relative standard error or wide confidence interval should be used with caution. This is particularly important when users are comparing two or more estimates.

Examples

Consider the following estimates of highest school level completed (XHSL2006) by 2006 in the Y98 cohort. In this example, the estimation from the entire sample (large sample) is compared with the estimates obtained from Indigenous respondents (small sample).

Table 8 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y98 cohort in 2006 for a large sample (all respondents)

Level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	4030	82.5	0.7102	0.861	81.038	83.878
Year 11	376	8.7	0.5317	6.079	7.683	9.810
Year 10	295	8.1	0.5149	6.382	7.039	9.098
Year 9 or below	28	0.7	0.1579	21.713	0.411	1.043
Total	4729	100.0				

Table 9 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y98 cohort in 2006 for a small sample (Indigenous respondents)

Level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	40	58.1	7.2177	12.419	43.684	72.555
Year 11	19	19.9*	5.2478	26.381	9.397	30.388
Year 10	11	22.0*	6.5965	30.000	8.795	35.181
Total	70	100.0				

* Estimate has a relative standard error greater than 25%.

Using this example, we can see the estimate for Indigenous respondents who finished Year 10 or below (22.0) has a relative standard error of 30.000 and is much less reliable than the estimate obtained using the whole sample (8.1) with a relative standard error of 6.382.

Further, in this example, we would not recommend using any of the estimates obtained from the Indigenous respondents, with the exception of Year 12 completions. The interpretation of

the confidence interval is such that there is a 95% chance that the true population estimate for Year 12 completion lies between 43.7 and 72.6%.

In interpreting these results it should be noted that tables 10 and 11 also demonstrate the impact of different levels of attrition on the reliability of estimates. In particular, the relatively high level of attrition among Indigenous respondents means that the population in 2006 is particularly small, with correspondingly large relative standard errors. Sampling strategies for LSAY cohorts from 2003 onwards have attempted to address this by oversampling the Indigenous population.

Classifications and code frames

There are a number of variables contained in the LSAY datasets that are coded using standard classifications. The information for these variables is collected using open-ended questions, and verbatim responses are recorded. These responses are coded using ABS classifications structure (or other relevant code frame).

The details of these classifications are not provided in the data elements documents because they are very lengthy and can be summarised in a variety of ways. This section provides a summary of the classifications and code frames used for each survey wave along with references to the coding frameworks.

Table 10 Classifications

Wave/year	Education	Occupation	Industry	Institution
1/1998	Not applicable	ASCO 2 nd Edition	Not applicable	Not applicable
2/1999	Not applicable	ASCO 2 nd Edition	Not applicable	Not applicable
3/2000	FOSCTEC	ASCO 2 nd Edition	ANZSIC 1993	Institution code frame 1
4/2001	FOSCTEC	ASCO 2 nd Edition	ANZSIC 1993	Institution code frame 1
5/2002	ASCED 2001	ASCO 2 nd Edition	ANZSIC 1993	Institution code frame 1
6/2003	ASCED 2001	ASCO 2 nd Edition	ANZSIC 1993	Institution code frame 1
7/2004	ASCED 2001	ASCO 2 nd Edition	ANZSIC 1993	Institution code frame 1
8/2005	ASCED 2001	ASCO 2 nd Edition	ANZSIC 1993	Institution code frame 2
9/2006	ASCED 2001	ANZSCO 1 st Edition	ANZSIC 2006 (Revision 1)	Institution code frame 2
10/2007	ASCED 2001	ANZSCO 1 st Edition	ANZSIC 2006 (Revision 1)	Institution code frame 2
11/2008	ASCED 2001	ANZSCO 1 st Edition	ANZSIC 2006 (Revision 1)	Institution code frame 2
12/2009	ASCED 2001	ANZSCO 1 st Edition	ANZSIC 2006 (Revision 1)	Institution code frame 2

Notes: ASCO = Australian Standard Classification of Occupations
 ANZSCO = Australian and New Zealand Standard Classification of Occupations
 ANZSIC = Australian and New Zealand Standard Industrial Classification
 FOSCTEC = Field of Study Classification of Tertiary Education Courses

Education

For waves 1 and 2 of the Y98 cohort, no variable related to area of study was collected.

Field of study classification of tertiary education courses (FOSCTEC) was used to code the area of study from waves 3 to 4 (2000 to 2001). This classification was officially superseded by the Australian Standard Classification of Education⁴ (ASCED) in 2001. The ASCED classification was used to code the area of study from waves 5 to 12 (2002 to 2009).

FOSCTEC classifications are no longer readily available on the ABS website. The ASCED classification does provide correspondence tables between FOSCTEC and ASCED. The FOSCTEC classification can be accessed at: <www.lsay.edu.au/publications/2199.html> under the 'Supporting documents' tab.

⁴ ABS, *Australian Standard Classification of Education (ASCED)*, cat. no. 1272.0, ABS, Canberra, 2001.

Occupation

The Australian Standard Classification of Occupations⁵ (ASCO) 2nd Edition was used to code occupations from waves 1 to 8 (1998 to 2005). From wave 9 (2006), the Australian and New Zealand Standard Classification of Occupations⁶ (ANZSCO) 1st Edition was used.

Industry

The Australian and New Zealand Standard Industrial Classification⁷ (ANZSIC) 1993 was used to code industries from waves 3 to 8 (2000 to 2005). From wave 9 (2006) ANZSIC 2006 (Revision 1) was used.

Institution

Institution code frames have been developed to enable consistent coding of education institutions. The first code frame uses four digits to code institutions from waves 3 to 7 (2000 to 2004).

The code frame was revised to incorporate information about the institution campus and uses six digits to code institutions (including campus) from wave 8 (2005).

These institution code frames can be accessed at: <www.lsay.edu.au/publications/2199.html> under the 'Supporting documents' tab.

⁵ ABS, *Australian Standard Classification of Occupations*, 2nd Edition, cat. no. 1220.0, ABS, Canberra, 1997.

⁶ ABS, *Australian and New Zealand Standard Classification of Occupations*, 1st Edition, cat. no. 1220.0, ABS, Canberra, 2006.

⁷ ABS, *Australian and New Zealand Standard Industrial Classification*, cat. no. 1292.0, ABS, Canberra, 1993.

Topic maps

The following series of topic maps lists the data elements for each sub-major topic area by minor topic area.

The digits in the table indicate the:

- survey waves in which this data element exists
- number of times the data element appears within a wave (which is equivalent to the number of variables that correspond to the data element in a single wave).

‘Topic map 1: Demographics – Student’ contains demographic information relating to respondents’ place of residence, gender, Indigenous status, date of birth and age, country of birth and language spoken at home.

‘Topic map 2: Demographics – Parent’ contains demographic information relating to country of birth, occupation, education and socioeconomic status of the respondents’ parents.

‘Topic map 3: Education – School’ contains school education information relating to respondents’ school characteristics, student characteristics, student achievement, perceptions about self and school, workplace learning, subjects and courses undertaken, qualifications and results, and government payments.

‘Topic map 4: Education – School transition’ contains school transition information about intentions to leave school, post-school plans, careers advice and school leavers.

‘Topic map 5: Education – Post-school’ contains post-school education information relating to: study (including current and past study, apprenticeships and traineeships); reasons for withdrawing/deferring from study; changes in study details (including changes to course, institution, employer, and apprentice or traineeship; satisfaction with study; careers advice; qualifications obtained; and government payments and income.

It is worth noting that in the minor topic area:

- *Study* may refer to past and/or current study as well as apprenticeships and traineeships (for some waves).
- *Current study* may refer to apprenticeships and traineeships (for some waves).
- *Past study* may refer to apprenticeships and traineeships (for some waves).
- *Apprenticeship/traineeships* may refer to past and/or current apprenticeships (for some waves).

‘Topic map 6: Employment – Current’ contains current employment information relating to employment characteristics, time worked, wages and benefits, starting and leaving work, looking for work, employment while at school, post-school employment, job training undertaken in current job and job satisfaction.

‘Topic map 7: Employment – Job history and training’ contains respondents’ job history and training information (including any other employment undertaken by the respondent) relating to employment characteristics, time worked, wages and benefits and job training undertaken.

‘Topic map 8: Employment – Seeking employment’ contains information about respondents’ seeking employment including whether they were looking for work, job search activity details and problems looking for work.

‘Topic map 9: Employment – Not in the labour force’ contains respondents’ main activity while not in the labour force and prospects for seeking employment or commencing study.

‘Topic map 10: Social – Health, living arrangements and finance’ contains respondents’ information about living arrangements, children, marriage, disability and health (including associated funding), government payments, housing payments and finance.

‘Topic map 11: Social – General attitudes’ contains respondents’ information about their interests, life satisfaction, what they do in their spare time and any volunteer work undertaken.

Topic map 1: Demographics—Student

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
Place of residence	Size of place of residence	1											
	State										1	1	1
	Postcode	1									1	1	1
Gender	Sex	1											
Indigenous	ATSI	1											
Date of birth/Age	Date of birth: Day	1											
	Date of birth: Month	1											
	Date of birth: Year	1											
	Date of birth	1											
	Date of birth: SAS date	1											
Country of birth	Country of birth: Verbatim	1											
	Country of birth: All	1											
	Country of birth: Major groups	2											
	Country of birth: 3 categories	1											
	Country of birth: Australia	1											
	Year of arrival in Australia	1											
Language spoken at home	Language spoken at home: All codes	1											
	Language spoken at home: English/other	1											
	Language spoken at home: Recoded	1											
	Language spoken at home: Verbatim	1											
	Frequency of English spoken at home	1											
Disability	Disability												
	Disability type: All												

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Disability type: Recognised												
	Disability type: Verbatim												
Socioeconomic status	ANU3 score												

Topic map 2: Demographics—Parent

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
Country of birth	Father's country of birth: Verbatim	1											
	Father's country of birth: All	1											
	Father's country of birth: Major groups	2											
	Father's country of birth: 3 categories	1											
	Father's country of birth: Australia	1											
	Mother's country of birth: Verbatim	1											
	Mother's country of birth: All	1											
	Mother's country of birth: Major groups	2											
	Mother's country of birth: 3 categories	1											
	Mother's country of birth: Australia	1											
Occupation	Father's job duties	1											
	Father's kind of work	3											
	Father currently working			1	1								
	Father works full-time			1	1								
	Father other activity			1	1								
	Father's occupation (ASCO)	1		1	1								
	Mother's job duties	1											
	Mother's kind of work	3											
	Mother currently working			1	1								
	Mother works full-time			1	1								
	Mother other activity			1	1								
	Mother's occupation (ASCO)	1		1	1								
	Education	Father's education level: Schooling	1										
Father's education level: None		1											
Father's education level: Apprenticeship		1											
Father's education level: TAFE		1											
Father's education level: University		1											

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Father's education level: Other	1											
	Father's education level: Verbatim	1											
	Mother's education level: Schooling	1											
	Mother's education level: None	1											
	Mother's education level: Apprenticeship	1											
	Mother's education level: TAFE	1											
	Mother's education level: University	1											
	Mother's education level: Other	1											
	Mother's education level: Verbatim	1											
Socioeconomic status	ANU3 score for father's occupation	1											
	ANU3 score for mother's occupation	1											

Topic map 3: Education—School

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
School characteristics	School number	2											
	School state	1		1	1	1	1	1					
	School state (confirmation)			1									
	School sector	1		1	1								
	Class	1											
	School offers Years 11 and 12			1	1								
Student characteristics	At school		1	1	1	1	1	1					
	Year level	1	1	1	1	1	1						
	Repeated year at school	1											
	Year level repeated at school	1											
	Studying for IB			1	1								
	Changed schools/Same school			1	1								
	Changed schools: Month changed schools			1	1								
	Changed schools: Year changed schools			1	1								
	Changed schools: Main reason			1	1								
Student achievement	Score for maths	2											
	Score for reading	2											
	Overall achievement quartiles	1											
Perceptions about self and school	Subjects: English	1	1										
	Subjects: Maths	1	1										
	Subjects: Overall	1											
	Subjects: Humanities and social sciences		1										
	Subjects: Economics and business		1										
	Subjects: Science		1										
	Subjects: Arts		1										
	Subjects: LOTE		1										
	Subjects: Computing		1										

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Subjects: Technology		1										
	Subjects: Health and physical education		1										
	Life at school: Interesting work	1											
	Life at school: Teachers fair	1											
	Life at school: Learn important things	1											
	Life at school: Learn to work hard	1											
	Life at school: Feel happy	1											
	Life at school: Teachers listen	1											
	Life at school: Achieve standard satisfactory to me	1											
	Life at school: Like learning	1											
	Life at school: Enjoy being there	1											
	Life at school: Preparation for future	1											
	Life at school: Like to ask questions	1											
	Life at school: Give marks I deserve	1											
	Life at school: Useful skills	1											
	Life at school: Satisfactory standard in my work	1											
	Life at school: Do extra work	1											
	Life at school: Teachers take personal interest	1											
	Life at school: I like to go to school	1											
	Life at school: Enjoy what I do	1											
	Life at school: Try to do my best	1											
	Life at school: Help in adult life	1											
	Life at school: Can cope with work	1											
	Life at school: Teachers help me	1											
	Life at school: Get excited about work	1											
	Life at school: Learning is fun	1											
	Life at school: Chance to do interesting work	1											
	Life at school: Can be successful	1											
	Life at school: Worthwhile learning	1											

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Life at school: Feel safe and secure	1											
	Life at school: Treated fairly in class	1											
	Life at school: Success as student	1											
	Homework: Frequency of set homework		1										
	Homework: Frequency of extra work		1										
	Homework: Total hours per week		1										
	Classes: Students eager		1										
	Classes: Students' progress		1										
	Classes: Students worked hard		1										
	Classes: Students well behaved		1										
	Extra activities: Sport		1										
	Extra activities: Music		1										
	Extra activities: Debating		1										
	Extra activities: Drama		1										
	Extra activities: Camps/excursions		1										
	Extra activities: Community work		1										
	School overall: Teachers		1										
	School overall: Discipline		1										
	School overall: Student learning		1										
	School overall: School spirit		1										
Workplace learning	Workplace learning				1								
	Number of days				1								
	Teaches what work is really like				1								
	Teaches about people				1								
	Teaches about instructions				1								
	Teaches about think for self				1								
	Teaches about confidence				1								
	Teaches about job skills				1								
	Teaches about work conditions				1								

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Teaches about your future career				1								
Subjects/courses: General	Studying ACT or NSW subjects/courses			1									
	English			1	1								
	English subject			5	4								
	English subject level			5	4								
	LOTE			1	1								
	LOTE subject			5	4								
	LOTE subject level			5	4								
	Maths			1	1								
	Maths subject			5	4								
	Maths subject level			5	4								
	Science			1	1								
	Science subject			5	4								
	Science subject level			5	4								
	Business studies			1	1								
	Business studies subject			5	4								
	Business studies subject level			5	4								
	Humanities			1	1								
	Humanities subject			5	4								
	Humanities subject level			5	4								
	Arts			1	1								
	Arts subject			5	4								
	Arts subject level			5	4								
	Health and physical education			1	1								
	Health and physical education subject			5	4								
	Health and physical education subject level			5	4								
	Computing			1	1								
Computing subject			5	4									
Computing subject level			5	4									

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Home economics			1	1								
	Home economics subject			5	4								
	Home economics subject level			5	4								
	Technology			1	1								
	Technology subject			5	4								
	Technology subject level			5	4								
	Other			1	1								
	Other subject			5	4								
	Other subject level			5	4								
Subjects/courses: VET	TAFE subjects			1	1								
	TAFE subjects part of apprenticeship/traineeship			1	1								
	Non-TAFE VET subjects			1	1								
	Non-TAFE VET subjects part of apprenticeship/traineeship			1	1								
	Workplace learning			2	2								
Careers advice	Accessed information: Apprenticeships and traineeships			1	1								
	Accessed information: Careers			1	1								
	Accessed information: Finance			1	1								
	Accessed information: TAFE			1	1								
	Accessed information: University			1	1								
	School provides information: Apprenticeships and traineeships			1	1								
	School provides information: Careers			1	1								
	School provides information: Finance			1	1								
	School provides information: TAFE			1	1								
School provides information: University			1	1									
Study plans	Plan to go on to Year 12			1	1								
Qualifications and results	Awarded certificate					1	1	1					
	Received any other certificate					1	1	1					

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Certificate name					1	1	1					
	Received (state specific) score					1	1	1					
	Result known					1	1	1					
	Result					1	1						
Government payments and income	Receiving YA/ABSTUDY			1	1	1	1						
	Amount receive per fortnight (YA/ABSTUDY)			1	1	1	1						
	Stay on at school without YA/ABSTUDY			1	1	1	1						

Topic map 4: Education—School transition

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
Main activity	Main activity												1
Plan to leave school	Reasons: Want job		1										
	Reasons: Want apprenticeship/traineeship		1										
	Reasons: Other study/training		1										
	Reasons: Have job/apprenticeship			1	1								
	Reasons: Want job/apprenticeship			1	1								
	Reasons: Earn own money		1	1	1								
	Reasons: Not doing very well at school		1	1	1								
	Reasons: Parents		1										
	Reasons: Didn't like school		1	1	1								
	Reasons: Teachers		1	1	1								
	Reasons: Other		1										
	Reasons: Other (specified)		1										
	Reasons: Financially difficult			1	1								
	Reasons: Course/training not available at school			1	1								
	Reasons: Subjects/courses not available at school			1	1								
	Reasons: Year 12 wouldn't help get a job			1	1								
	Reasons: Year 12 wouldn't help with further study/training			1	1								
Reasons: Main reason			1	1									
	Main activity			1	1								
Post-school plans	Year level plan to leave school	1	1										
	Plan to complete Year 12			1	1								
	Plan to commence full-time study			1									
	Student plans		1	1	1	1							
	Student plans: Full-time job	1											

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Student plans: Part-time job	1											
	Student plans: Full-time study	1											
	Student plans: Part-time study	1											
	Student plans: Don't know	1											
	Student plans: Multiple response	1											
	Study plans	1											
	Study plans: Type	1											
	Study plans: Verbatim	1											
	Future job (ASCO)		1										
	Future job (Verbatim)		1										
	Future job (at 25 years of age)				1								
	Parents' plans: Full-time job	1											
	Parents' plans: Part-time job	1											
	Parents' plans: Full-time study	1											
	Parents' plans: Part-time study	1											
	Parents' plans: Don't know	1											
	Parents' plans: Multiple response	1											
	Parents' plans		1										
	Friends' plans		1										
	Teachers' plans		1										
School leavers	Completed Year 12				1								
	Month left school		1	1	1	1	1	1					
	Year left school		1	1	1	1	1	1					
	Year level when left school		1	1	1	1	1	1					
	Still not at school				1								
	Main reason returned to school				1								
	Main activity		1	1	1	1	1	1					
	Main activity (specified)		1										

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Feelings about having left school			1	1								
	Reasons: Wanted to get a job		1										
	Reasons: To get an apprenticeship		1										
	Reasons: To get job/apprenticeship			1	1								
	Reasons: Have job/apprenticeship			1	1								
	Reasons: Earn own money		1	1	1								
	Reasons: Not good at school		1	1	1								
	Reasons: Parents		1										
	Reasons: Didn't like school		1	1	1								
	Reasons: Teachers		1	1	1								
	Reasons: Other		1										
	Reasons: Other (specified)		1										
	Reasons: Do training that wasn't available at school			1	1								
	Reasons: Financially difficult			1	1								
	Reasons: Subjects/courses not available at school			1	1								
	Reasons: Year 12 wouldn't help get a job			1	1								
	Reasons: Year 12 wouldn't help with further study/training			1	1								
	Reasons: Main reason			1	1								
Main activity	Main activity												1

Topic map 5: Education—Post-school

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
Study	Study status (at last interview)										1	1	1
	Qualification (at last interview)											1	1
	Still studying			1	2	6	5	5	4	4	4	5	5
	Confirmation of study						1	1	1	1	1	1	1
	Confirmation of deferred study						1	1	1	1	1	1	1
	Resumption of deferred study						1	1	1	1	1	1	1
	Commenced study					2	2	1	1	1	1	1	1
	Commenced TAFE study			1									
	Study type			1		2	1	1	1	1	1	1	1
	Qualification type					3	1	1	1	1	1	1	1
	Main area of study					2	1	1	1	1	1	1	1
	Institution		1	1		3	1	1	1	1	1	2	2
	Full-time or part-time study		1										
	Month started study		1			2	1	1	1	1	1	1	1
	Year started study		1			2	1	1	1	1	1	1	1
	First preference: Current study					1							
	First preference: Institution					1							
	First preference: Offered place					1							
	First preference: Reason did not take up place					1							
	University: Ever applied					1							
	University: Offered place					1							
	Offered place: Institution					1							
	Offered place: Reason did not take up place					1							
Current study	Study type			1	1	1	1	1	1	1	1	1	1
	Qualification type			1	1	1	1	1	1	1	1	2	2
	Main area of study			2	1	2	2	2	2	2	2	3	3
	Institution			1	1	4	3	4	4	4	4	5	5

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Full-time or part-time study			1	1	4	3	3	3	3	3	4	4
	Month started study			1	1	1	2	2	2	2	2	2	2
	Year started study			1	1	1	2	2	2	2	2	2	2
	Month expect to complete study					1	1	1	1	1	1	1	1
	Year expect to complete study					1	1	1	1	1	1	1	1
Past study	Qualification type			2	2								
	Studying for this qualification at last interview				1								
	Study completed/withdrawn/deferred/changed			2	4	3	1	1	1	1	1	2	2
	Main area of study			2	1								2
	Institution				1	4	3	2	2	2	2	2	2
	Full-time or part-time study			1	1	5	2	2	2	2	2	3	3
	Month started study			1	2								
	Year started study			1	2								
	Month stopped study				2	5	2	2	2	2	2	3	3
	Year stopped study				2	5	2	2	2	2	2	3	3
Apprenticeships/traineeships	Still studying					2	2	2	2	2	2	2	2
	Confirmation of apprenticeship/traineeship						1	1	1	1	1	1	1
	Qualification type					2	1	1	1	1	1	1	1
	Main area of study					2	1	1	1	1	1	1	1
	Employer type					2	1	1	1	1	1	1	1
	Classes off-the-job training at TAFE					2	1	1	1	1	1	1	1
	Provider of off-the-job training					2	1	1	1	1	1	1	1
	Month started study					2	1	1	1	1	1	1	1
	Year started study					2	1	1	1	1	1	1	1
Current apprenticeships/traineeships	Main area of study			2									
	Employer type					4	3	3	3	3	3	3	3
	Classes off-the-job training at TAFE			1	1	1	1	1	1	1	1	1	1
	Provider of off-the-job training			1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Full-time or part-time study									3	3	2	2
	Month started study			1									
	Year started study			1									
	Month expect to complete study					2	1	1	1	1	1	1	1
	Year expect to complete study					2	1	1	1	1	1	1	1
Past apprenticeships/traineeships	Main area of study			2									
	Classes off-the-job training at TAFE			1									
	Provider of off-the-job training			1									
	Study completed/withdrawn/deferred/changed			1		2	1	1	1	1	1	1	1
	Month started study			1									
	Year started study			1									
	Month stopped study					2	1	1	1	1	1	1	1
	Year stopped study					2	1	1	1	1	1	1	1
Deferred/withdrew from study	Reasons: Job/apprenticeship/traineeship				2								
	Reasons: Deferred from study				2								
	Reasons: Didn't like course				2								
	Reasons: Didn't think course was worth doing				2								
	Reasons: You got all you wanted from course				2								
	Reasons: Wanted job/apprenticeship/traineeship					2	1	1	1	1	1	1	1
	Reasons: You had problems juggling study and work commitments				2	2	1	1	1	1	1	1	1
	Reasons: Financially you couldn't afford to continue				2	2	1	1	1	1	1	1	1
	Reasons: You just lost interest, you never really wanted to study					2	1						
	Reasons: The course turned out to be not what you wanted				2	2	1	1	1	1	1	1	1
	Reasons: It wouldn't have led to a good job or career					2	1	1	1	1	1	1	1
	Reasons: You had been getting poor results				2	2	1	1	1	1	1	1	1
	Reasons: The study load was too heavy					2	1	1	1	1	1	1	1
	Reasons: You never really intended to complete the course					2	1	1	1	1	1	1	1
	Reasons: Because of problems with access or transport					2	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Reasons: Because of health or personal reasons					2	1	1	1	1	1	1	1
	Reasons: You just lost interest							1	1	1	1	1	1
	Reasons: You never really wanted to study							1	1	1	1	1	1
	Reasons: Main reason			3	2	2	1	1	1	1	1	1	1
Changed institutions	Same institution					8	5	5	5	5	5	7	7
	Reasons: The place you moved from wasn't your first choice					8	5	5	5	5	5	7	7
	Reasons: Moved to get better quality education					8	5	5	5	5	5	7	7
	Reasons: You had been getting poor results					8	5	5	5	5	5	7	7
	Reasons: The course wasn't exactly what you wanted					8	5	5	5	5	5	7	7
	Reasons: Desired course wasn't available at first institution					8	5	5	5	5	5	7	7
	Reasons: Because of easier access or better transport					8	5	5	5	5	5	7	7
	Reasons: Because of health or personal reasons					8	5	5	5	5	5	7	7
	Reasons: Main reason					8	5	5	5	5	5	7	7
Changed course	Same course						2	2	2	2	2	2	2
	Reasons: Course costs were too high in the first course					2	2	2	2	2	2	2	2
	Reasons: The first course was a pre-requisite for the second course					2	2	2	2	2	2	2	2
	Reasons: You didn't like the first course					2	2	2	2	2	2	2	2
	Reasons: Turned out to be not what you wanted					2	2	2	2	2	2	2	2
	Reasons: Better career prospects from the second course					2	2	2	2	2	2	2	2
	Reasons: You had been getting poor results					2	2	2	2	2	2	2	2
	Reasons: The study load was too heavy					2	2	2	2	2	2	2	2
	Reasons: Would really have preferred to do the second course					2	2	2	2	2	2	2	2
	Reasons: Because of health or personal reasons					2	2	2	2	2	2	2	2
	Reasons: Main reason					2	2	2	2	2	2	2	2
Changed/left employer	Same employer					4	2	2	2	2	2	2	2
	Circumstances of changing employer					6	2	2	2	2	2	2	2
	Way in which next job was better											2	2
	Reasons: Someone offered you a better job					4	2	2	2	2	2	2	2

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Reasons: You didn't get on with your boss or other people at work					4	2	2	2	2	2	2	2
	Reasons: You weren't happy with the on-the-job training					4							
	Reasons: You weren't happy with the off-the-job training						2	2	2	2	2	2	2
	Reasons: Because of problems with travelling or transport					4	2	2	2	2	2	2	2
	Reasons: Because of health or personal reasons					4	2	2	2	2	2	2	2
	Reasons: Main reason					4	2	2	2	2	2	2	2
	Month changed employer					4	2	2	2	2	2	2	2
	Year changed employer					4	2	2	2	2	2	2	2
Changed/stopped apprenticeship/traineeship	Reasons: Someone offered you a better job					2	1	1	1	1	1	1	1
	Reasons: The pay was too low					2	1	1	1	1	1	1	1
	Reasons: You weren't happy with the job prospects					2	1	1	1	1	1	1	1
	Reasons: You basically didn't like the type of work					2	1	1	1	1	1	1	1
	Reasons: You didn't get on with your boss or other people at work					2	1	1	1	1	1	1	1
	Reasons: You weren't happy with the on-the-job training					2	1	1	1	1	1	1	1
	Reasons: You weren't happy with the off-the-job training					2	1	1	1	1	1	1	1
	Reasons: You found the study or training too difficult					2	1	1	1	1	1	1	1
	Reasons: Because of problems with travelling or transport					2	1	1	1	1	1	1	1
	Reasons: Because of health or personal reasons					2	1	1	1	1	1	1	1
	Reasons: Main reason					2	1	2	2	2	2	2	2
Satisfaction with study	Problem-solving skills				1	2	1	1	1	1	1	1	1
	Analytic skills				1	2	1	1	1	1	1	1	1
	Ability to work as a team member				1	2	1	1	1	1	1	1	1
	Confidence in tackling unfamiliar problems				1	2	1	1	1	1	1	1	1
	Communication skills				1	2	1	1	1	1	1	1	1
	Work planning				1	2	1	1	1	1	1	1	1
	Overall satisfaction				1	2	1	1	1	1	1	1	1
	Improved career prospects				1	2	1	1	1	1	1	1	1
	Helped make contacts											1	1

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Student life: Like being uni/TAFE student					1							
	Student life: Think uni/TAFE suits you					1							
	Student life: Like campus atmosphere					1							
	Student life: Uni/TAFE meets expectations					1							
	Student life: Made close friends at uni/TAFE					1							
	Problems: Paying fees					1							
	Problems: Juggling study/work					1							
	Problems: Course difficulty					1							
	Problems: Family/study commitments					1							
	Problems: Caring for children/other family members					1							
	Problems: Balancing personal relationships					1							
	Problems: Fitting in/making friends					1							
	Problems: Other commitments					1							
	Problems: Other					1							
	Problems: None of the above					1							
	Problems: Main problem					1							
Careers advice	Careers guidance officer					1	1	1	1	1	1	1	1
	Questionnaire					1	1	1	1	1	1	1	1
	Employer program					1	1	1	1	1	1		
	Job application assistance					1	1	1	1	1	1	1	1
	Information about further study					1	1	1	1	1	1	1	1
	Online career website or career planning tool												1
	Helpfulness: Careers guidance officer					1	1	1	1	1	1		
	Helpfulness: Questionnaire					1	1	1	1	1	1		
	Helpfulness: Employer program					1	1	1	1	1	1		
	Helpfulness: Job application assistance					1	1	1	1	1	1		
	Helpfulness: Information about further study					1	1	1	1	1	1		
	Source: Educational institution											1	1

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Source: Government agency											1	1
	Source: Employer program											1	1
	Source: Private provider (you paid)											1	1
	Source: Internet											1	1
	Source: Family/friends											1	
	Source: Current employer											1	
	Source: Other											1	1
	Source: Unknown											1	
	Usefulness											1	1
	Reason for not accessing careers advice											1	1
Qualifications completed	Qualification completed			1									
	Certificate 1									1			1
	Certificate 2									1			1
	Certificate 3									1			1
	Certificate 4									1			1
	Certificate (DK level)									1			1
	Traineeship									1			1
	Apprenticeship									1			1
	Diploma									1			
	Advanced diploma/associate degree									1			
	TAFE diploma												1
	TAFE advanced diploma/associate degree												1
	University diploma												1
	University advanced diploma/associate degree												1
	Bachelor degree									1			1
	Bachelor with honours									1			1
	(Post) Grad. diploma/certificate									1			1
	Masters degree									1			1

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	PhD or other doctorate									1			1
	Other									1			1
	None									1			1
	Don't know									1			1
	Certificate(s) part of apprenticeship									1			1
	Certificate(s) part of traineeship									1			1
	Certificate(s) not part of apprenticeship/traineeship									1			1
	Certificate level of apprenticeship or traineeship												1
	Non-formal: First Aid Certificate									1			1
	Non-formal: Responsible Serving of Alcohol Certificate									1			1
	Non-formal: Responsible Conduct of Gambling Certificate									1			1
	Non-formal: Articulated Driving Licence									1			1
	Non-formal: Fork-lift licence									1			1
	Non-formal: Other									1			1
	Non-formal: None									1			1
	Non-formal: Don't know									1			1
Government payments and income	Sources of income: Study payment (YA/ABSTUDY)			2	1	1	1	1	1	1	1	1	1
	Youth Allowance/ABSTUDY (independent/dependent)												1
	Sources of income: Study supplement			1	1	1	1						
	Amount of study payment			1	1	1	1	1	1	1	1	1	1
	Sources of income				5								
	Sources of income: Paid work			2		1	1	1	1	1	1	1	1
	Sources of income: Parents or family			2		1	1	1	1	1	1	1	1
	Sources of income: Scholarship or cadetship			2		1	1	1	1	1	1		
	Sources of income: Scholarship											1	1
	Sources of income: Cadetship											1	1
	Sources of income: Other government allowance			2		1	1	1	1	1	1	1	1
	Sources of income: Other			2		1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Sources of income: None			2		1	1	1	1	1	1	1	1
	Course fees			1	5								
	Course fees: None			1		1	1	1	1	1	1	1	1
	Course fees: Respondent			1		1	1	1	1	1	1	1	1
	Course fees: Parents/family			1		1	1	1	1	1	1	1	1
	Course fees: Employer			1		1	1	1	1	1	1	1	1
	Course fees: Government			1		1	1	1	1	1	1	1	1
	Course fees: Other			1		1	1	1	1	1	1	1	1
	Commonwealth supported (HECS)/Full-fee paying											1	1
	Commonwealth supported (HECS)											1	1
	Full-fee paying											1	1
Economic climate	Study undertaken												1
	Subjects/courses												1
	Study plans												1

Topic map 6: Employment—Current

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
Employment characteristics	Work in job/business/farm	1	1	1	1	1	1	1	1	1	1	1	1
	Still have job (reported at last interview)				1	1	1	1	1	1	1	1	1
	Kind of work (ASCO)	1	2	2	2	2	2	2	1				
	Kind of work (ANZSCO)									1	1	1	1
	Kind of work: Verbatim	3	2										
	Job duties	1											
	Away from job			1	1	1	1	1	1	1	1	1	1
	School holiday job			1	1	1	1					1	
	More than one job			1	1	1	1	1	1	1	1	1	1
	Number of other jobs had			1	1	5	1	1	1	1	1	1	1
	Wages/salary/self-employed			1	1	1	1	1	1	1	1	1	1
	Employers main kind of business (ANZSIC)			2	2	2	2	2	1	1	1	1	1
	Change of work conditions: Pay				1	1	1	1	1	1	1	1	1
	Change of work conditions: Skills				1	1	1	1	1	1	1	1	1
	Change of work conditions: Responsibility				1	1	1	1	1	1	1	1	1
	Change of work conditions: Promotion				1	1	1	1	1	1	1	1	1
Time worked	Full-time or part-time job		1										
	Hours worked per week (while at school)	1	1										
	Hours worked per week (present job)		1	1	1	1	1	1	1	1	1	1	1
	Hours worked per week (main job if more than one)			1	1	1	1	1	1	1	1	1	1
	Hours worked per week (all jobs if more than one)			1	1	1	1	1	1	1	1	1	1
	Hours worked per week (job reported at last interview)				1	1	1	1	1	1	1	1	1
	Months worked			12	18	19	19	19	18	18			
	Months worked (full-time)										19	19	19
	Months worked (part-time)										19	19	19
	No full-time work since last interview										1	1	1
No part-time work since last interview										1	1	1	

Minor topic area	Data element	Wave/year										
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008
	Number of weeks worked			1	1	1	1	1	1	1		
Wages and benefits	Average weekly earnings	1	2			1	1	1	1	1	1	1
	Take home pay			1	1	1	1	1	1	1	1	1
	Frequency of pay			1	1	1	1	1	1	1	1	1
	Annual salary									1	1	1
	Gross pay			1	1	1	1	1	1	1	1	1
	Hourly rate				1	1	1	1	1	1	1	1
	Annual/sick leave			1	1	1	1	1	1	1	1	1
Starting work	Month began job		1		1	1	1	1	1	1	1	1
	Year began job		1		1	1	1	1	1	1	1	1
	How found job			1	1	1	1	1	1	1	1	1
Leaving work	Main reason left job			1	3	3	3	3	2	2	2	2
	Month left/finished job				2	2	2	2	2	2	2	2
	Year left/finished job				2	2	2	2	2	2	2	2
	Way in which next job was better											1
Looking for work	Prefer full-time or part-time work			1	1	1	1	1	1	1	1	1
	Looking for full-time work			1	1	1	1	1	1	1	1	1
	Looking for work			1	1	1	1	1	1	1	1	1
	Looking for work: additional or to change jobs			1	1	1	1	1	1	1	1	1
Working in a job while at school	Teaches about people		1									
	Teaches about organising time		1									
	Teaches about think for self		1									
	Teaches about job skills		1									
	Teaches about your future career		1									
Working in a job post school	Still have job			1	1	1	1	1				
	Full-time job (since leaving school)			1	1	1	1	1				
	Full-time job (since stopping study)			1	1	1	1	1				
	Time taken to find full-time job			1	1	1	1	1				

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
Job training	Classroom-based training			1	1	1	1	1	1	1	1	1	1
	Hours of classroom-based training			1	1	1	1	1	1	1	1	1	1
	Training outside workplace			1	1	1	1	1	1	1	1	1	1
	Hours of training outside workplace			1	1	1	1	1	1	1	1	1	1
	On-the-job training			1	1	1	1	1	1	1	1	1	1
	On-the-job training provided by trainer			1									
	Training: Self-taught skills			1									
	Training: Added new skills			1									
	Training: Added to current skills			1									
	Training: Use new equipment			1									
	Training: Change in kind of work			1									
	Training: Helped get promotion or pay rise			1	1	1	1	1	1	1	1	1	1
	Training: Could help to get promotion or pay rise			1	1	1	1	1	1	1	1	1	1
	Training: More responsibility			1	1	1	1	1	1	1	1	1	1
	Training: Different type of job			1	1	1	1	1	1	1	1	1	1
	Suitable amount of training received			1	1	1	1	1	1	1	1	1	1
Use of training				1	1	1	1	1	1	1	1	1	
Job satisfaction	Like job as career			1	1	1	1	1	1	1	1	1	1
	Job satisfaction: Kind of work			1	1	1	1	1	1	1	1	1	1
	Job satisfaction: Use skills and experience												1
	Job satisfaction: Immediate boss/supervisor			1	1	1	1	1	1	1	1	1	1
	Job satisfaction: Other people			1	1	1	1	1	1	1	1	1	1
	Job satisfaction: Pay			1	1	1	1	1	1	1	1	1	1
	Job satisfaction: Opportunities for training			1	1	1	1	1	1	1	1	1	1
	Job satisfaction: Tasks assigned			1	1	1	1	1	1	1	1	1	1
	Job satisfaction: Recognition			1	1	1	1	1	1	1	1	1	1
	Job satisfaction: Opportunities for promotion			1	1	1	1	1	1	1	1	1	1
Economic climate	Hours worked												1

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Type of work												1
	Changing of jobs												1
	Study undertaken												1
	Study plans												1
Aspirations	Wages												1
	Frequency of pay												1
	Would move to improve job opportunities												1
	Main reason would not move for job opportunities												1

Topic map 7: Employment—Job history and training

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
Employment characteristics	Work in job/business/farm (at last interview)										1	1	1
	Re-definition of second job as main job									1	1	1	1
	Kind of work: Other/second job (ASCO)			3	1	3	1	1	1				
	Kind of work: Other/second job (ANZSCO)									1	1	1	1
	Kind of work: Other/third job (ASCO)			1	1	1	1	1	1				
	Kind of work: Other/third job (ANZSCO)									1	1	1	1
	Employers' main kind of business: Other/second job (ANZSIC)			1	1	1	1	1	1	1	1	1	1
	Employers' main kind of business: Other/third job (ANZSIC)			1	1	1	1	1	1	1	1	1	1
	Wages/salary/self-employed: Other/second job			1	1	1	1	1	1	1	1	1	1
Wages/salary/self-employed: Other/third job			1	1	1	1	1	1	1	1	1	1	
Time worked	Hours worked per week: Other/second job			1	1	1	1	1	1	1	1	1	1
	Hours worked per week: Other/third job			1	1	1	1	1	1	1	1	1	1
Wages and benefits	Gross weekly pay: Other/second job			1	1	1	1	1	1	1	1	1	1
	Gross weekly pay: Other/third job			1	1	1	1	1	1	1	1	1	1
	Average weekly earnings: Other/second job					1	1	1	1	1	1	1	1
	Average weekly earnings: Other/third job					1	1	1	1	1	1	1	1
	Hourly rate: Other/second job				1	1	1	1	1	1	1	1	1
	Hourly rate: Other/third job				1	1	1	1	1	1	1	1	1
	Annual salary: Other/second job									1	1	1	1
	Annual salary: Other/third job									1	1	1	1
Job training	Classroom-based training			1	1	1	1	1	1	1	1	1	1
	Training outside workplace			1	1	1	1	1	1	1	1	1	1
	Hours of classroom-based training			1	1	1	1	1	1	1	1	1	1
	Hours of training outside workplace			1	1	1	1	1	1	1	1	1	1
	On-the-job training			1	1	1	1	1	1	1	1	1	1
	On-the-job training provided by trainer			1									
	Training: Self-taught skills			1									

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Training: Added new skills			1									
	Training: Added to current skills			1									
	Training: Use new equipment			1									
	Training: Change in kind of work			1									
	Training: Helped get promotion or pay rise			1	1	1	1	1	1	1	1	1	
	Training: More responsibility			1	1	1	1	1	1	1	1	1	
	Training: Different type of job			1	1	1	1	1	1	1	1	1	
	Suitable amount of training received			1	1	1	1	1	1	1	1	1	
	Importance of job skills: Communication									1			1
	Importance of job skills: Teamwork									1			1
	Importance of job skills: Problem-solving									1			1
	Importance of job skills: Initiative and creativity									1			1
	Importance of job skills: Planning and organisation									1			1
	Importance of job skills: Self-management									1			1
	Importance of job skills: Learning skills									1			1
	Importance of job skills: Using technology									1			1
	Needs met by university studies: Communication									1			1
	Needs met by university studies: Teamwork									1			1
	Needs met by university studies: Problem-solving									1			1
	Needs met by university studies: Initiative and creativity									1			1
	Needs met by university studies: Planning and organisation									1			1
	Needs met by university studies: Self-management									1			1
	Needs met by university studies: Learning skills									1			1
	Needs met by university studies: Using technology									1			1

Topic map 8: Employment—Seeking employment

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/009
Looking for work	Looking for work (in the last 4 weeks)			1	1	1	1	1	1	1	1	1	1
	Looking for full-time or part-time work			1	1	1	1	1	1	1	1	1	1
	Prefer full-time work			1	1	1	1	1	1	1	1	1	1
	Available for work last week			1	1	1	1	1	1	1	1	1	1
Job search activity	Looked for work			1	1	1	1	1	1	1	1	1	1
	Number of weeks looking for work			1	1	1	1	1	1	1	1	1	1
	Months looking for work			12	18	19	19	19	18	18	19	19	19
	Registered with Centrelink			1	1	1	1	1	1	1	1	1	1
	Checked Centrelink touchscreens			1	1	1	1	1	1	1	1	1	1
	Checked/registered with Job Network member			1	1	1	1	1	1	1	1	1	1
	Checked with another employment agency			1	1	1	1	1	1	1	1	1	1
	Looked at advertisements in newspaper/on the internet			1	1	1	1	1	1	1	1	1	1
	Answered advertisements in newspapers/on the internet			1	1	1	1	1	1	1	1	1	1
	Contacted friends or relatives			1	1	1	1	1	1	1	1	1	1
	Written/phoned/approached an employer about a job			1	1	1	1	1	1	1	1	1	1
	Checked factory/workplace noticeboards			1	1	1	1	1	1	1	1	1	1
	Posted resume on the internet/checked for replies			1	1	1	1	1	1	1	1	1	1
	Asked school or another organisation for advice			1	1	1	1	1	1	1	1	1	1
Any other job search activity			1	1	1	1	1	1	1	1	1	1	
Other recent job search activity			1		1								
Problems looking for work	Health problems or some disability			1	1	1	1	1	1	1	1	1	1
	Employers think you are too young			1	1	1	1	1	1	1	1	1	1
	Problems with childcare			1	1	1	1	1	1	1	1	1	1
	Don't have suitable transport			1	1	1	1	1	1	1	1	1	1
	Not enough of the right kind of education			1	1	1	1	1	1	1	1	1	1
	Don't have enough work experience			1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/009
	Not enough jobs available			1	1	1	1	1	1	1	1	1	1
	Gender			1	1	1	1	1	1	1	1	1	1
	Racial/ethnic background			1	1	1	1	1	1	1	1	1	1
	Need better reading and writing skills			1	1	1	1	1	1	1	1	1	1
	Don't have good interview skills				1	1	1	1	1	1	1	1	1
	Lack of skills in writing job applications				1	1	1	1	1	1	1	1	1
	Lack confidence				1	1	1	1	1	1	1	1	1
	Not good with numbers				1	1	1	1	1	1	1	1	1
Economic climate	Job prospects												1
	Study plans												1

Topic map 9: Employment—Not in the labour force

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
Main activity	Main activity			1	1	1	1	1	1	1	1	1	1
Education	Likelihood of beginning full-time study				1	1	1	1	1	1	1	1	1
	Timeframe for beginning study					1	1	1	1	1	1	1	1
Employment	Likelihood of seeking employment			1	1	1	1	1	1	1	1	1	1
	Timeframe for seeking employment					1	1	1	1	1	1	1	1

Topic map 10: Social—Health, living arrangements and finance

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
Living arrangements	Type of accommodation			1	1	2	1	1	1	1	1	1	1
	Live with parents					1	1	1	1	1	1	1	1
	Father/Step-father			1	1	1	1	1	1	1	1	1	1
	Mother/Step-mother			1	1	1	1	1	1	1	1	1	1
	Brother/Step-brother			1	1	1	1	1	1	1	1	1	1
	Sister/Step-sister			1	1	1	1	1	1	1	1	1	1
	Other relatives			1	1	1	1	1	1	1	1	1	1
	Non-relatives			1	1	1	1	1	1	1	1	1	1
	Own children			1	1	1	1	1	1	1	1	1	1
	Husband/wife/boyfriend/girlfriend/partner			1	1								
	Husband/wife/de facto					1	1	1	1	1	1	1	1
	Boyfriend/girlfriend					1	1	1	1	1	1	1	1
	Partner					1	1	1	1	1	1	1	1
	Father-in-law/Partner's father					1	1	1	1	1	1	1	1
	Mother-in-law/Partner's mother					1	1	1	1	1	1	1	1
	Number of people in household			1	1	1	1	1	1	1	1	1	1
	Number of brothers and sisters			1									
	Number of older brothers and sisters			1									
	Number of brothers			1	1								
	Number of sisters			1	1								
	Number of other relatives			1	1								
	Number of non-relatives			1	1								
Husband/wife/partner currently working					1	1	1	1	1	1	1	1	
Husband/wife/partner works full-time or part-time					1	1	1	1	1	1	1	1	
Husband/wife/partner current occupation					1	1	1	1	1	1	1	1	
Husband/wife/partner other activity					1	1	1	1	1	1	1	1	
Children	Number of children			1	1	1	1	1	1	1	1	1	

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Age of child 1					1	1	1	1	1	1	1	1
	Age of child 2					1	1	1	1	1	1	1	1
	Age of child 3						1	1	1	1	1	1	1
	Age of child 4						1	1	1	1		1	1
	Age of child 5							1	1	1			1
	Age of child 6							1	1	1			
	Age of child 7							1					
	Child(ren) are step-children/fostered									1	1	1	1
Marriage	Marital status					1	1	1	1	1	1	1	1
	Marital status (at last interview)										1	1	1
	Month married					1	1	1	1	1	1	1	1
	Year married					1	1	1	1	1	1	1	1
	Lived together before marriage					1	1	1	1	1	1	1	1
	Month started to live together					1	1	1	1	1	1	1	1
	Year started to live together					1	1	1	1	1	1	1	1
Disability and health	Disability funding												1
	Disability funding: Arms/legs/hands												1
	Disability funding: Seeing												1
	Disability funding: Hearing												1
	Disability funding: Skin/allergies												1
	Disability funding: Breathing/asthma/bronchitis												1
	Disability funding: Heart/blood pressure												1
	Disability funding: Stomach/liver/kidney/digestive problems												1
	Disability funding: Diabetes												1
	Disability funding: Depression/bad nerves												1
	Disability funding: Epilepsy												1
	Disability funding: Dyslexia/other learning problems												1
Disability funding: Chronic fatigue/post-viral syndromes												1	

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Disability funding: Other problems or disabilities			1									
	Disability/Health problem limits amount or type of work			1	1								1
	Disability/Health problems: Arms/legs/hands			1	1								1
	Disability/Health problems: Seeing			1	1								1
	Disability/Health problems: Hearing			1	1								1
	Disability/Health problems: Skin/allergies			1	1								1
	Disability/Health problems: Breathing/asthma/bronchitis			1	1								1
	Disability/Health problems: Heart/blood pressure			1	1								1
	Disability/Health problems: Stomach/liver/kidney/digestive problems			1	1								1
	Disability/Health problems: Diabetes			1	1								1
	Disability/Health problems: Depression/bad nerves			1	1								1
	Disability/Health problems: Epilepsy			1	1								1
	Disability/Health problems: Dyslexia/other learning problems			1	1								1
	Disability/Health problems: Chronic fatigue/post-viral syndromes			1	1								1
	Disability/Health problems: Other problems or disabilities			1	1								1
	State of health				1								
	Height (cms)				1								
	Weight (kgs)				1								
Government payments and income	Youth Allowance/Newstart Allowance			1	1	1	1	1	1	1	1	1	1
	Parenting Payment			1	1	1	1	1	1	1	1	1	1
	Sickness Allowance			1	1	1	1	1	1	1	1	1	1
	Disability Support Pension			1	1	1	1	1	1	1	1	1	1
	Family Payment			1	1	1	1	1	1	1	1	1	1
	Other			1	1	1	1	1	1	1	1	1	1
	None of these			1	1	1	1	1	1	1	1	1	1
	Amount per fortnight received in government payments			1	1	1	1	1	1	1	1	1	1
Amount per year received in government payments													1
Housing payments	Frequency of housing payments					1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	Amount of housing payments					1	1	1	1	1	1	1	1
Finance	Use of credit card					1	1	1	1	1	1	1	1
	Frequency of clearing debt on credit card					1	1	1	1	1	1	1	1
	Able to save money					1	1	1	1	1	1	1	1
	Frequency of saving money					1	1	1	1	1	1	1	1
	Managing financially					1	1	1	1	1	1	1	1
	Shortage of money: Sold something because you needed money					1	1	1	1	1	1	1	1
	Shortage of money: Went without meals					1	1	1	1	1	1	1	1
	Shortage of money: Had to ask family or friends for money					1	1	1	1	1	1	1	1
	Shortage of money: Had to borrow money					1	1	1	1	1	1	1	1
	Shortage of money: Sought help from welfare or community organisation					1							
	Shortage of money: Didn't get medicines or go to a doctor					1	1	1	1	1	1	1	1
	Shortage of money: Couldn't buy text books or other study materials					1	1	1	1	1	1	1	1
	Shortage of money: Couldn't buy other things you needed					1	1	1	1	1	1	1	1
	Shortage of money: Couldn't pay electricity, gas or telephone bills					1	1	1	1	1	1	1	1
	Shortage of money: Couldn't pay mortgage/rent on time					1	1	1	1	1	1	1	1
	Shortage of money: Couldn't afford to heat your home					1	1	1	1	1	1	1	1

Topic map 11: Social—General attitudes

Minor topic area	Data element	Wave/year												
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009	
Interests	Number of books in home			1										
	Number of books read for pleasure			1										
	Learning new things				1			1				1		
	Why the world's in the state it is				1			1				1		
	Why things happen the way they do				1			1				1		
	Things that you don't understand				1			1				1		
	New ideas				1			1				1		
	Finding out how something works				1			1				1		
	Improving skills after started work				1			1				1		
	Learn new skills after started work				1			1				1		
	Tools/machinery						1							
	Experimenting						1							
	Working with art						1							
	Teaching/training						1							
	Running meetings/managing people						1							
Keeping records and files						1								
Life satisfaction	The work you do			1	1	1	1	1	1	1	1	1	1	1
	What you do in your spare time			1	1	1	1	1	1	1	1	1	1	1
	How you get on with people			1	1	1	1	1	1	1	1	1	1	1
	The money you get each week			1	1	1	1	1	1	1	1	1	1	1
	Your social life			1	1	1	1	1	1	1	1	1	1	1
	Your independence			1	1	1	1	1	1	1	1	1	1	1
	Your career prospects			1	1	1	1	1	1	1	1	1	1	1
	Your future			1	1	1	1	1	1	1	1	1	1	1
	Your life at home			1	1	1	1	1	1	1	1	1	1	1
	Your standard of living			1	1	1	1	1	1	1	1	1	1	1
	The way the country is run			1	1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year											
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009
	The state of the economy			1	1	1	1	1	1	1	1	1	1
	Where you live			1	1	1	1	1	1	1	1	1	1
	Your life as a whole			1	1	1	1	1	1	1	1	1	1
Leisure	Go to the library			1	1	1	1	1	1	1	1	1	
	Read books			1	1	1	1	1	1	1	1	1	
	Read newspapers or magazines			1	1	1	1	1	1	1	1	1	
	Use the Internet			1	1	1	1	1	1	1	1	1	
	Play sport or do exercise			1	1	1	1	1	1	1	1	1	
	Community activities			1	1	1	1	1	1	1	1	1	
	Play computer or video games												1
	Go to church/place of worship												1
	Volunteer												1
Volunteer	Canvassing/campaigning/fundraising			1	1	1	1		1		1		1
	Unpaid member of board or committee					1	1		1		1		1
	Provide information					1	1		1		1		1
	Help organise activities					1	1		1		1		1
	Coaching/teaching			1	1	1	1		1		1		1
	Meals on Wheels/Collect, serve or deliver food			1		1	1		1		1		1
	Provide health care/support/counselling					1	1		1		1		1
	St John Ambulance			1									
	Lifeline or Youthline			1									
	Reading for the blind			1									
	Church or youth group work			1	1								
	Home help for elderly or others			1	1								
	Childcare			1	1								
	Environment activities			1	1								
	Other			1	1	1	1		1		1		1
	Other volunteer activities			1	3	1							
	Frequency of community work			1	1								

Minor topic area	Data element	Wave/year												
		1/1998	2/1999	3/2000	4/2001	5/2002	6/2003	7/2004	8/2005	9/2006	10/2007	11/2008	12/2009	
	Outcomes: Job-related skills					1	1					1		1
	Outcomes: Helped get a job					1	1					1		1

Appendix A: Updates to the Y98 data file

The following table tracks updates made to the Y98 data file deposited with the Australian Data Archive. Users are encouraged to download the most recent version of the dataset to ensure all updates are included.

Note that the version numbering convention adopted by the Australian Data Archive and reflected in the table below has been in place from the time the 2008 datasets were deposited.

Table 11 Summary of changes made to the Y98 dataset

Wave/ year	Version	Date published	Variable/s	Variable name	Description	No. of records affected
12/2009	3.2	October 2020	<i>Corrections to Y98 datafile</i>			
			Start of job - Month	BD018B1	This variable was coded using differing coding frames. This has been revised and harmonised to use the same code frame for all records.	52
			Interviewed in 1999	IN1999	Respondents who were not interviewed were previously assigned a value of '0'. For consistency with subsequent waves and cohorts, this has been changed to a missing value of '.'.	4828
			Interviewed in 2000	IN2000	As above.	4569
			Interviewed in 2001	IN2001	As above.	5340
			Interviewed in 2002	IN2002	As above.	6355
			Interviewed in 2003	IN2003	As above.	7212
			Interviewed in 2004	IN2004	As above.	8138
			Current qualification level	XCEL2002	A small number of respondents currently undertaking an apprentice/traineeship were previously assigned as 'Not studying for a qualification'. These respondents are now assigned a current qualification level.	2
				XCEL2003	As above.	20
				XCEL2004	As above.	13
				XCEL2005	As above.	13
				XCEL2006	As above.	12
				XCEL2007	As above.	7
				XCEL2008	As above.	7
				XCEL2009	As above.	4
			Study status in VET	XVET2000	A small number of respondents who commenced but did not complete an apprentice/traineeship were previously classified as 'Never commenced' VET. These respondents are now classified as 'Commenced but did not complete' VET.	11
				XVET2001	As above.	5
				XVET2002	As above. In addition, a small number of respondents currently undertaking an apprentice/traineeship were previously classified as 'Commenced but did not complete' VET. These respondents are now classified as 'Currently undertaking' VET.	13
					Respondents who in the previous year were currently undertaking, completed, or had commenced but did not complete VET were classified as 'Never commenced' VET. These respondents are now classified as 'Currently undertaking', 'Completed' or 'Commenced but did not complete' VET.	

Wave/ year	Version	Date published	Variable/s	Variable name	Description	No. of records affected
				XVET2003	A small number of respondents who commenced but did not complete an apprentice/traineeship were previously classified as 'Never commenced' VET. These respondents are now classified as 'Commenced but did not complete' VET. A small number of respondents currently undertaking an apprentice/traineeship were previously classified as 'Commenced but did not complete' VET. These respondents are now classified as 'Currently undertaking' VET.	19
				XVET2004	A small number of respondents who were currently undertaking, had commenced but did not complete or had completed an apprentice/traineeship were previously classified as having 'Never commenced' VET. These respondents are now classified as 'Currently undertaking', 'Commenced but did not complete' or 'Completed' VET. A small number of respondents currently undertaking or having completed an apprentice/traineeship were previously classified as 'Commenced but did not complete' VET. These respondents are now classified as 'Currently undertaking' or 'Completed' VET. A small number of respondents who (at the time of their previous interview) had completed VET study were previously classified as 'Currently undertaking', 'Commenced but did not complete' or 'Never commenced' VET. These respondents are now classified as having 'Completed' VET. A small number of respondents who (at the time of their previous interview) were currently undertaking or had commenced but did not complete VET were previously classified as 'Never commenced' VET. These respondents are now classified as 'Currently undertaking' or 'Commenced but did not complete' VET.	20
				XVET2005	As above.	41
				XVET2006	As above.	72
				XVET2007	As above.	120
				XVET2008	As above.	148
				XVET2009	As above. In addition, at the time of their final survey, a number of respondents reported having completed additional qualifications not reported in previous survey waves. These qualifications were excluded from the derivation and any historical qualifications reported at the final survey are now included in the derivation.	427
			Full-time or part-time study status	XFTS2001	Prior to 2006, full-time/part-time study status was not collected for apprentice/trainees and as such, all respondents undertaking an apprentice/traineeship were assigned a study status of full-time. A very small number of these apprentice/trainees were assigned a study status of part-time. These respondents are now classified as having a study status of 'Full-time'.	2
				XFTS2002	Change resulting from the change to 'Current education level'.	2
				XFTS2003	As above.	20
				XFTS2004	As above.	13
				XFTS2005	As above.	13
				XFTS2006	As above.	12
				XFTS2007	As above.	7
				XFTS2008	As above.	7
				XFTS2009	As above.	4
			Completed Year 12 or Certificate II or higher	X1222000	Respondents whose highest qualification level completed was a qualification at an unknown certificate level were previously recorded as 'Completed Year 12 or certificate II or higher'. To improve consistency with the derivations for other cohorts these respondents are now classified as 'Did not complete Year 12 or certificate II or higher'.	38
				X1222001	As above.	82

Wave/ year	Version	Date published	Variable/s	Variable name	Description	No. of records affected
				X1222002	As above. Additional changes resulting from the change to 'Highest qualification level completed'.	66
				X1222003	As above.	50
				X1222004	As above.	55
				X1222005	As above.	46
				X1222006	As above.	43
				X1222007	As above.	38
				X1222008	As above.	37
				X1222009	As above.	25
			Completed Year 12 or Certificate III or higher	X1232000	Respondents whose highest qualification level completed was a qualification at an unknown certificate level were previously recorded as 'Completed Year 12 or certificate III or higher'. To improve consistency with the derivations for other cohorts these respondents are now classified as 'Did not complete Year 12 or certificate III or higher'.	38
				X1232001	As above.	82
				X1232002	As above. Additional changes resulting from the change to 'Highest qualification level completed'.	65
				X1232003	As above.	49
				X1232004	As above.	54
				X1232005	As above.	45
				X1232006	As above.	42
				X1232007	As above.	37
				X1232008	As above.	36
				X1232009	As above.	26
			Highest qualification level completed	XHEL2002	One respondent who (at the time of their previous interview) had completed a qualification was classified as 'Did not complete a qualification'. This respondent is now classified as having completed a qualification.	1
				XHEL2003	As above.	1
				XHEL2004	A small number of respondents who (at the time of their previous interview) had completed a qualification were classified as 'Did not complete a qualification'. These respondents are now classified as having completed a qualification.	4
				XHEL2005	As above.	4
				XHEL2006	As above.	4
				XHEL2007	As above.	5
				XHEL2008	As above.	6
				XHEL2009	As above. In addition, at the time of their final survey, a small number of respondents reported having completed additional qualifications not reported in previous survey waves. These qualifications were excluded from the derivation and/or their lower qualification assigned. Any historical qualifications reported at the final survey have now been included in the derivation.	13
			Labour force status	XLFS1998	A number of respondents employed at the time of their interview were previously classified as having an 'Unknown' labour force status. These respondents are now classified as 'Employed'.	99
				XLFS1999	A number of respondents undertaking an apprentice/traineeship were previously classified as 'Not in the labour force' or having an 'Unknown' labour force status. These respondents are now classified as 'Employed'.	94
				XLFS2001	A small number of respondents undertaking an apprentice/traineeship were previously classified as 'Unemployed' or 'Not in the labour force'. These respondents are now classified as 'Employed'.	2

Wave/ year	Version	Date published	Variable/s	Variable name	Description	No. of records affected
				XLFS2005	One respondent employed at the time of their interview was previously classified as having an 'Unknown' labour force status. This respondent is now classified as 'Employed'.	1
			Full-time or part-time employment status	XFTP1998	Respondents whose labour force status is 'Unknown' were previously classified as 'Not working (unemployed or not in the labour force)'. For consistency with other cohorts these respondents are now classified as having an 'Unknown employment status'.	1260
				XFTP1999	As above.	406
				XFTP2000	As above.	19
				XFTP2001	Change resulting from the change to 'Labour force status'.	2
				XFTP2002	One respondent whose labour force status is 'Unknown' was previously classified as 'Not working (unemployed or not in the labour force)'. For consistency with other cohorts this respondent is now classified as having an 'Unknown employment status'.	1
				XFTP2005	As above.	1
			Permanent or casual employment	XEMP1998	Change resulting from the change to 'Labour force status'. The category 'Unknown employment status' was added to improve consistency with the derivation for the other cohorts. As a result, respondents previously classified as 'Not working (unemployed or not in the labour force)' are now classified as 'Unknown employment status'.	1260
				XEMP1999	As above.	406
				XEMP2000	As above.	19
				XEMP2001	As above.	2
				XEMP2002	As above.	1
				XEMP2005	As above.	1
			Job mobility during last year	XMOB1999	Change resulting from the change to 'Labour force status'.	382
					A variable used to ascertain whether a continuing apprentice/trainee is employed with the same employer as at their previous interview was omitted from the derivation. This variable is now incorporated into the derivation.	
				XMOB2000	As above.	167
				XMOB2001	Change resulting from the change to 'Labour force status'.	2
				XMOB2002	As above. In addition, respondents who were employed at the last survey and whose current labour force status is 'Unknown' were incorrectly classified as 'No longer employed'. These respondents are now classified as 'Unknown or not in the labour force'.	25
					Respondents whose labour force status was unknown at their last survey and whose current labour force status is 'Employed' were incorrectly classified as 'Gained employment since last survey'. These respondents are now classified as 'Unknown or not in the labour force'.	
					A variable used to ascertain whether a continuing apprentice/trainee is employed with the same employer as at their previous interview was omitted from the derivation. This variable is now incorporated into the derivation.	
				XMOB2003	A variable used to ascertain whether a continuing apprentice/trainee is employed with the same employer as at their previous interview was omitted from the derivation. This variable is now incorporated into the derivation.	22
				XMOB2004	As above.	77
				XMOB2005	Change resulting from the change to 'Labour force status'.	18
					Respondents who were employed at the last survey and whose current labour force status is 'Unknown' were classified as 'No longer employed'. These respondents are now classified as 'Unknown or not in the labour force'.	

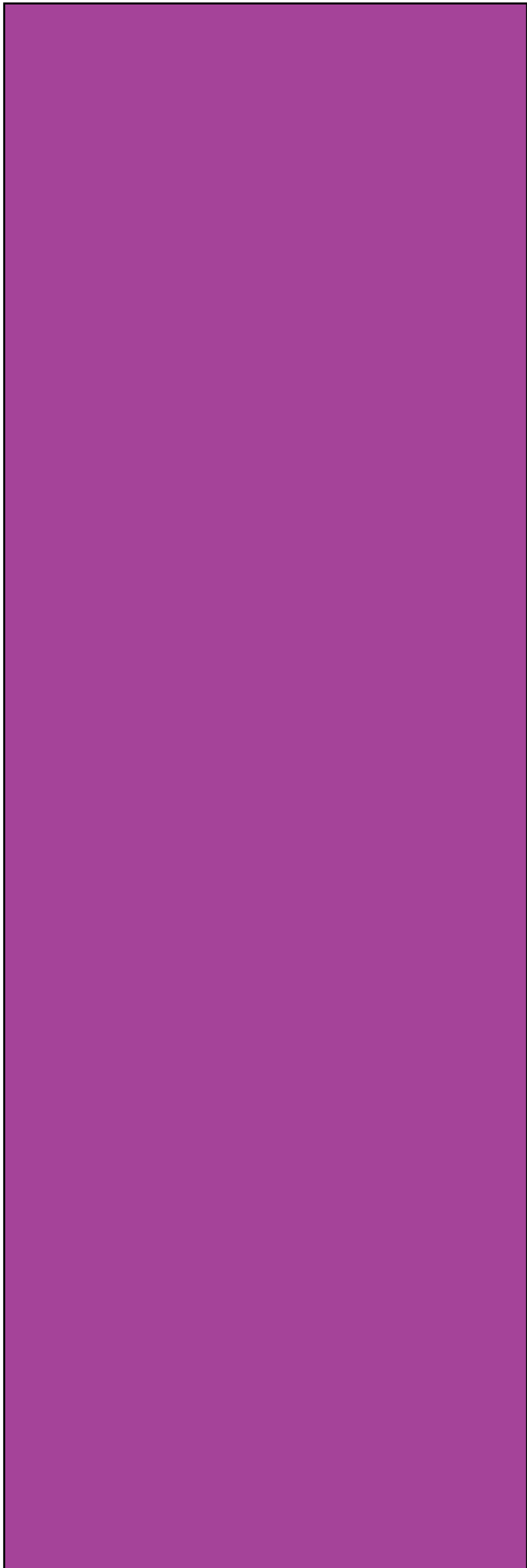
Wave/ year	Version	Date published	Variable/s	Variable name	Description	No. of records affected
					Respondents whose labour force status was unknown at their last survey and whose current labour force status is 'Employed' were classified as 'Gained employment since last survey'. These respondents are now classified as 'Unknown or not in the labour force'.	
					A variable used to ascertain whether a continuing apprentice/trainee is employed with the same employer as at their previous interview was omitted from the derivation. This variable is now incorporated into the derivation.	
				XMOB2006	As above.	6
				XMOB2007	A variable used to ascertain whether a continuing apprentice/trainee is employed with the same employer as at their previous interview was omitted from the derivation. This variable is now incorporated into the derivation.	1
				XMOB2008	As above.	2
				XMOB2009	As above.	1
			Occupation (1 Digit ANZSCO First Edition)	XOCC1998	Respondents with an unknown labour force status were previously assigned as having an 'Unknown or not classifiable' occupation. For consistency with other cohorts these respondents are now classified as having an 'Unknown labour force status'.	1260
				XOCC1999	As above.	406
				XOCC2000	As above.	19
				XOCC2002	As above.	1
			Average hourly pay	XHRP1998	Respondents with a labour force status of unknown were previously assigned an hourly pay value of 'Not applicable'. For consistency with other cohorts these respondents are now assigned an hourly pay value of 'Unknown'.	1260
				XHRP1999	Change resulting from the change to labour force status. Respondents with a labour force status of unknown were previously assigned an hourly pay value of 'Not applicable'. For consistency with other cohorts these respondents are now assigned an hourly pay value of 'Unknown'.	406
				XHRP2000	Respondents with a labour force status of unknown were previously assigned an hourly pay value of 'Not applicable'. For consistency with other cohorts these respondents are now assigned an hourly pay value of 'Unknown'.	19
				XHRP2001	Change resulting from the change to 'Labour force status'.	2
				XHRP2002	Some respondents with a valid hourly pay were previously not assigned a value. These respondents are now assigned a value for hourly pay.	133
				XHRP2005	Respondents with a labour force status of unknown were previously assigned an hourly pay value of 'Not applicable'. For consistency with other cohorts these respondents are now assigned an hourly pay value of 'Unknown'. Change resulting from the change to 'Labour force status'.	1
			Average weekly pay	XWKP1998	Change resulting from the change to 'Labour force status'.	1260
				XWKP1999	Respondents with a labour force status of unknown were previously assigned a weekly pay value of 'Not applicable'. For consistency with other cohorts these respondents are now assigned a weekly pay value of 'Unknown'. Change resulting from change to 'Labour force status'.	539
					Respondents with a labour force status of unknown were previously assigned a weekly pay value of 'Not applicable'. For consistency with other cohorts these respondents are now assigned a weekly pay value of 'Unknown'. Some respondents with a valid weekly pay were previously not assigned a value. These respondents are now assigned a value for weekly pay.	

Wave/ year	Version	Date published	Variable/s	Variable name	Description	No. of records affected
				XWKP2000	Respondents with a labour force status of unknown were previously assigned a weekly pay value of 'Not applicable'. For consistency with other cohorts these respondents are now assigned a weekly pay value of 'Unknown'.	19
				XWKP2001	Change resulting from change to 'Labour force status'. Respondents with a labour force status of unknown were previously assigned a weekly pay value of 'Not applicable'. For consistency with other cohorts these respondents are now assigned a weekly pay value of 'Unknown'. Some respondents with a valid weekly pay were previously not assigned a value. These respondents are now assigned a value for weekly pay.	18
				XWKP2002	Change resulting from the change to hourly pay. Some respondents with a valid weekly pay were previously not assigned a value. These respondents are now assigned a value for weekly pay.	137
				XWKP2003	Some respondents with a valid weekly pay were previously not assigned a value. These respondents are now assigned a value for weekly pay.	13
				XWKP2004	As above.	13
				XWKP2005	Change resulting from the change to 'Labour force status'. Some respondents with a valid weekly pay were previously not assigned a value. These respondents are now assigned a value for weekly pay.	14
				XWKP2006	Some respondents with a valid weekly pay were previously not assigned a value. These respondents are now assigned a value for weekly pay.	12
				XWKP2007	As above.	8
				XWKP2008	As above.	2
			Average weekly hours worked	XHRS1998	Change resulting from the change to 'Labour force status'. Respondents who are not working were previously classified as 'Unknown/not applicable'. For consistency with other cohorts these respondents are now classified as 'Not applicable'.	9774
				XHRS1999	As above.	5671
				XHRS2000	Respondents who are not working were previously classified as 'Unknown/not applicable'. For consistency with other cohorts these respondents are now classified as 'Not applicable'.	4535
				XHRS2001	Change resulting from change to 'Labour force status'. Respondents who are not working were previously classified as 'Unknown/not applicable'. For consistency with other cohorts these respondents are now classified as 'Not applicable'.	3726
				XHRS2002	Respondents who are not working were previously classified as 'Unknown/not applicable'. For consistency with other cohorts these respondents are now classified as 'Not applicable'.	1839
				XHRS2003	As above.	1319
				XHRS2004	As above.	868
				XHRS2005	Change resulting from the change to 'Labour force status'. Respondents who are not working were previously classified as 'Unknown/not applicable'. For consistency with other cohorts these respondents are now classified as 'Not applicable'.	747
				XHRS2006	Respondents who are not working were previously classified as 'Unknown/not applicable'. For consistency with other cohorts these respondents are now classified as 'Not applicable'.	568
				XHRS2007	As above.	431

Wave/ year	Version	Date published	Variable/s	Variable name	Description	No. of records affected
				XHRS2008	As above.	353
				XHRS2009	As above.	342
			In full-time employment or full- time education	XFTE1999	Change resulting from change to 'Full-time or part-time employment status' and 'Full-time or part-time study status'.	24
				XFTE2001	As above.	2
				XFTE2002	As above.	1
				XFTE2003	As above.	2
				XFTE2004	As above.	1
				XFTE2005	As above.	1
				XFTE2009	As above.	2
12/2009	3.1	5 April 2011	XCSL, XCEL, XVET, XBAC, XFTS, XHSL, X122, X123, XHEL, XLFS, XFTP, XEMP, XATR, XMOB, XOCC, XWKP, XHRP, XHRS, XFTE, XJUNE, XMAR, XATH, XOWN, XCHI		Minor changes made to derived variable labels and formats	
			XVET2000		Minor modifications made to some derived variables	1646
			XVET2001			1329
			XVET2002			742
			XVET2003			565
			XVET2004			449
			XVET2005			387
			XVET2006			348
			XVET2007			333
			XVET2008			328
			XVET2009			363
			XBAC2009			57
			XFTS1999			364
			X1222009			2
			X1232009			3
			XHEL2009			84
			XEMP1998			1260
			XEMP1999			352
			XEMP2000			19
			XEMP2002			1
			XEMP2005			1
			XOCC1998			10935
			XOCC1999			10828
			XOCC2001			87
			XOCC2002			61
			XOCC2003			58
			XOCC2004			44
			XOCC2005			37
			XWKP1998			11360
			XWKP1999			6344
			XWKP2000			5282

Wave/ year	Version	Date published	Variable/s	Variable name	Description	No. of records affected
			XWKP2001			4311
			XWKP2002			2360
			XWKP2003			1725
			XWKP2004			1330
			XWKP2005			1148
			XWKP2006			910
			XWKP2007			781
			XWKP2008			673
			XWKP2009			2934
			XHRP1998			10935
			XHRP1999			6000
			XHRP2000			4554
			XHRP2001			3728
			XHRP2002			1840
			XHRP2003			1319
			XHRP2004			868
			XHRP2005			748
			XHRP2006			926
			XHRP2007			790
			XHRP2008			679
			XHRP2009			2946
			XFTE1999			361
12/2009	3	11 November 2010	-		Wave 12 (2009) variables added to data set	-
			SCHOOLNO		Added (original) school number to support school level analysis	
			XCSL1999		Minor amendments made to calculation of some derived variables	23
			XHSL1999			200
			XMOB2001			9
			XMOB2002			10
			XMOB2003			129
			XMOB2004			79
			XMOB2005			57
			XMOB2006			19
			XMOB2007			29
			XMOB2008			15
			XOCC2000			2
			XOCC2002			10
			XHRP2002			132
			XHRP2006			358
			XHRP2007			359
			XHRP2008			326
			XATH2001			150
			XOWN2000			60
			XOWN2001			278
			SCHCLASS, CC033, CJ005L, DA031, DB009J, ECD019, FC094, IN2004, XHSLYYYY, XATRYYYY		Minor modifications to formats	

Wave/ year	Version	Date published	Variable/s	Variable name	Description	No. of records affected
			DD023A		Variable DD023A recoded: values for 0 recoded back to 2	3061
11/2008	2	October 2009	See section 'Derived variables' in this publication		Derived variables added to the dataset	
			ANU3DAD, ANU3MUM, ANU3STD		Socioeconomic status (ANU) variables recoded to account for previously missing values	
			SCHNO_R		A randomly generated school number was added to the dataset to enable school level analysis to be undertaken without identifying state and school sector	
11/2008	1	July 2009			Wave 11 (2008) variables added to data set	



Longitudinal
Surveys of
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Skills and Employment**



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