**

TECHNICAL PAPER

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.

**Date created:** October 2009

**Last updated:** October 2020

**Version:** Version 2.3

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>.

**© Commonwealth of Australia, 2020**



With the exception of the Commonwealth Coat of Arms, the Department’s logo, any material protected by a trademark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia <creativecommons.org/licenses/by/3.0/au> licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence <creativecommons.org/licenses/by/3.0/legalcode>.

The Creative Commons licence conditions do not apply to all logos, graphic design, artwork and photographs. Requests and enquiries concerning other reproduction and rights should be directed to the National Centre for Vocational Education Research (NCVER).

This document should be attributed as NCVER 2020, *Longitudinal Surveys of Australian Youth (LSAY) 1998 cohort user guide*, NCVER, Adelaide.

This work has been produced by NCVER through the Longitudinal Surveys of Australian Youth (LSAY) Program, on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Government Department of Education, Skills and Employment (formerly the Department of Education).

TD/TNC 97.17

Published by NCVER
ABN 87 007 967 311

Level 5, 60 Light Square, Adelaide SA 5000
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

**P** +61 8 8230 8400 **F** +61 8 8212 3436 **E** lsay@ncver.edu.au **W** <http://www.lsay.edu.au>

## 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 restrictionsAdded 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 registrationModified 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 |

##

## Contents

[User guide updates 3](#_Toc52867923)

[Contents 4](#_Toc52867924)

[Tables and figures 6](#_Toc52867925)

[Background 7](#_Toc52867926)

[Using this guide 8](#_Toc52867927)

[The Y98 cohort 9](#_Toc52867928)

[Questionnaires and frequency tables 9](#_Toc52867929)

[Other technical papers 10](#_Toc52867930)

[LSAY QuickStats 10](#_Toc52867931)

[Accessing the data 12](#_Toc52867932)

[User undertaking 13](#_Toc52867933)

[Specific data requests 15](#_Toc52867934)

[LSAY data releases 15](#_Toc52867935)

[Overview of the LSAY questionnaires 16](#_Toc52867936)

[Year 9 achievement in literacy and numeracy 16](#_Toc52867937)

[The LSAY data 18](#_Toc52867938)

[Topic areas 18](#_Toc52867939)

[Topic maps 20](#_Toc52867940)

[Data elements 20](#_Toc52867941)

[Variable listing/metadata workbook 21](#_Toc52867942)

[Variable selection 21](#_Toc52867943)

[Online data dictionary 23](#_Toc52867944)

[Variable naming conventions 24](#_Toc52867945)

[Standard variables 24](#_Toc52867946)

[Non-standard variables 24](#_Toc52867947)

[Historical variable names 25](#_Toc52867948)

[Derived variables 26](#_Toc52867949)

[Sample and survey design 27](#_Toc52867950)

[Response rates 27](#_Toc52867951)

[Attrition 28](#_Toc52867952)

[Weights 28](#_Toc52867953)

[Reliability of estimates 29](#_Toc52867954)

[Sources of error 29](#_Toc52867955)

[Standard errors 29](#_Toc52867956)

[Confidence intervals 29](#_Toc52867957)

[Relative standard error 30](#_Toc52867958)

[Examples 30](#_Toc52867959)

[Classifications and code frames 32](#_Toc52867960)

[Education 32](#_Toc52867961)

[Occupation 33](#_Toc52867962)

[Industry 33](#_Toc52867963)

[Institution 33](#_Toc52867964)

[Topic maps 34](#_Toc52867965)

[Topic map 1: Demographics—Student 36](#_Toc52867966)

[Topic map 2: Demographics—Parent 38](#_Toc52867967)

[Topic map 3: Education—School 40](#_Toc52867968)

[Topic map 4: Education—School transition 46](#_Toc52867969)

[Topic map 5: Education—Post-school 49](#_Toc52867970)

[Topic map 6: Employment—Current 58](#_Toc52867971)

[Topic map 7: Employment—Job history and training 62](#_Toc52867972)

[Topic map 8: Employment—Seeking employment 64](#_Toc52867973)

[Topic map 9: Employment—Not in the labour force 66](#_Toc52867974)

[Topic map 10: Social—Health, living arrangements and finance 67](#_Toc52867975)

[Topic map 11: Social—General attitudes 71](#_Toc52867976)

[Appendix A: Updates to the Y98 data file 74](#_Toc52867977)

## Tables and figures

**Tables**

[Table 1 Questionnaires and frequency tables 9](#_Toc52868255)

[Table 2 Topic maps 20](#_Toc52868256)

[Table 3 *User guide* data element documents 20](#_Toc52868257)

[Table 4 Non-standard variables 24](#_Toc52868258)

[Table 5 Derived variables 26](#_Toc52868259)

[Table 6 Sample sizes and response rates 27](#_Toc52868260)

[Table 7 Weight variables 28](#_Toc52868261)

[Table 8 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y98 cohort in 2006 for a large sample (all respondents) 30](#_Toc52868262)

[Table 9 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y98 cohort in 2006 for a small sample (Indigenous respondents) 30](#_Toc52868263)

[Table 10 Classifications 32](#_Toc52868264)

[Table 11 Summary of changes made to the Y98 dataset 74](#_Toc52868265)

**Figures**

[1 LSAY QuickStats 11](#_Toc370302226)

[2 Major topic area 1—Demographics 18](#_Toc370302227)

[3 Major topic area 2—Education 19](#_Toc370302228)

[4 Major topic area 3—Employment 19](#_Toc370302229)

[5 Major topic area 4—Social 19](#_Toc370302230)

[6 Identifying related topic areas 22](#_Toc370302231)

## 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 Training[[1]](#footnote-1) (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](file:///%5C%5Csaturn%5CData%5Cncver%5CLSAY%5CY95%5CUser%20Guide%5Cwww.lsay.edu.au)>

## 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.

|  |  |
| --- | --- |
| Telephone: +61 8 8230 8400 | Email: <lsay@ncver.edu.au> |
| Facsimile: +61 8 8212 3436 | Website: <[www.lsay.edu.au](file:///%5C%5Csaturn%5CData%5Cncver%5CLSAY%5CY95%5CUser%20Guide%5Cwww.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 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/dataverseuser.xhtml?editMode=CREATE&redirectPage=%2Fdataverse.xhtml).
	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:

1. Use all information provided by the ADA only for the purposes specified in their application and as approved by NCVER.
2. 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:
	1. Comply with all applicable laws and regulations (including the Privacy Act 1988 (Cth));
	2. 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;
	3. 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;
	4. 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;
	5. And ensure compliance with this clause by the authorised user’s employees, agents and subcontractors.
3. Store and protect the data from misuse, interference and loss and from unauthorised access, modification or disclosure, including:
	1. 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.
	2. Not copying, sending or providing the data to other persons or organisations.
	3. Not attempting to identify an individual, including matching the information with any other information for the purposes of identifying individuals.
	4. 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.
	5. 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.
	6. 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.
	7. 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.
	8. 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.
	9. Ensuring that data in all media (CD-ROMs, DVDs, portable storage devices, electronic files, hard copy) are stored securely with access controls.
	10. 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.
	11. Attribute the source of the data in any publications resulting from the use of the unit record data.
4. Provide a copy of any final reports and other data products to NCVER unless otherwise agreed by NCVER.
5. 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](https://www.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](http://www.lsay.edu.au/data/31274.html)>. Table 1 provides a summary of the available codebooks.

#### Year 9 achievement in literacy and numeracy[[2]](#footnote-2)

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

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

Country of birth

Occupation

Education

Socioeconomic status

Place of residence

Gender

Indigenous status

Date of birth/age

Country of birth

Language spoken at home

Disability

Socioeconomic status

Demographics

Student

Parent

Figure 3 Major topic area 2—Education

Plan to leave school

Post-school plans

School leavers

Main activity

School characteristics

Student characteristics

Student achievement

Perceptions about self and school

Subjects/courses: General

Subjects/courses: State-specific

Subjects/courses: VET

Study plans

Careers advice

Workplace learning

Workplace learning (VET)

Qualifications and results

Government payments and income

Study

Current study

Past study

Apprenticeships/traineeships

Current apprenticeships/traineeships

Past apprenticeships/traineeships

Deferred/withdrew from study

Changed institutions

Changed course

Changed/left employer

Changed/stopped apprenticeship/traineeship

Satisfaction with study

Careers advice

Government payments and income

Qualifications completed

Economic climate

Education

School

School transition

Post-school

Figure 4 Major topic area 3—Employment

Employment characteristics

Time worked

Wages and benefits

Job training

Employment characteristics

Time worked

Wages and benefits

Starting work

Leaving work

Looking for work

Working in a job while at school

Working in a job post-school

Job training

Job satisfaction

Economic climate

Aspirations

Looking for work

Job search activity

Problems looking for work

Economic climate

Employment

Current

Job history and training

Seeking employment

Main activity

Education

Employment

Not in the labour force

Figure 5 Major topic area 4—Social

Interests

Life satisfaction

Leisure

Volunteer

Living arrangements

Children

Marriage

Disability and health

Government payments and income

Housing payments

Finance

Social

Health, living arrangements and finance

General attitudes

#### 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](http://www.lsay.edu.au/publications/2122.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 | StudentParent |
| Part B1 | Education | SchoolSchool transition |
| Part B2 | Education | Post-school |
| Part C | Employment | CurrentJob history and trainingSeeking employmentNot in the labour force |
| Part D | Social | Health, living arrangements and financeGeneral 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



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.* Hererelevant 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

## 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 | SEXINDIG | Demographic variables, such as gender and Indigenous status, tend to be descriptive rather than have a naming convention |
| School characteristics | STATESCHTYP | School characteristics, such as state of the school and school sector, tend to be descriptive rather than have a naming convention |
| Student achievement | TOT\_MATHACH\_QU | Student achievement, such as maths scores and achievement quartiles, tend to be descriptive rather than have a naming convention*For further information on literacy and numeracy scoring see the section on* ‘Year 9 achievement in literacy and numeracy’ *in this User Guide.* |
| Derived variables | XLFS2006XCEL1999 | Derived variables have been constructed across all waves to summarise key information such as labour force status and current education level.*For further information about derived variables see the section on* ‘Derived variables’ *in this* User guide*.* |
| IN flag | IN1998IN2006 | 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 | DINT00MINT00YINT00INTDAT00INTSAS00 | 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.  |
| Sample items | SAMP108SAMP208 | 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. 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.  |
| Weights | WT06GENACH06WTWT2006 | Weight variables are denoted by the two characters ‘WT’ either at the beginning or end of the variable name.*For further information about weights see section,* ‘Sample and survey design—Weights’ *of this* User guide. |

#### 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](http://www.lsay.edu.au/publications/2122.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 | XCSL*YYYY* |
|  | Current qualification level | XCEL*YYYY* |
|  | Highest school level completed | XHSL*YYYY* |
|  | Highest qualification level completed  | XHEL*YYYY* |
|  | Study status in VET  | XVET*YYYY* |
|  | Study status in bachelor degree or higher | XBAC*YYYY* |
|  | Full-time or part-time study status | XFTS*YYYY* |
|  | Completed Year 12 or certificate II or higher | X122*YYYY* |
|  | Completed Year 12 or certificate III or higher | X123*YYYY* |
| Employment  | Labour force status  | XLFS*YYYY* |
|  | Full-time or part-time employment status | XFTP*YYYY* |
|  | Permanent or casual employment  | XEMP*YYYY* |
|  | Status in apprentice/traineeship | XATR*YYYY* |
|  | Job mobility during last year | XMOB*YYYY* |
|  | Occupation (ANZSCO) | XOCC*YYYY* |
|  | Average weekly pay  | XWKPY*YYY* |
|  | Average hourly pay | XHRP*YYYY* |
|  | Average weekly hours worked | XHRS*YYYY* |
|  | Any spell of unemployment during the year | XUNE*YYYY* |
|  | In full-time employment or full-time education | XFTE*YYYY* |
| Social | Marital status | XMAR*YYYY* |
|  | Living with parent(s) | XATH*YYYY* |
|  | Living in own home | XOWN*YYYY* |
|  | Number of dependent children | XCHI*YYYY* |

## 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 | WT*YY*GEN |
| Attrition weight | ACH*YY*WT |
| Final weight | WT*YYYY* |

## 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]](#footnote-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:



where  is the estimate obtained from the sample, and 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:



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 2nd Edition | Not applicable | Not applicable |
| 2/1999 | Not applicable | ASCO 2nd Edition | Not applicable | Not applicable |
| 3/2000 | FOSCTEC | ASCO 2nd Edition | ANZSIC 1993 | Institution code frame 1 |
| 4/2001 | FOSCTEC | ASCO 2nd Edition | ANZSIC 1993 | Institution code frame 1 |
| 5/2002 | ASCED 2001 | ASCO 2nd Edition | ANZSIC 1993 | Institution code frame 1 |
| 6/2003 | ASCED 2001 | ASCO 2nd Edition | ANZSIC 1993 | Institution code frame 1 |
| 7/2004 | ASCED 2001 | ASCO 2nd Edition | ANZSIC 1993 | Institution code frame 1 |
| 8/2005 | ASCED 2001 | ASCO 2nd Edition | ANZSIC 1993 | Institution code frame 2 |
| 9/2006 | ASCED 2001 | ANZSCO 1st Edition | ANZSIC 2006 (Revision 1) | Institution code frame 2 |
| 10/2007 | ASCED 2001 | ANZSCO 1st Edition | ANZSIC 2006 (Revision 1) | Institution code frame 2 |
| 11/2008 | ASCED 2001 | ANZSCO 1st Edition | ANZSIC 2006 (Revision 1) | Institution code frame 2 |
| 12/2009 | ASCED 2001 | ANZSCO 1st 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 Education[[4]](#footnote-4) (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](http://www.lsay.edu.au/publications/2122.html)> under the ‘Supporting documents’ tab.

#### Occupation

The Australian Standard Classification of Occupations[[5]](#footnote-5) (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 Occupations[[6]](#footnote-6) (ANZSCO) 1st Edition was used.

#### Industry

The Australian and New Zealand Standard Industrial Classification[[7]](#footnote-7) (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](http://www.lsay.edu.au/publications/2122.html)> under the ‘Supporting documents’ tab.

## 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 |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 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 |  |  |  |  |  |  |  |  |  |  |  |
|  | 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 |  |  |  |  |  |  |  |  |  |  |
|  | 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 |  |  |  |  |  |  |  |  |  |  |  |
|  | 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 |  |  |  |  |  |  |  |  |
|   | 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 |  |  |  |  |  |  |  |  |
|  | 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 |  |  |  |  |  |
|  | 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 |  |  |  |  |  |  |  |  |  |  |  |
|  | 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 |  |  |  |  |  |  |  |  |  |  |
|  | 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 |
|  | 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 |
|  | 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 |
|  | 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 |
|  | 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 |
|  | 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 |
|  | 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 |
|  | 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 |
|  | 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 |
|   | 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 | 1 |
|  | Take home pay |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | Frequency of pay |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | Annual salary |  |  |  |  |  |  |  |  | 1 | 1 | 1 | 1 |
|  | Gross pay |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | Hourly rate |  |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|   | Annual/sick leave |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Starting work | Month began job |  | 1 |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | Year began job |  | 1 |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|   | How found job |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Leaving work | Main reason left job |  |  | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
|  | Month left/finished job |  |  |  | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|   | Year left/finished job |  |  |  | 2 | 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 | 1 |
| Looking for full-time work |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | Looking for work |  |  | 1 | 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 | 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 |  |  |  |  |  |
| Job training | Classroom-based training |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |  |
|  | Hours of classroom-based training |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |  |
|  | Training outside workplace |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |  |
|  | Hours of training outside workplace |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |  |
|  | On-the-job training |  |  | 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 |  |
| Training: Could help to 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 |  |
|  | Use of training |  |  |  | 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 |
|  | 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 |  |
|  | Training outside workplace |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |  |
|  | Hours of classroom-based training |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |  |
|  | Hours of training outside workplace |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |  |
|  | On-the-job training |  |  | 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 |  |
|  | 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 |
|  | 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 | 1 |
|  | 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 |  |  |  |  |  |  |  |  |  |
|  | 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 |
|   | 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 |
|  | What you do in your spare time |  |  | 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 |
|  | The money you get each week |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | Your social life |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | Your independence |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | Your career prospects |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | Your future |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | Your life at home |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | Your standard of living |  |  | 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 |
|  | 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 |  |  |  |  |  |  |  |  |
|  | 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 | *Corrections to Y98 datafile* |  |
|  |  |  | 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. 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. | 13 |
|  |  |  |  | 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.  | 20 |
|  |  |  |  |  | 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.  |  |
|  |  |  |  | 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 |
|  |  |  |  | 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 |
|  |  |  |  | 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'.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. | 382 |
|  |  |  |  | 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'. |  |
|  |  |  |  |  | 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. 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'.  | 133 |
|  |  |  |  | XHRP2005 | Change resulting from the change to 'Labour force status'. | 1 |
|  |  |  | Average weekly pay | XWKP1998 | Change resulting from the 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'.  | 1260 |
|  |  |  |  | XWKP1999 | 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.  | 539 |
|  |  |  |  | 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 |
|  |  |  |  | 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, XUNE, XMAR, XATH, XOWN, XCHI |  | Minor changes made to derived variable labels and formats |  |
|  |  |  | XVET2000 XVET2001 XVET2002 XVET2003 XVET2004 XVET2005 XVET2006 XVET2007 XVET2008 XVET2009 XBAC2009 XFTS1999 X1222009X1232009XHEL2009 XEMP1998XEMP1999XEMP2000XEMP2002XEMP2005XOCC1998XOCC1999XOCC2001XOCC2002XOCC2003XOCC2004XOCC2005XWKP1998XWKP1999XWKP2000  |  | Minor modifications made to some derived variables | 1646132974256544938734833332836357364238412603521911109351082887615844371136063445282 |
|  |  |  | XWKP2001 XWKP2002 XWKP2003 XWKP2004 XWKP2005 XWKP2006 XWKP2007 XWKP2008 XWKP2009 XHRP1998 XHRP1999 XHRP2000 XHRP2001 XHRP2002 XHRP2003 XHRP2004XHRP2005  |  |  | 4311236017251330114891078167329341093560004554372818401319868748 |
|  |  |  | XHRP2006XHRP2007XHRP2008XHRP2009XFTE1999  |  |  | 926790679 2946 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 XHSL1999 XMOB2001XMOB2002XMOB2003XMOB2004 XMOB2005 XMOB2006 XMOB2007 XMOB2008 XOCC2000 XOCC2002 XHRP2002 XHRP2006 XHRP2007 XHRP2008 XATH2001 XOWN2000 XOWN2001  |  | Minor amendments made to calculation of some derived variables |  23 200 9 10 129 79 57 19 29 15 2 10 132 358 359 326 150 60 278 |
|  |  |  | SCHCLASS, CC033, CJ005L DA031, DB009J, ECD019, FC094, IN2004, XHSL*YYYY*, XATR*YYYY* |  | Minor modifications to formats  |  |
|  |  |  | 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 |  |

1. Replaced in December 2007 by the Department of Education, Employment and Workplace Relations. [↑](#footnote-ref-1)
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>. [↑](#footnote-ref-2)
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. [↑](#footnote-ref-3)
4. ABS, *Australian Standard Classification of Education (ASCED)*, cat. no. 1272.0, ABS, Canberra, 2001. [↑](#footnote-ref-4)
5. ABS, *Australian Standard Classification of Occupations*, 2nd Edition, cat. no. 1220.0, ABS, Canberra, 1997. [↑](#footnote-ref-5)
6. ABS, *Australian and New Zealand Standard Classification of Occupations*, 1st Edition, cat. no. 1220.0, ABS, Canberra, 2006. [↑](#footnote-ref-6)
7. ABS, *Australian and New Zealand Standard Industrial Classification,* cat. no. 1292.0, ABS, Canberra, 1993. [↑](#footnote-ref-7)