



LONGITUDINAL SURVEYS
OF AUSTRALIAN YOUTH
TECHNICAL REPORT 54

2003 cohort user guide



Longitudinal Surveys of Australian Youth (LSAY)

2003 cohort user guide

National Centre for Vocational Education Research

LONGITUDINAL SURVEYS OF
AUSTRALIAN YOUTH

TECHNICAL REPORT 54

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User guide updates

Date	Version	Update
June 2020	6.1	Updating 'Accessing the data' section. Added information about the online data dictionary to the section 'The LSAY data'. Added PISA ESCS_trend variable to the dataset and correction to derived variable 'Study status in VET' (2013) – see 'Appendix A: Updates to the Y03 datafile' for details.
September 2014	6.0	Updated for final data release (wave 11, 2013). Added information about the LSAY pivot tables. Updated references to: <ul style="list-style-type: none"> ▪ LSAY mailbox ▪ PISA documents ▪ NCVER fees and charges policy.
February 2014	5.1	Updated 'Appendix A: Updates to the Y03 data file'.
December 2013	5.0	Updated for latest data release (wave 10, 2012). Changed reference to metadata workbook. Added online interviewing information.
December 2012	4.0	Updated for latest data release (wave 9, 2011). Amended background information. Updated information about derived variable documentation.
December 2011	3.0	Updated for latest data release (wave 8, 2010). Added reference to newly released weighting technical paper . Added additional reference to PISA 2003 technical reports. Updated information relating to data archive; data now available from the Australian Data Archive (ADA) rather than the Australian Social Science Data Archive (ASSDA). Added information about population weights to table about variable naming conventions.
March 2011	2.1	Updated 'Appendix A: Updates to the Y03 dataset'. Modified derived variable labels in table 8. Additional information added to section 'Sample and survey design'.
December 2010	2.0	Updated for latest data release (wave 7, 2009). Added information on LSAY website registration. Modified derived variable labels. Modified information in section 'Sources of error' to account for change to weighting methodology. Added 'Appendix A: Updates to the Y03 dataset'.
January 2010	1.0	Original version of User guide.

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Background

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

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

Survey participants in the current LSAY collection (collectively known as a 'cohort') enter the study at age 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). About 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). Respondents from the PISA-based cohorts (Y03, Y06, Y09 and Y15) could miss a survey wave and still remain in the survey. Respondents could also miss more than one survey wave, as long as these survey waves were not consecutive. If respondents from the earlier cohorts (Y95 and Y98) missed a survey wave, they were excluded from future surveys.

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 with support from state and territory governments. On 1 July 2007, the National Centre for Vocational Education Research (NCVER) was contracted to provide LSAY analytical and reporting services.

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

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

Telephone: +61 8 8230 8400

Email: <lsay@ncver.edu.au>

Facsimile: +61 8 8212 3436

Website: <www.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.

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The Y03 cohort

In 2003, a nationally representative sample of approximately 12 500 students aged 15 years was selected to participate in the Programme for International Student Assessment (PISA), conducted by the Organisation for Economic Co-operation and Development (OECD). This sample became the third cohort of the LSAY program. This is referred to as the LSAY Y03 cohort.

The PISA sample was constructed by randomly selecting 50 students aged 15 years from a sample of schools designed to represent all states and sectors. Assessments in mathematical literacy, reading literacy, scientific literacy and problem-solving were administered in their schools to provide information on school achievement for use in later analyses of educational and labour market participation. Students also completed a background questionnaire about their families, educational and vocational plans, and attitudes to school. In a follow-up telephone interview, students provided further school and work information.

In 2004, members of the Y03 cohort were contacted for their annual LSAY telephone interview (conducted by the Wallis Consulting Group) and have been contacted annually ever since. The questionnaire for their 2004 interview 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, depending on the young person's circumstances. In 2012 and 2013, respondents also had the option to complete their interviews online.

Due to both population shifts over time and survey attrition, care needs to be taken when comparing individual waves of the cohort with other samples drawn from different populations. For example, it can be misleading to compare the LSAY Y03 wave 3 (2005) information with information about 18-year-olds from other surveys in the same year.

Prior to the development of this *User guide*, a range of documents contained information about the Y03 cohort. These documents were categorised as codebooks (including the questionnaire, frequency tables and data dictionary), cohort reports, technical papers and research reports. Information from these documents has been consolidated in this *User guide* to provide a single source for Y03 technical information. These documents are discussed below.

Technical documents: questionnaires, frequency tables and code books

The following four questionnaire instruments were used in PISA 2003:

- the School Questionnaire
- the Student Questionnaire
- the Educational Careers Questionnaire
- the Information Communication Technology Questionnaire.

The Educational Careers and Information Communication Technology questionnaires were offered as national options. The 2003 PISA questionnaires and code books are available from the PISA 2003 database: <<https://www.oecd.org/pisa/pisaproducts/database-pisa2003.htm>>.

The LSAY technical documents include questionnaires, frequency tables and code books, and can be accessed at: <<https://www.lsay.edu.au/publications/search/y03-questionnaires-and-frequency-tables>>. Up until wave 6 (2008), code books containing the variable names, formats and base populations for the Y03 data were made available. This information has been consolidated and can now be found using either of the following resources:

- *LSAY variable listing and metadata* which can be accessed at: <www.lsay.edu.au/publications/2621.html>. See the section, 'The LSAY data', sub-section 'Variable listing and metadata', for further information.
- *Data elements* documents are available under the 'Supporting documents' tab of this *User guide*: <<http://www.lsay.edu.au/publications/2225.html>>. See the section, 'The LSAY data', sub-section 'Data elements', for further information.

Table 1 provides a summary of the LSAY Y03 technical documents.

Table 1 Technical documents – questionnaires and frequency tables

Wave/year	Technical report/paper
Wave 1 / 2003	Technical report no. 34
Wave 2 / 2004	Technical report no. 35
Wave 3 / 2005	Technical report no. 38
Wave 4 / 2006	Technical report no. 41
Wave 5 / 2007	Technical report no. 45
Wave 6 / 2008	Technical report no. 51
Wave 7 / 2009	Technical report no. 57
Wave 8 / 2010	Technical report no. 62
Wave 9 / 2011	Technical report no. 76
Wave 10 / 2012	Technical report no. 78
Wave 11 / 2013	Technical report no. 81

LSAY QuickStats

LSAY QuickStats provides quick and simple access to 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. 1/2003) through to the final or most recent wave (e.g. 11/2013). 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.html>>.

Pivot tables

The pivot tables complement *LSAY QuickStats* by allowing users to create their own tables from a range of variables. The pivot tables provide the option to drill-down into the data and generate time series on the activities of young people from the first to the most recent survey wave.

Data on key employment, education, study and work, and social indicators is presented. Selected demographics are presented in each of the pivot tables, including: sex, state, geographic location, school sector, country of birth and socioeconomic status.

The pivot tables can be accessed at: <<http://www.lsay.edu.au/data/pivot/introduction.html>>.

Figure 1 LSAY QuickStats

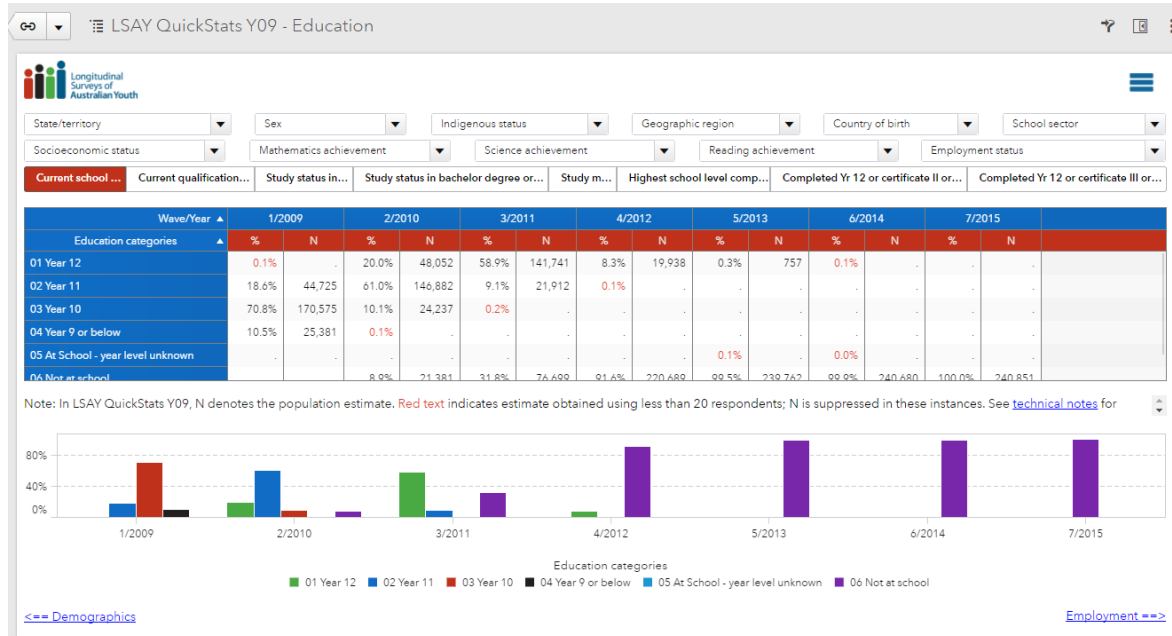
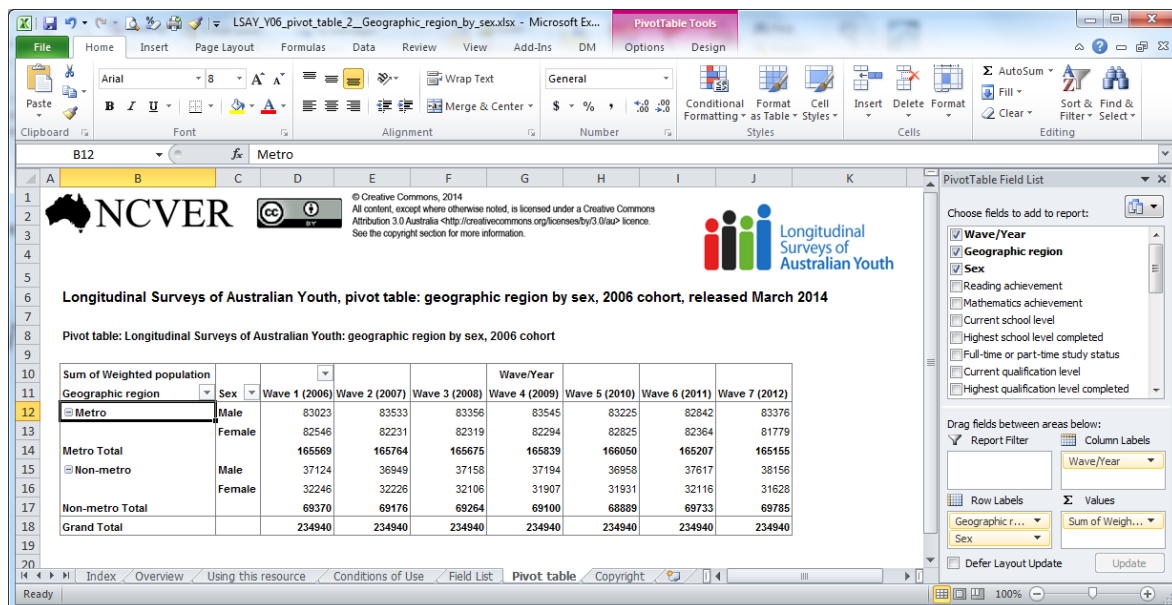


Figure 2 Pivot tables



Other technical papers

Other useful technical papers deal with sampling and weighting methodologies. The PISA technical reports, data analysis manuals and country reports also contain important information about the PISA sample from which the LSAY sample is drawn.

Technical paper number 61, *Weighting the LSAY PISA cohorts*, can be accessed at:
<www.lsay.edu.au/publications/2429.html>.

Technical paper number 43, *Sampling and weighting the 2003 LSAY cohort*, can be accessed at:
<www.lsay.edu.au/publications/1962.html>.

The PISA 2003 technical report, data analysis manuals and country report provides all the information required to understand the PISA 2003 data (contained in the first wave of the Y03 cohort) and to perform analyses in accordance with the complex methodologies used to collect and process the data.

The *PISA 2003 technical report* is available from:
<<http://www.oecd.org/dataoecd/49/60/35188570.pdf>>.

The *PISA data analysis manual* (for both SAS and SPSS users) is available from: <https://www.oecd-ilibrary.org/education/pisa-data-analysis-manual-spss-second-edition_9789264056275-en>.

The PISA 2003 country report (Australia): *Facing the future – A focus on mathematical literacy among Australian 15-year-old students in PISA 2003* is available from:

<<http://www.oecd.org/education/school/programmeforinternationalstudentassessmentpisa/34624327.pdf>>.

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

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

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

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

NCVER

Email: <lsay@ncver.edu.au>

Telephone: +61 8 8230 8400

Australian Data Archive

Email: <ada@anu.edu.au>

Telephone: 02 6125 2200

Fax: 02 6125 0627

User undertaking

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

Terms and conditions

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

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

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

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

Authorised users must undertake to adhere to all conditions listed above and understand that any breach of these terms may result in withdrawal of access to the information and/or incur a legal penalty if there is a breach of the Privacy Act or a breach under Common Law through disclosure of an organisation's commercial in confidence information.

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

Specific data requests

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

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

LSAY data releases

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

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

Overview of the questionnaires

Programme for International Student Assessment (PISA)

The first wave of the LSAY Y03 cohort was incorporated into the OECD's Programme for International Student Assessment, as was the case with the LSAY Y06, Y09 and Y15 cohorts. It is therefore important to understand the PISA 2006 dataset when using the LSAY Y06 cohort data. The following section briefly describes some of the nuances of the PISA dataset, but users are also encouraged to read the PISA technical documents as outlined in table 3.

Table 2 PISA technical documents

Technical report/paper	Web address
<i>PISA data analysis manual</i>	< https://www.oecd-ilibrary.org/fr/education/pisa-data-analysis-manual-spss-second-edition_9789264056275-en >
<i>PISA 2003 technical report</i>	< http://www.oecd.org/dataoecd/49/60/35188570.pdf >
PISA 2003 Australian country report: <i>Facing the future – A focus on mathematical literacy among Australian 15-year-old students in PISA 2003</i>	< http://www.oecd.org/education/school/programmeforinternationalstudentassessmentpisa/34624327.pdf >
<i>The role of plausible values in large-scale surveys</i>	< http://www.acer.edu.au/files/plausiblevaluesinsee.pdf >.

As part of PISA 2003, assessments in mathematical literacy, reading literacy, scientific literacy and problem-solving were administered in various schools to provide information on school achievement. Students also completed a background questionnaire about their families, educational and vocational plans, and attitudes to school.

PISA 2003 covered four domains: reading literacy, mathematical literacy, scientific literacy and problem-solving. For each PISA data collection, one of these domains is chosen as a major domain, while the others are considered minor domains. A major domain is tested more thoroughly in the year of collection. The major domain for PISA 2003 was mathematical literacy.

The PISA 2003 assessments consisted of a self-completion written test. Literacy in PISA was assessed through units consisting of a stimulus (for example, text, table, chart, figure etc.), followed by a number of tasks associated with this common stimulus. This is an important feature, allowing questions to go into greater depth than if each question introduced an entirely new context. It also allows time for the student to assimilate material, which can then be used to assess multiple aspects of performance.

Examples of items from the PISA 2003 assessment are available in *The PISA 2003 Assessment Framework – Mathematics, Reading, Science and Problem Solving Knowledge and Skills* available at: <<http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/33694881.pdf>>

This publication presents the guiding principles of the PISA 2003 assessment, which are described in terms of the content that students need to acquire, the processes that need to be performed, and the context in which knowledge and skills are applied. It also illustrates the assessment domains with a range of simple tasks.

The PISA data

The PISA international student and school datasets are available from the PISA 2003 database: <<https://www.oecd.org/pisa/pisaproducts/database-pisa2003.htm>>. LSAY data can be matched to the PISA international datasets by filtering for Australian records using the country identifiers (CNT, COUNTRY), and using student and school identifiers (STIDSTD and SCHOOLIP).

It is recommended that data users wishing to make international comparisons using PISA data download the international dataset available from the PISA 2003 database located at: <<https://www.oecd.org/pisa/pisaproducts/database-pisa2003.htm>>.

Data users are encouraged to read the documents outlined in table 3 to better understand the PISA variables and data.

Plausible values

In PISA, student assessment is undertaken using a number of different questionnaire booklets. In order to counteract any biases resulting from the use of different questionnaires, the OECD calculates plausible values. Plausible values allow for the fact that there is measurement error at the individual level (through differing questionnaires), and the determination of these plausible values takes this error into account.

For each student, five plausible values have been calculated for each of the four domains (reading, mathematics, science and problem-solving), and for the mathematics sub-domains (space and shape, change and relationship, uncertainty and quantity).

Data users are encouraged to read the documents outlined in table 3 to better understand the construction and use of plausible values in LSAY.

How do I use plausible values?

There are five plausible values for each achievement domain and sub-domain in the LSAY dataset. Unbiased estimates of achievement will only be obtained if plausible values are incorporated appropriately. The following are some key points:

- Averaging plausible values over individuals will lead to biased estimates and incorrect standard errors.
- Analysis should be repeated for each plausible value (five times), and any subsequent estimate (for example, coefficients, standard errors) combined in an appropriate way to obtain population estimates.
- Plausible values are correlated within a domain, and, as such, an analysis may be undertaken using only a single plausible value, but being aware that standard errors may be incorrect.

Users are reminded that plausible values are not equivalent to the achievement scores in the Y95 and Y98 LSAY cohorts.

Further information about using plausible values is available from the PISA 2003 technical report: <<http://www.oecd.org/dataoecd/49/60/35188570.pdf>>.

The LSAY questionnaires

In 2003, follow-up telephone interviews were conducted which collected further information on respondents' schools and on part-time work.

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.

From 2004 (wave 2) to 2013 (wave 11), students were contacted annually by telephone. In 2012 and 2013, respondents also had the option to complete their interviews online. Respondents were 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 Y03 questionnaires are contained within the series of Y03 technical papers and can be accessed at: www.lsay.edu.au/publications/search/y03-questionnaires-and-frequency-tables. Table 1 provides a summary of the available technical papers for each wave. The section 'The Y03 cohort: Other technical papers' describes other non-wave specific technical papers.

The LSAY data

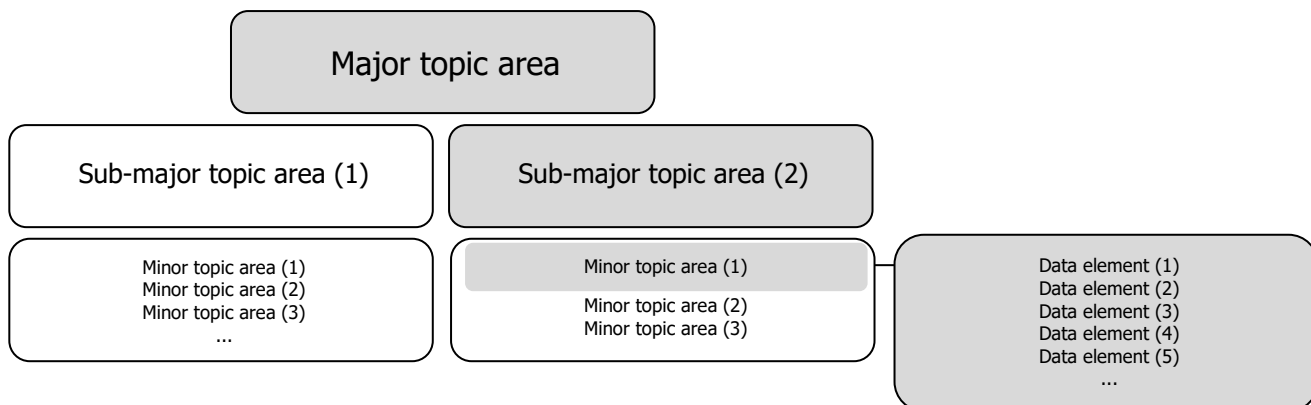
The LSAY datasets are large and particularly complex. About 600 variables are collected (on average) across each wave, culminating in more than 6000 variables across the entire dataset. To improve the accessibility of the LSAY datasets, data have been grouped into common themes called ‘topic areas’.

Topic areas

The topic areas comprise 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 minor topic areas.
- *Data elements* are subdivisions of the minor topic areas. There are more than 1000 data elements.

Figure 3 LSAY hierarchical levels



The four major topic areas are *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 4 to 7.

Figure 4 Major topic area 1 – Demographics

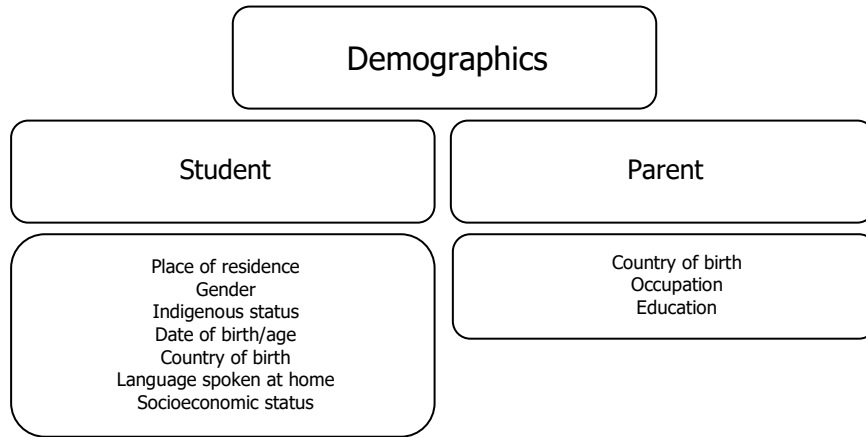


Figure 5 Major topic area 2 – Education

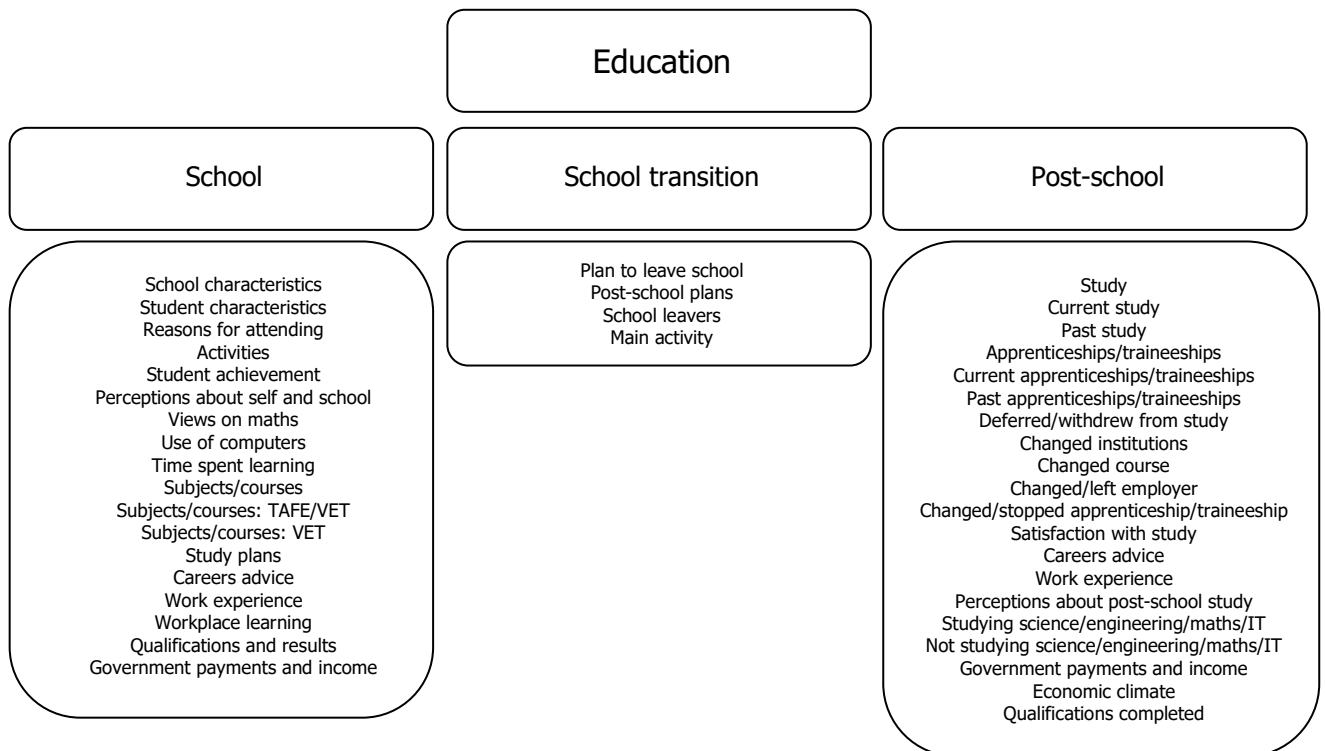


Figure 6 Major topic area 3 – Employment

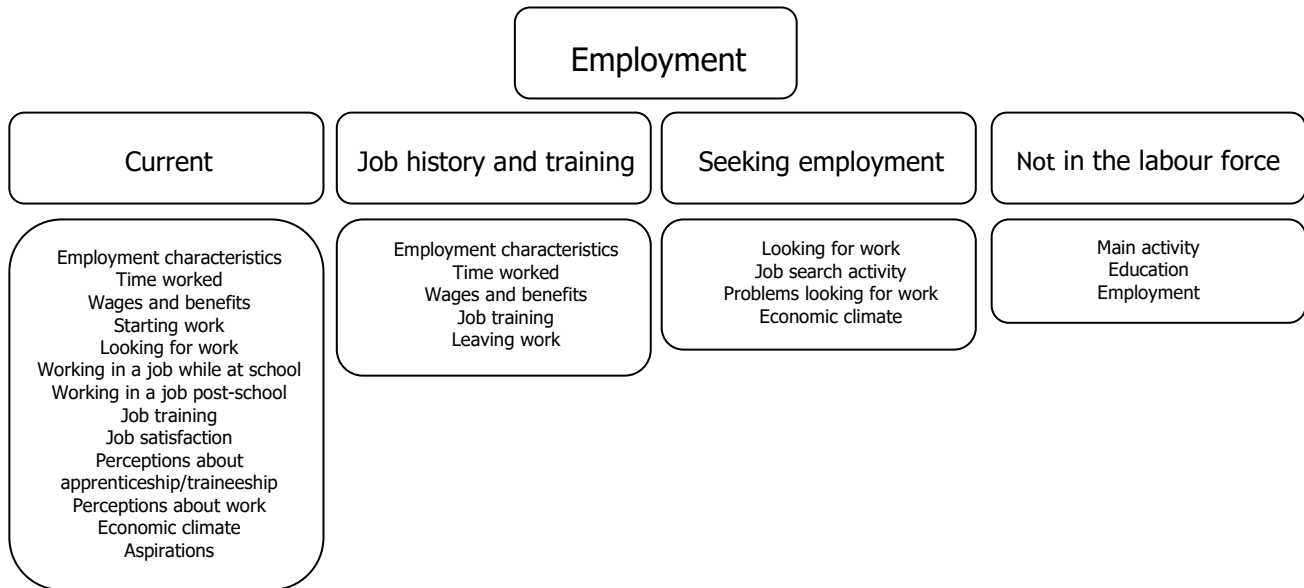
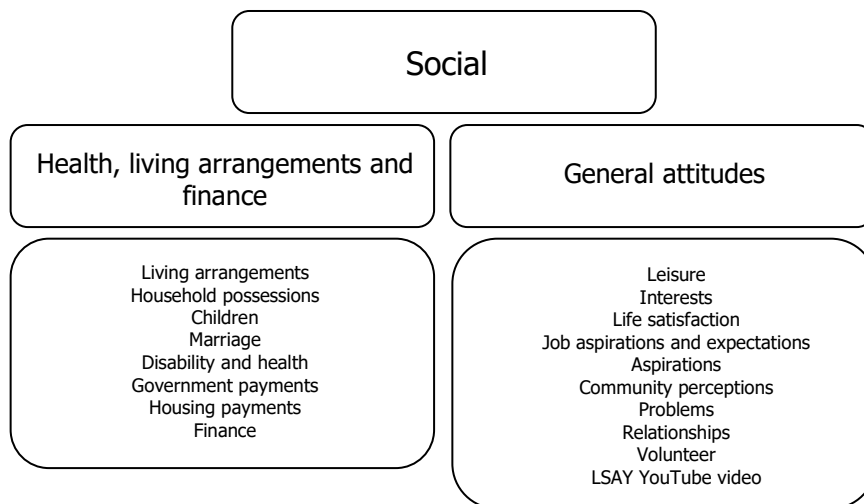


Figure 7 Major topic area 4 – Social



Topic maps

Topic maps have been developed for each of the 11 sub-major topic areas. The topic maps aim to improve accessibility of the LSAY data by linking common questions (or variables) within and between 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 3 Topic maps

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

Data elements

Data elements represent variables that are common within and between 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/2225.html>.

This 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.

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

- *Data element*—the data element name
- *Purpose*—what information is provided by the data element
- *Variables*—the variable names which correspond to this data element
- *Variable type*—whether the variable is in numeric or character format
- *Variable label*—the variable label; this includes the question number (where applicable) and a short description of the variable
- *Question*—the question wording for the associated variable
- *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
- *Notes*—other information.

Table 4 *User guide data element documents*

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

Variable listing/metadata workbook

To further assist in the use of 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 by cohort, wave/year, questionnaire section, topic area and 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*. 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, questionnaire section and variable label 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 be considered when selecting variables and analysing the data.

Data elements have been created to assist in grouping and 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 or variable for use, it is important to consider other related data elements that may be located in a different topic area. This is illustrated in figure 8 using an excerpt from the metadata workbook.

Figure 8 Identifying related topic areas

The screenshot shows the NCVER online data dictionary interface. At the top, there is a navigation bar with tabs for 'Contents', 'Overview', 'Variables', 'Values', and 'Copyright'. Below this is a table with columns for Cohort, Wave/year, Section, Major topic area, Sub-major topic area, Minor topic area, Data element, Variable, Type, Label, Question, and Base. The table lists various variables such as LBCA02, LBC2082, LCCA08, LCC2082, LDCA08, LDC2082, LEC082, LFC082, LCA008, LCC082, LHCA008, LHC080, LICA008, LIC080, LIC081, LKCA008, and LKC081. Each variable is associated with a specific topic area and a question text.

To identify variables for analysis and support accurate variable selection, refer to the topic maps contained in 'Topic maps'. Here relevant data elements can be identified by:

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

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

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

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

Online data dictionary

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

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

Users can navigate the data dictionary by:

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

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

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

Figure 9 Online data dictionary

The screenshot shows the 'ONLINE DATA DICTIONARY' interface. It includes a search bar, navigation breadcrumbs, and filter sections for Cohort, Wave, and Topic areas. A central table displays data elements with availability markers for various waves (Y95, Y98, Y03, Y06, Y09, Y15, Y95, Y98, Y03, Y06, Y09, Y1). Below this, a 'Variables' section lists specific variables with their names, labels, questions, bases, and years.

Topic areas	Data element	Wave 1					Wave 2					
		Y95 (1995)	Y98 (1998)	Y03 (2003)	Y06 (2006)	Y09 (2009)	Y15 (2015)	Y95 (1996)	Y98 (1999)	Y03 (2004)	Y06 (2007)	Y09 (2010)
Demographics	Age of arrival in Australia											
> Student	Country of birth	✓			✓	✓						
>> Country of birth	Country of birth: 3 categories	✓	✓									
	Country of birth: All			✓	✓	✓						
	Country of birth: Australia	✓	✓									
	Country of birth: ISO			✓								
	Country of birth: Major groups	✓	✓	✓								
	Country of birth: Minor groups										✓	
	Country of birth: Other				✓	✓	✓					
	Country of birth: Verbatim			✓								
	Immigration status			✓	✓	✓	✓					
	Immigration status: Australian defini..			✓	✓	✓	✓					
	Year of arrival in Australia	✓	✓									
Demographics	Age	✓		✓	✓	✓						

Variable name	Variable label	Question	Base	Year	
ST17Q01	Country of birth Self	In what country were you and your parents born?	Total respondents	2009	?
ST11Q01	Self born in country Q11a	In what country were you and your parents born?	Total respondents	2006	?
RCOB	Respondent's country of birth: Where were you born? Verbatim		Not available	1995	?

Variable naming conventions

PISA variables

PISA variables only exist in wave 1 of the Y03 cohort and have a separate variable naming convention. Naming conventions for different types of PISA variables are summarised in table 5.

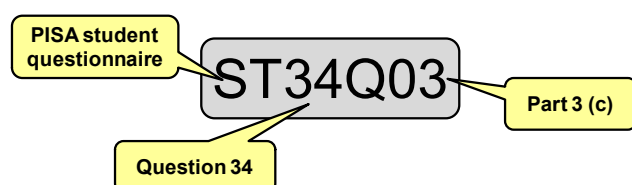
The questionnaire instruments for PISA are comprised of the following three components:

- the Student Questionnaire (ST)
- the Educational Careers Questionnaire (EC)
- the Information Communication Technology Questionnaire (IC).

Most PISA variables are named using the following convention: questionnaire component, question number, and question part (where applicable). For example, the variable:

- ST16Q01 is question number 16 from the student questionnaire
- EC06Q01 is question number 6 from the educational careers questionnaire
- ST34Q03 is question number 34 (part c) from the student questionnaire
- IC01Q01 is question number 1 from the ICT questionnaire.

Figure 10 PISA variable naming convention



Countries are also able to introduce country-specific questions in the PISA questionnaires, referred to as ‘national options’ questions. These are denoted on the variable name by the last character ‘N’. For example, the variable ST34Q15N is question number 34 from the student questionnaire, with part 15 a national options question, denoted by the ‘N’ at the end of the variable name.

Plausible values are used to report student achievement in PISA. There are five plausible values for each of the domains and sub-domains¹ and the PISA student achievement variables take this information into account in the variable name. For example, the variable:

- PV1MATH points to the first plausible value in the maths domain.
- PV4SCIE points to the fourth plausible value in the science domain.
- PV1MATH1 points to the first plausible value in the first maths sub-domain: Mathematics – Space and Shape
- PV5MATH2 points to the fifth plausible value in the second maths sub-domain: Mathematics – Change and Relationships domain.

¹ The PISA 2003 major assessment domains are reading, mathematics, science and problem-solving. The PISA 2003 mathematics sub-domains are space and shape, change and relationship, uncertainty and quantity.

Replicate weights have been used to estimate sampling variances for population estimates derived from a complex sample design. The weights are simply named chronologically from W_FSTR1 to W_FSTR80. The variable W_FSTUWT is the final student weight.

Detailed information about plausible values and replicate weights is available from the PISA data analysis manuals located at:

<<http://www.oecd.org/pisa/pisaproducts/pisadataanalysismanualspssandsassecondedition.htm>> .

Two types of indices are provided in the PISA dataset: simple indices and scale indices. Several student- and school-level indices combine several answers provided by students or principals to build a broader, not directly observable concept. These indices appear towards the end of the PISA data and tend to be descriptive rather than having adopted a variable naming convention. For example:

- AGE is a simple index.
- CULTPOSS is a student-level scale index derived from cultural possessions (for example, classic literature, books of poetry).

Table 5 Summary of PISA variable naming conventions

PISA variable	Examples of PISA variable names	Description
Standard variables	ST16Q01 IC05Q01 EC01Q01 ST34Q03	The first two characters indicate the questionnaire instrument. The PISA questionnaire instruments are the Student Questionnaire (ST), the Educational Careers Questionnaire (EC) and the Information Communication Technology Questionnaire (ICT). The following two digits indicate the question number (e.g. ST16 is question 16 from the student questionnaire). The final three characters are the question part or sub-section. So ST34Q03 is part 3 of question 16 from the student questionnaire.
National options	ST34Q15N	The character 'N' at the end of the variable indicates that the question is a national options question (i.e. a national, not international question).
Student achievement/ plausible values	PV1MATH PV1MATH1 PV4PROB	The first two characters 'PV' indicate the variable is a plausible value. The next character indicates whether it is the first plausible value up to the fifth plausible value. The next four characters indicate the domain or sub-domain. PV1MATH indicates that the variable is from the mathematics domain, while PV1MATH1 indicates that the variable is from the first maths sub-domain (Space and Shape). For further information on plausible values, see section 'Overview of the questionnaires: Plausible values'.
Replicate weights	W_FSTR1 W_FSTR80	Replicate weights are identified using the characters "W_FSTR" followed by a chronological number. For further information on replicate weights, see the PISA data analysis manual: < http://www.oecd.org/pisa/pisaproducts/pisadataanalysismanualspssandsassecondedition.htm >.
Indices	AGE HISCED CULTPOSS	Student and school-level simple and scaled indices tend to be descriptive rather than adopting a naming convention.

LSAY standard variables

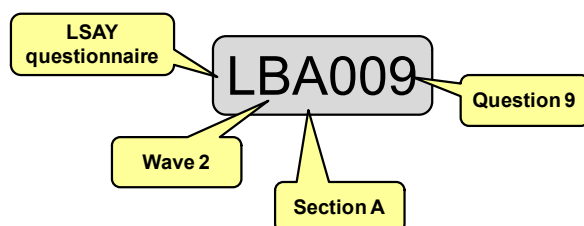
Most variable names are constructed using four pieces of information: the questionnaire instrument, the survey wave, the questionnaire section and the question number.

The character 'L' is used to identify the survey instrument, where L represents the LSAY survey instrument (as opposed to the PISA survey instrument). 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 11, which is allocated a K. 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 LBA009 refers to:

- the LSAY survey instrument, denoted by the first character 'L'
- wave 2, denoted by the second character B
- section A, denoted by the third character A
- question 9, denoted by the last three characters 009.

Figure 91 LSAY standard variable naming convention



LSAY non-standard variables

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

Table 6 Summary of LSAY non-standard variable naming conventions

Non-standard variable	Examples of non-standard variable names	Description
Demographics	SEX INDIG	Demographic variables, such as gender and Indigenous status, tend to be descriptive rather than adopting a naming convention.
School characteristics	STATEID SECTOR	School characteristics, such as state of the school and school sector, tend to be descriptive rather than adopting a naming convention.
Derived variables	XLFS2006 XCEL2013	Derived variables have been constructed across all waves to summarise key information such as labour force status and current education level. <i>For further information about derived variables see the section on 'Derived variables'.</i>
IN flag	IN2003 IN2011	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 that 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	DINT28 MINT03 YINT13 INTDAT07 INTSAS09	Day of interview, month of interview, and year of interview are collected each survey year and consolidated into an interview date variable. Interview date variables are denoted by DINT for day of interview, MINT for month of interview, YINT for year of interview, and INTDAT for the consolidated interview date (in both character and SAS® date format) followed by two digits for the survey year.

Non-standard variable	Examples of non-standard variable names	Description
Sample and derived items	LBWSAMP1 LDWDV01 LEWSAM07	<p>Sample and derived items look at information from previous year's surveys. They have been created to enable more efficient and effective direction of questions. For example, the variable LEWSAM07 looks at whether the respondent had a job at the previous interview. Questions about whether respondents have the same job as reported at their last interview would only be asked of those who were recorded as being employed at the previous interview.</p> <p>Sample items are denoted by:</p> <ul style="list-style-type: none"> • the first character 'L' (to indicate the LSAY survey instrument was used) • followed by the wave identifier (A to F) • followed by the character 'W' • followed by the characters 'SAMP' (up to wave 4, 2006), 'SAM' (from wave 5, 2007), or 'DV' for items derived by the field contractor • followed by one digit (up to wave 4, 2006) or two digits (from wave 5, 2007) denoting the sample item.
Weights	WT13GEN ACH13WT WT2013 WT13GENP ACH13WTP WT2013P	<p>Weight variables are denoted by the two characters 'WT' either at the beginning or end of the variable name.</p> <p>Population weights (weights that sum to the population rather than the sample size) are denoted by an 'P' at the end of the variable name.</p> <p><i>For further information about weights see section, 'Sample and survey design – Weights'.</i></p>

Derived variables

A series of derived variables has been developed to simplify use of the LSAY data and provide useful measures/indicators for analysis. The derived variables focus on the areas of educational attainment, employment, measures of engagement in study and work, and social indicators. Table 8 summarises the series of derived variables available on the Y03 data file.

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

Detailed technical documentation outlining how the variables are derived as well as their properties can be accessed at: <www.lsay.edu.au/publications/2487.html>.

Table 7 Derived variables

Indicators	Derived variable	Variable name
Education	Current school level	XCSLYYYY
	Current qualification level	XCELYYYY
	Study status in VET	XVETYYYY
	Study status in bachelor degree or higher	XBACYYYY
	Full-time or part-time study status	XFTSYYYY
	Highest school level completed	XHSLYYYY
	Completed Year 12 or certificate II or higher	X122YYYY
	Completed Year 12 or certificate III or higher	X123YYYY
	Highest qualification level completed	XHELYYYY
Employment	Labour force status	XLFSYYYY
	Full-time or part-time employment status	XFTPYYYY
	Permanent or casual employment	XEMPYYYY
	Status in apprentice/traineeship	XATRYYYY
	Job mobility during last year	XMOBYYYY
	Occupation (1 digit ANZSCO First Edition)	XOCCYYYY
	Average weekly pay	XWKPYYYY
	Average hourly pay	XHRPYYYY
	Average weekly hours worked	XHRSYYYY
	In full-time employment or full-time education	XFTEYYYY
	Any spell of unemployment during the year	XUNEYYYY
Social indicators	Marital status	XMARYYYY
	Living with parent(s)	XATHYYYY
	Living in own home	XOWNYYYY
	Number of dependent children	XCHIYYYY

Sample and survey design

In 2003, a nationally representative sample of approximately 12 500 15-year-old students was selected to participate in PISA conducted by the OECD.

The sampling process undertaken was a two-stage sampling scheme. The first stage of the sample is that schools were selected with a probability proportional to the enrolment size of 15 year-olds. At the second stage, a list of each school's 15 year-old students was prepared and from each list, 50 students were randomly selected with equal probability. In schools with fewer than 50 students, all 15-year-olds were selected.

The 2003 PISA sample comprised 355 schools from all states and territories. This sample was designed to be representative of students across Australia, using state/territory, school sector and region (metropolitan or non-metropolitan) as strata. Smaller jurisdictions and Indigenous students were oversampled to ensure that reliable results could be produced by state and Indigenous status. The final 2003 PISA sample size was 12 551 individuals.

Of these, 10 370 were successfully contacted to undertake a follow-up telephone interview in 2003. This interview collected further information on the respondent's school experience, school and post-school intentions, and part-time work. This group of young people became the third cohort of LSAY. These respondents have been contacted annually using computer-assisted telephone interviews (CATI) and in 2012 and 2013, respondents also had the option to complete their interviews online.

Further information on the survey design for the Y03 cohort can be found in LSAY technical paper no. 43, *Sampling and weighting of the 2003 LSAY cohort*, which can be accessed at: www.lsay.edu.au/publications/1962.html.

Further information about the survey design for PISA 2003 can be found from the:

- *PISA 2003 technical report* which can be accessed at: <http://www.oecd.org/dataoecd/49/60/35188570.pdf>
- PISA 2003 Australian country report: *Facing the future – A focus on mathematical literacy among Australian 15-year-old students in PISA 2003* which can be accessed at: <http://www.oecd.org/education/school/programmeforminternationalstudentassessmentpisa/34624327.pdf>.

Response rates

Table 9 shows the final sample size for the PISA assessment, and the subsequent sample size for the first wave of the LSAY Y03 cohort. Table 10 shows the sample sizes and response rates for each wave of the LSAY Y03 cohort from 2003.

Table 8 Sample sizes: PISA and LSAY

	PISA	LSAY
Age at 30 June	15.7	15.7
Sample size (n)	12 551	10 370
% of PISA	100	82.6

Table 9 Sample sizes and response rates

	Wave/year										
	1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Age at 30 June	15.7	16.7	17.7	18.7	19.7	20.7	21.7	22.7	23.7	24.7	25.7
Sample size (n)	10 370	9 378	8 691	7 721	6 658	6 074	5 475	4 903	4 429	3 945	3 741
% of wave 1	100	90.4	83.8	74.5	64.2	58.6	52.8	47.2	42.7	38.0	36.1
% of previous wave	na	90.4	92.7	88.8	86.2	91.2	90.1	89.6	90.3	89.1	94.8

Sources of error

Estimates based on sample surveys have two major sources of error: non-sampling and sampling error. A brief description of the two types and an outline of what can be done to overcome the effects of these errors are given below.

Non-sampling error

Non-sampling error arises from inaccuracies in collecting, recording and processing the data.

Some common examples of non-sampling error include: non-response, incorrect responses, missing responses, interviewer and processing error. Non-sampling error can be accounted for, in part, by using weighted estimates to adjust for non-response. However, there are no statistical measures to accurately adjust for other types of non-sampling error. Nevertheless, other types of non-sampling error can be minimised through questionnaire design, training and monitoring of interviewers, the use of computer-assisted interviews (CATI) and effective data-checking and processing procedures.

Non-response

All surveys suffer from error related to non-response. Non-response is a form of non-sampling error that can be accounted for in the analysis of survey data. There are typically two forms of survey non-response:

- *Item non-response* occurs when a respondent does not answer all the questions in the survey.
- *Unit non-response* occurs when not all respondents answer the survey due to, for example, refusal to participate, or inaccurate contact details.

Item non-response can be minimised with the use of CATI/CAWI, which can forward-feed information from previous interviews. Item non-response is generally treated using imputations. There are currently no imputed data for missing values in LSAY. However, data users can apply a number of techniques to help make the data more complete. The use of statistical modelling techniques, such as Multiple Imputation (MI), allows data users to estimate item non-response, along with their respective standard errors.

Unit non-response (also called attrition) can lead to biased population estimates and incorrect standard errors, particularly if certain groups of the sample drop out at differing rates. Survey

attrition is counteracted by trying to maximise the year-on-year response rate, appropriate statistical modelling techniques, and/or the application of appropriate survey weights.

Weights

In order for the LSAY sample to more accurately represent the population of Australian 15-year-olds at school in 2003, the collected sample must be weighted to account for differences from the original population distribution that may have arisen during the sampling process.

In 2010, NCVER reviewed the weighting methodology used for the Y03 cohort. As a result of this review, a logistic regression approach to weighting has been adopted. This methodology is consistent with the approach taken to calculate the Y06 weights. These weights are provided in the latest Y03 dataset deposited with the ADA, alongside the previous version of the weights (denoted by an 'X' at the end of the weight variable name).

Further detailed information regarding the current weighting methodology used is available from technical paper number 61, *Weighting the LSAY PISA cohorts* which can be accessed at: www.lsay.edu.au/publications/2429.html².

There are two weighting procedures applied to the LSAY data:

1. *Sample weights* reflect the original sample design, and ensure that the sample matches the population distribution from which the original sample was drawn. In the Y03 cohort, two sampling weights have been created. The first weights sum to the sample size for that given wave. For example, the sample weights add to 10 371 in wave 1, 9378 in wave 2 etc. In the second set of weights, the sum of the weights equals the original population from which the sample was drawn (235 591). The distribution of stratum levels (state/territory, school sector and region) matches that of the original population. Students from states and territories with smaller numbers of 15-year-olds are over-sampled and students from states with larger numbers of 15-year-olds are under-sampled. In order for the sample to more accurately represent the population of Australian 15-year-olds, the sample is weighted so that sample sizes within strata are proportional to the population sizes of the strata.
2. *Attrition weights* are used to address unit non-response by ensuring that the distribution of the sample matches the distribution of the sample population. Attrition weights used in LSAY account for attrition from the PISA sample to the LSAY sample in the first wave (2003) and wave-on-wave attrition from the first wave.

In calculating attrition weights, a non-response analysis was undertaken to determine the factors that contributed to attrition. These factors are used to calculate attrition weights for both the attrition from PISA to LSAY, and wave-on-wave attrition. The use of attrition weights ensures that distributions in each wave (and from wave 1 to PISA) match those obtained in PISA (for the factors identified as contributing to attrition). Logistic regressions have been used to calculate attrition weights. The response variable of whether or not a respondent replied to the survey in a given year was regressed against a series of factors that may contribute to non-response. The inverse of the predicted probability of responding forms the attrition weights.

² Information regarding the original methodology used to create the weights for the Y03 cohort can be found in LSAY technical paper no. 43, *Sampling and weighting of the 2003 LSAY cohort*, which can be accessed at: www.lsay.edu.au/publications/1962.html.

The final LSAY weights for each wave combine both the sample and attrition weights. Two sets of final weights are produced. The first reproduces the sample sizes in each wave, and the second reproduces the population size (235 591) at each wave. In both cases, the distributions in each wave match those obtained in the original population.

Users must be aware that bias resulting from survey attrition may not be fully accounted for in the weighting strategies used. To allow users to determine the effectiveness of the attrition weights, data in the cohort report demographic tables are presented both weighted and unweighted. The Y03 cohort reports can be accessed at: <www.lsay.edu.au/cohort/2003/101.html>. Researchers are encouraged to determine their own weighting or analysis methodology to counteract attrition; this may include using methods of multiple imputations for missing values.

Table 11 shows the three different types of available weights and the variable naming convention for each, where YY and YYYY denote the survey year. Weights that sum to the population size are denoted by 'P' at the end of the weight variable name.

Table 10 Weight variables

Weight	Variables	Sum
Sample weight	WTTYGEN	Sample size in YY
Sample weight (N)	WTTYGENP	Population size (235 591)
Attrition weight	ACHYYWT	Sample size in YY
Attrition weight (N)	ACHYYWTP	Population size (235 591)
Final weight	WTYYYY	Sample size in YYYY
Final weight (N)	WTYYYYP	Population size (235 591)

Sampling error

Users of the LSAY data must consider the size of the sampling error when deriving or interpreting estimates obtained from LSAY. Sampling error arises because estimates are obtained from the use of a sample rather than from measuring the entire population. It is possible to select many different individual samples from a single population; each of these would provide a different population estimate. So an estimate obtained from a sample is subject to sample-to-sample variation (sampling error). In random (probability) sampling, the size of the sampling error (for a given sample) is measured using the standard error of the estimate.

It is important that users take into consideration the reliability of estimates obtained from survey data. Standard errors, confidence intervals and relative standard errors (RSEs) can be calculated to determine the reliability of the estimate(s).

The greatest contributor to standard error is the sample size. Small sample sizes generally result in higher standard errors and wider confidence intervals. The RSE enables a comparison of the accuracy between two different estimates. An estimate with a high RSE or wide confidence interval should be used with caution, and users are advised against relying on estimates obtained from sample sizes of fewer than five or estimates that have an RSE of greater than 25%.

In the LSAY cohort reports, estimates obtained from sample sizes of fewer than five respondents have been highlighted using double asterisks. Estimates which have a relative standard error greater than 25% are highlighted using a single asterisk. The Y03 cohort reports can be accessed at: <www.lsay.edu.au/cohort/introduction.html>.

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 commonly used is the Taylor series expansion.³ This technique has been applied to obtain estimates of standard errors for the LSAY cohort reports. These standard errors can then be used to calculate confidence intervals and relative standard errors.

Confidence intervals

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

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

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

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

Relative standard errors

The relative standard error (RSE) is a standardised measure that enables the comparison between different estimates in terms of their reliability. The RSE is derived by dividing the standard error of the estimate by the estimate itself, expressed as a percentage:

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

Examples

Consider the following estimates of highest school level completed (XHSL2008) to 2008 taken from the Y03 cohort reports. In this example, estimates obtained from a large sample are compared with estimates obtained from a small sample. Table 12 presents the highest school level for all respondents (large sample), while Table 13 presents the highest school level obtained for those from remote areas (small sample).

Table 11 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y03 cohort in 2008 for a large sample (all respondents)

Level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	5189	82.57	0.70	0.85	81.17	83.96
Year 11	510	8.97	0.51	5.63	7.96	9.98
Year 10	357	7.81	0.49	6.30	6.83	8.80
Year 9 or below	18	0.65*	0.27	41.22	0.11	1.19
Total	6074	100				

³ For further information on this technique, users should consult William Cochran, *Sampling techniques*, 3rd edn, John Wiley and Sons, New York, 1977, sections 11.18, 11.91 and 11.20.

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

Table 12 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y03 cohort in 2008 for a small sample (remote respondents)

Level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	87	76.06	6.53	8.58	63.00	89.12
Year 11	12	18.34*	6.29	34.26	5.77	30.92
Year 10	8	4.85*	2.43	50.04	0.00	9.70
Year 9 or below	1	0.75**	0.75	100.84	-0.76	2.25
Total	108	100				

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

** Estimate has a sample size of fewer than five.

Using this example, we see the estimate for all respondents who finished Year 12 is 82.57%, with a RSE of 0.85%. The estimate for remote respondents who finished Year 12 is 76.06%, with a RSE of 8.58%. Both estimates have an RSE of less than 25%, so are considered reliable; however, the estimate for remote respondents is much less reliable than the estimate for all respondents, given that the RSE for remote respondents (8.58%) is considerably higher than the RSE of all respondents (0.85%).

In addition, we would not recommend using estimates obtained from respondents who have only completed Year 9 or below (for both all and rural respondents), as the RSEs are higher than 25%. Similarly, we would not recommend using any of the estimates obtained for remote respondents who have completed Year 9 or below, Year 10 or 11, as RSEs of these estimates are also higher than 25%.

The interpretation of the confidence intervals (consider Year 12 for remote respondents in Table 12) is: we are 95% confident that the true population estimate of Year 12 completion lies between 63.00 and 89.12%.

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 then coded using standard classifications.

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

Table 13 Summary of classifications and code frames used in the LSAY Y03 dataset

Wave/year	Education	Occupation	Industry	Institution	Country	Language
1/2003	ISCED 97	ISCO 88/ ASCO 2nd Edition	Not applicable	Not applicable	ISO country code	ISO language code
2/2004	ASCED	ASCO 2nd Edition	ANZSIC 1993	Institution code frame 1	Not applicable	Not applicable
3/2005	ASCED	ASCO 2nd Edition	ANZSIC 1993	Institution code frame 2	Not applicable	Not applicable
4/2006	ASCED	ANZSCO 1st Edition	ANZSIC 2006	Institution code frame 2	Not applicable	Not applicable
5/2007	ASCED	ANZSCO 1st Edition	ANZSIC 2006	Institution code frame 2	Not applicable	Not applicable
6/2008	ASCED	ANZSCO 1st Edition	ANZSIC 2006	Institution code frame 2	Not applicable	Not applicable
7/2009	ASCED	ANZSCO 1st Edition	ANZSIC 2006	Institution code frame 2	Not applicable	Not applicable
8/2010	ASCED	ANZSCO 1st Edition	ANZSIC 2006	Institution code frame 2	Not applicable	Not applicable
9/2011	ASCED	ANZSCO 1st Edition	ANZSIC 2006	Institution code frame 2	Not applicable	Not applicable
10/2012	ASCED	ANZSCO 1st Edition	ANZSIC 2006	Institution code frame 2	Not applicable	Not applicable
11/2013	ASCED	ANZSCO 1st Edition	ANZSIC 2006	Institution code frame 2	Not applicable	Not applicable

Notes: ISCED International Standard Classification of Education
 ASCED Australian Standard Classification of Education
 ISCO International Standard Classification of Occupations
 ASCO Australian Standard Classification of Occupations
 ANZSCO Australian and New Zealand Standard Classification of Occupations
 ANZSIC Australian and New Zealand Standard Industrial Classification
 ISO International Organization for Standardization

Education

The International Standard Classification of Education (ISCED 1997) was used to code parental education levels and expected student educational levels. These were collected in the first wave of the 2003 cohort as part of PISA.

The ISCED has the following categories:

- None
- ISCED 1 (primary education)
- ISCED 2 (lower secondary)
- ISCED 3B or 3C (vocational/pre-vocational upper secondary)
- ISCED 3A (upper secondary) and/or ISCED 4 (non-tertiary post-secondary)
- ISCED 5B (vocational tertiary)
- ISCED 5A or 6 (theoretically oriented tertiary and post-graduate).

Further information about ISCED is available at:

<http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-1997-en_0.pdf>.

The Australian Standard Classification of Education⁴ (ASCED) is used to code the area of study from wave 2 (2004).

Occupation

The International Standard Classification of Occupations (ISCO 88) was used to code parental occupation and expected student occupation in the first wave of the 2003 cohort as part of PISA.

Further information about ISCO is available at:

<www.ilo.org/public/english/bureau/stat/isco/isco88/index.htm>

The Australian Standard Classification of Occupations⁵ (ASCO) 2nd Edition is used to code (the remaining) occupational data from waves 1 to 3 (2003 to 2005). From wave 4 (2006), the Australian and New Zealand Standard Classification of Occupations⁶ (ANZSCO) 1st Edition is used.

Industry

The Australian and New Zealand Standard Industrial Classification⁷ (ANZSIC) 1993 was used to code industries for waves 2 and 3 (2004 to 2005). From wave 4 (2006), ANZSIC 2006 is used.

Institution

Non-standard institution code frames have been developed specifically for LSAY to enable consistent coding of education institutions. These code frames are also used across other LSAY cohorts (for example Y95, Y98 etc.).

The first code frame uses four digits to code institutions for wave 2 (2004).

The code frame was revised to incorporate information about the institution campus and uses six digits to code institutions (including campus) from wave 3 (2005).

The institution code frames can be accessed at: <www.lsay.edu.au/publications/2225.html> under the 'Supporting documents' tab.

Country

The country codes used in PISA are the ISO 3166 country codes. The code frame uses eight digits to code countries (for variables ISO_S, ISO_F and ISO_M) at wave 1 (2003) only.

The ISO country codes are available from the PISA 2003 Student Questionnaire Codebook <<https://www.oecd.org/pisa/pisaproducts/database-pisa2003.htm>> and can also be accessed from the supporting documents tab of this User guide at <www.lsay.edu.au/publications/2225.html>.

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

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

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

⁷ ABS 2006, *Australian and New Zealand Standard Industrial Classification*, cat.no.1292.0, ABS, Canberra.

Language

The language codes used in PISA are the ISO 639 language codes. The code frame uses six digits to code languages (for variable LANG) at wave 1 (2003) only.

The ISO language codes are available from the PISA 2003 Student Questionnaire Codebook <<https://www.oecd.org/pisa/pisaproducts/database-pisa2003.htm>> and can also be accessed from the 'Supporting documents' tab of this User guide at <www.lsay.edu.au/publications/2225.html>.

Topic maps

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

The digits within the tables indicate the:

- survey waves in which this data element exists
- number of times the data element appears within a wave. This 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, language spoken at home, and socioeconomic status.

‘Topic map 2: Demographics – Parent’ contains demographic information relating to a respondent’s mother and father’s country of birth, occupation and education levels.

‘Topic map 3: Education – School’ contains school education information relating to respondents’ school characteristics, student characteristics, reasons for attending their school, activities, student achievement, perceptions about self and school, views on maths, use of computers, time spent learning, subjects and courses undertaken (including VET study), study plans, careers advice, work experience, workplace learning, qualifications and results, and government payments and related income.

‘Topic map 4: Education – School transition’ contains school transition information about intentions and reasons for leaving school, post-school plans, and school leavers’ main activity since leaving school.

‘Topic map 5: Education – Post-school’ contains post-school education information relating to study (including current and past study, apprenticeships and traineeships), qualifications obtained, reasons for withdrawing/deferring from study, changes in study status (including changes to course, institution, employer, and apprentice or traineeship), satisfaction with study, careers advice, perceptions about post-school study, study in science/engineering/maths/IT post-school study, and government payments, income the economic climate and qualifications completed.

It is worth noting that within the following minor topic areas:

- *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 information about the respondents’ current employment including: employment characteristics, time worked, wages and benefits, starting work, looking for work, working in a job while at school and post-school, job training, job satisfaction, perceptions about their apprenticeship/traineeship, perceptions about work and the economic climate, and occupational aspirations.

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

‘Topic map 8: Employment – Seeking employment’ contains information about respondents’ job-seeking behaviour, including whether they were looking for work, their job search activities, problems in looking for work as well as the economic climate.

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

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

‘Topic map 11: Social – General attitudes’ contains information about what respondents do in their leisure time, their interests, life satisfaction, job aspirations and expectations, community perceptions, social problems encountered, relationships, volunteer work undertaken and their views about LSAY products (i.e. LSAY YouTube video).

Topic map 1: Demographics – Student

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Place of residence	State		1	1	1	1	1	1	1	1	1	1
	Postcode	1	1	1	1	1	1	1	1	1	1	1
Gender	Gender	2										
Indigenous status	ATSI	1										
Date of birth/ age	Age	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: All	1										
	Country of birth: Major groups	1										
	Country of birth: ISO	1										
	Age of arrival in Australia	1										
	Immigration status	1										
Language spoken at home	Language spoken at home: All	1										
	Language spoken at home: English/other	1										
	Language spoken at home: Major groups	1										
	Language spoken at home: ISO	1										
Socioeconomic status	Expected educational level (ISCED)	1										
	Expected occupation (ISEI)	1										
	Occupation: White/blue collar classification	1										
	Economic social cultural status	1										

Topic map 2: Demographics – Parent

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Country of birth	Mother's country of birth: All	1										
	Mother's country of birth: Major groups	1										
	Mother's country of birth: ISO	1										
	Father's country of birth: All	1										
	Father's country of birth: Major groups	1										
	Father's country of birth: ISO	1										
Occupation	Mother's main activity	1	1	1								
	Mother works in job/business		1	1								
	Mother works full/part-time		1	1								
	Mother's occupation (ISCO)	1										
	Mother's occupation (ISEI)	1										
	Mother's occupation: White/blue collar classification	1										
	Mother's occupation (ASCO)		1									
	Father's main activity	1	1	1								
	Father works in job/business		1	1								
	Father works full/part-time		1	1								
	Father's occupation (ISCO)	1										
	Father's occupation (ISEI)	1										
	Father's occupation: White/blue collar classification	1										
	Father's occupation (ASCO)		1									
	Parents' occupation (ISEI)	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Parents' occupation: White/blue collar classification	1										
Education	Mother's schooling: Upper secondary	1										
	Mother's schooling: Vocational/pre-vocational upper secondary	1										
	Mother's schooling: Lower secondary	1										
	Mother's schooling: Primary school	1										
	Mother's schooling: None	1										
	Mother's qualifications: University	1										
	Mother's qualifications: Post-secondary training qualification	1										
	Mother's qualifications: Post-secondary training certificate	1										
	Mother's qualifications: Post-secondary qualification		1									
	Mother's highest education level	1	1									
	Father's schooling: Upper secondary	1										
	Father's schooling: Vocational/pre-vocational upper secondary	1										
	Father's schooling: Lower secondary	1										
	Father's schooling: Primary school	1										
	Father's schooling: None	1										
	Father's qualifications: University	1										
	Father's qualifications: Post-secondary training qualification	1										
	Father's qualifications: Post-secondary training certificate	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Father's qualifications: Post-secondary qualification		1									
	Father's highest education level	1	1									
	Highest parental education level	1										

Topic map 3: Education – School

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
School characteristics	Geographic location	1										
	School identifier	3										
	School state	1	1	2	2	1						
	School sector	1	1	1	1							
	School offers IB		1	1	1							
	Number of students in maths class	1										
Student characteristics	Student identifier	1										
	At school		1	2	2	2	2					
	At school (at last interview)			1	1	1	1			1		
	Year level	3	1	1	1		1					
	Study program	1										
	ISCED level	1										
	ISCED program	1										
	ISCED orientation	1										
	Studying for IB	1	1	1	1							
	Attended kindergarten/pre-school	1										
	Age commenced primary school	1										
	Changed primary school	1										
	Changed lower secondary school	1										
	Changed schools/same school			1	1							
	Changed schools: Month			1	1							
	Changed schools: Year			1	1							
	Missed primary school	1										
	Missed lower secondary school	1										
	Repeated year: Primary	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Repeated year: Lower secondary	1										
	Repeated year: Year 11/12	1										
	Current school level (derived variable)	1	1	1	1	1	1	1	1	1	1	1
Reasons for attending	Local	1										
	Better school	1										
	Study program	1										
	Religious philosophy	1										
	Family members	1										
	Other	1										
Activities	Sport	1										
	Music	1										
	Debating	1										
	Drama	1										
	School/peer support	1										
	Volunteer	1										
Student achievement	Maths pass mark	1										
	Plausible value in maths	5										
	Plausible value in maths: Space and shape	5										
	Plausible value in maths: Change and relationships	5										
	Plausible value in maths: Uncertainty	5										
	Plausible value in maths: Quantity	5										
	Plausible value in reading	5										
	Plausible value in science	5										
Plausible value in problem-solving	5											
Perceptions about self and school	Subject: English	1										
	Subject: Maths	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Subjects: Overall	1		1								
	Classes: Students eager	1										
	Classes: Students' progress	1										
	Classes: Students worked hard	1										
	Classes: Students well behaved	1										
	Life at school: Preparation for adulthood	1										
	Life at school: Waste of time	1										
	Life at school: Give confidence	1										
	Life at school: Useful for job	1										
	Life at school: Outsider	1										
	Life at school: Make friends	1										
	Life at school: Belonging	1										
	Life at school: Awkward	1										
	Life at school: I'm liked	1										
	Life at school: Feel lonely	1		1								
	Life at school: Learn important things	1										
	Life at school: Feel happy	1										
	Life at school: Preparation for future	1										
	Life at school: Like learning	1										
	Life at school: Useful skills	1										
	Life at school: Enjoy being there	1										
	Life at school: Help in adult life	1										
	Life at school: I like to go to school	1										
	Life at school: Interesting work	1										
	Life at school: Learning is fun	1										
	Life at school: Worthwhile learning	1										
	Life at school: Feel safe and secure	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Teachers: Get along with students	1										
	Teachers: Interested in students' well-being	1										
	Teachers: Listen	1										
	Teachers: Provide extra help	1										
	Teachers: Treat me fairly	1		1	1							
	Teachers: Know subject matter	1										
	Teachers: Explain things clearly	1										
	Teachers: Well prepared/organised	1										
	Teachers: Communicate well	1										
	Teachers: Maintain student interest	1										
	Teachers: Manage student discipline	1										
	Teachers: Talk privately about schoolwork			1	1							
	Teachers: Talk privately about personal matters			1	1							
	Punctuality	1										
	Attitudes towards school	1										
	Student teacher relations	1										
	Belonging	1										
	Friendships			1								
	Sport			1								
	Students treat me fairly				1							
	Feel part of community				1							
Views on maths	Attitudes: Enjoy reading	1										
	Attitudes: Make effort	1										
	Attitudes: Look forward	1										
	Attitudes: Enjoy maths	1										
	Attitudes: Improve career	1										
	Attitudes: Interested	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Attitudes: Further study	1										
	Attitudes: Help get job	1										
	Confidence: Timetable	1										
	Confidence: Discount	1										
	Confidence: Area	1										
	Confidence: Graphs	1										
	Confidence: Linear equations	1										
	Confidence: Distances	1										
	Confidence: Quadratic equations	1										
	Confidence: Rates	1										
	Feelings: Worry	1										
	Feelings: Not good	1										
	Feelings: Tense	1										
	Feelings: Good marks	1										
	Feelings: Nervous	1										
	Feelings: Learn quickly	1										
	Feelings: Best subject	1										
	Feelings: Feel helpless	1										
	Feelings: Understand difficult work	1										
	Feelings: Poor marks	1										
	Studying: Important parts	1										
	Studying: New ways	1										
	Studying: Check myself	1										
	Studying: Concepts	1										
	Studying: Everyday life	1										
	Studying: Solve in sleep	1										
	Studying: By heart	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Studying: Relate to what already known	1										
	Studying: Examples	1										
	Studying: Clarify problem	1										
	Studying: Applied	1										
	Studying: What I need to learn	1										
	Studying: Procedure	1										
	Studying: Relate to other subjects	1										
	Studying: Understand reasons	1										
	Studying: Teacher explain	1										
	Classes: Be the best	1										
	Classes: Group work	1										
	Classes: Exams	1										
	Classes: Project work	1										
	Classes: Effort	1										
	Classes: Work with others	1										
	Classes: Do better	1										
	Classes: Enjoy helping	1										
	Classes: Learn most with other students	1										
	Classes: Best work	1										
	Frequency: Teacher interested	1										
	Frequency: Students don't listen	1										
	Frequency: Teacher gives extra help	1										
	Frequency: Books	1										
	Frequency: Teacher helps	1										
	Frequency: Noise	1										
	Frequency: Teaches until understood	1										
	Frequency: Quieten down	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Frequency: Can't work well	1										
	Frequency: Express opinions	1										
	Frequency: Late start	1										
	Interest	1										
	Motivation	1										
	Self-efficacy	1										
	Anxiety	1										
	Self-concept	1										
	Memorisation strategies	1										
	Elaboration strategies	1										
	Control strategies	1										
	Competitive learning	1										
	Cooperative learning	1										
	Teacher support	1										
	Disciplinary climate	1										
Use of computers	Available at home	2										
	Available at school	1										
	Available at other places	1										
	Used computer	1										
	How long used computers	1										
	Use computer at home	1										
	Use computer at school	1										
	Use computer other places	1										
	Frequency: Internet	1										
	Frequency: Play games	1										
	Frequency: Write documents	1										
	Frequency: Collaborate on Internet	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Frequency: Use spreadsheets	1										
	Frequency: Download software	1										
	Frequency: Graphics programs	1										
	Frequency: Educational software	1										
	Frequency: School material	1										
	Frequency: Download music	1										
	Frequency: Write programs	1										
	Frequency: Email or chat rooms	1										
	How well: Start game	1										
	How well: Antivirus	1										
	How well: Open file	1										
	How well: Create/edit document	1										
	How well: Scroll	1										
	How well: Database	1										
	How well: Copy	1										
	How well: Save	1										
	How well: Print	1										
	How well: Delete	1										
	How well: Move files	1										
	How well: Internet	1										
	How well: Download	1										
	How well: Attachments	1										
	How well: Create program	1										
	How well: Use spreadsheet	1										
	How well: Presentation	1										
	How well: Computer games	1										
	How well: Download music	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	How well: Multimedia	1										
	How well: Draw pictures	1										
	How well: Send emails	1										
	How well: Web page	1										
	Experience: Important	1										
	Experience: Fun	1										
	Experience: Interested	1										
	Experience: Lose track of time	1										
	Taught about using computers	1										
	Taught about using the internet	1										
	Internet/entertainment use	1										
	Programs/software use	1										
	How well: Routine tasks	1										
	How well: Internet tasks	1										
	How well: High-level tasks	1										
	Attitudes	1										
Time spent learning	Homework/other	1										
	Remedial classes	1										
	Enrichment classes	1										
	Tutor	1										
	Out-of-school classes	1										
	Other	1										
	Maths: Homework/other	1										
	Maths: Remedial classes	1										
	Maths: Enrichment classes	1										
	Maths: Tutor	1										
	Maths: Out-of-school classes	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Maths: Other	1										
	Number of maths classes (week)	1										
	Number of classes (week)	1										
	Maths homework ratio	1										
	Minutes of maths classes (week)	1										
	Minutes of classes (week)	1										
	Maths ratio	1										
Subjects/ courses	Maths class	1										
	Maths/science (at last interview[s])					1						
	School subject information		1	1	1							
	English	1	1	1	1							
	English subject	2	4	4	4							
	LOTE	1	1	1	1							
	LOTE subject	1	4	4	4							
	Maths	1	1	1	1							
	Maths subject	3	4	4	4							
	Science	1	1	1	1							
	Science subject	4	4	4	4							
	Business/computing	1										
	Business/computing subject	4										
	Business		1	1	1							
	Business subject		4	4	4							
	Computing		1	1	1							
	Computing subject		4	4	4							
	SOSE	1										
	SOSE subject	4										
	Humanities/SOSE		1	1	1							

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Humanities/SOSE subject		4	4	4							
	Creative/performing arts	1	1	1	1							
	Creative/performing arts subject	3	4	4	4							
	Health/PE	1	1	1	1							
	Health/PE subject	3	4	4	4							
	Home economics	1	1	1	1							
	Home economics subject	3	4	4	4							
	Design/technology	1										
	Design/technology subject	4										
	Technology		1	1	1							
	Technology subject		4	4	4							
	Other	1	1	1	1							
	Other subject	4	4	4	4							
	Subject level	159										
Subjects/ courses: TAFE/ 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									
Subjects/ courses: VET	Number of VET subjects		1	1	1							
	VET subjects			1	1							
	VET subjects at school			1	1							
	VET subjects at TAFE			1	1							
	VET subjects at other training organisation			1	1							
	VET subjects part of apprenticeship/traineeship			1	1							
	English subject is VET		4	4	4							
	LOTE subject is VET		4	4	4							

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Maths subject is VET		4	4	4							
	Science subject is VET		4	4	4							
	Business subject is VET		4	4	4							
	Humanities/SOSE subject is VET		4	4	4							
	Creative/performing arts subject is VET		4	4	4							
	Health/PE subject is VET		4	4	4							
	Computing subject is VET		4	4	4							
	Home economics subject is VET		4	4	4							
	Technology subject is VET		4	4	4							
	Other subject is VET		4	4	4							
Study plans	Complete Year 10	1										
	Complete Year 10/11/other training	1										
	Complete Year 12	2	1	1	1							
	Complete post-secondary certificate	1										
	Complete post-secondary qualification	1										
	Complete university	1										
Careers advice	Talk from career advisor	1	1	1	1	1						
	Written material	1	1	1	1	1						
	Group discussion	1	1	1	1	1						
	Discuss with career advisor	1	1	1	1	1						
	Online guidance	1	1	1	1	1						
	Talk from employer representative	1	1	1	1	1						
	Talk from TAFE or university representative	1	1	1	1	1						
	Usefulness: Talk from career advisor	1	1	1	1	1						
	Usefulness: Written material	1	1	1	1	1						
	Usefulness: Group discussion	1	1	1	1	1						
	Usefulness: Discuss with career advisor	1	1	1	1	1						

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Usefulness: Online guidance	1	1	1	1	1						
	Usefulness: Talk from employer representative	1	1	1	1	1						
	Usefulness: Talk from TAFE or Uni representative	1	1	1	1	1						
Work experience	Work experience	1	1									
	Number of days (actual)	1										
	Number of days (planned)	1										
	Number of days (total)		1									
	Work experience (undertaken)		1									
	Teaches what work is really like	1	1									
	Teaches about people	1	1									
	Teaches about instructions	1	1									
	Teaches about think for self	1	1									
	Teaches about confidence	1	1									
	Teaches about job skills	1	1									
	Teaches about work conditions	1	1									
	Teaches about your future career	1	1									
Workplace learning	Workplace learning	2	2	1	1							
	Number of days (actual)	1										
	Number of days (planned)	1										
	Number of days (total)		1	1	1							
	Workplace learning (undertaken)		1	1	1							
	Teaches what work is really like	1	1	1	1							
	Teaches about people	1	1	1	1							
	Teaches about instructions	1	1	1	1							
	Teaches about think for self	1	1	1	1							
	Teaches about confidence	1	1	1	1							
	Teaches about job skills	1	1	1	1							

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Teaches about work conditions	1	1	1	1							
	Teaches about your future career	1	1	1	1							
Qualifications and results	Awarded certificate			1	1	1	1					
	Received any other certificate			1	1	1	1					
	Certificate name			2	2	2	1					
	Received (state specific) score			1	1	1	1					
	Result known							1				
	Result			1	1	1	1					
	Highest school level completed (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Completed Year 12 or certificate II or higher (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Completed Year 12 or certificate III or higher (derived variable)	1	1	1	1	1	1	1	1	1	1	1
Government payments and income	Receiving YA/ABSTUDY		1	1	1							
	Amount received per fortnight (YA/ABSTUDY)		1	1	1							
	Stay on at school without YA/ABSTUDY		1	1	1							

Topic map 4: Education - School transition

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Plan to leave school	Reason: Have job/apprenticeship	1	1									
	Reason: Want job/apprenticeship	1	1									
	Reason: Not doing very well at school	1	1									
	Reason: Study/training not available at school	1	1									
	Reason: Don't like school	1	1									
	Reason: Financially difficult	1	1									
	Reason: Teachers	1	1									
	Reason: Earn own money	1	1									
	Reason: Parents	1	1									
	Reason: Subjects/courses not available at school	1	1									
	Reason: Year 12 wouldn't help get a job	1	1									
Reason: Year 12 wouldn't help with further study/training	1	1										
Reason: Main reason	1	1										
Post-school plans	Student plans	1	1	1	1							
	Parents' plans	1										
	Friends' plans	1										
	Study plans	1	1	1	1							
	Study plans: Type	1	1	1	1							
School leavers	Left school before completing Year 12		1	2	1	1				1		
	Month left school		1	1	1	1	1					
	Year left school		1	2	2	2	2			1		
	Year level left school		1	2	2	3	3					

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Feelings about having left school		2	1	1	1	1					
	Main activity		1	1	1	1	1					
	Reason: Have job/apprenticeship		1	1	1	1	1					
	Reason: To get job/apprenticeship		1	1	1	1	1					
	Reason: Not good at school		1	1	1	1	1					
	Reason: Study/training not available		1	1	1	1	1					
	Reason: Didn't like school		1	1	1	1	1					
	Reason: Financially difficult		1	1	1	1	1					
	Reason: Teachers		1	1	1	1	1					
	Reason: Earn own money		1	1	1	1	1					
	Reason: Parents		1	1	1	1	1					
	Reason: Subjects/courses not available at school		1	1	1	1	1					
	Reason: Year 12 wouldn't help get a job		1	1	1	1	1					
	Reason: Year 12 wouldn't help with further study/training		1	1	1	1	1					
	Reason: Main reason		1	1	1	1	1					
	Main reason returned to school			1	1	1	1					
Main activity	Main activity			1	1	1	1	1	1	1	1	1

Topic map 5: Education - Post-school

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Study	Study status (at last interview)			1	1	1	1	1	1	1	1	1
	Still studying		4	6	6	6	6	5	5	5	5	5
	Confirmation of study			1	1	1	1	1	1	1	1	1
	Confirmation of deferred study			1	1	1	1	1	1	1	1	1
	Resumption of deferred study			1	1	1	1	1	1	1	1	1
	Commenced study		1	1	1	1	1	1	1	1	1	1
	Study type		1	1	1	1	1	1	1	1	1	1
	Qualification		2	2	2	2	2	2	2	2	2	2
	Qualification (at last interview)				1	1	1	1	1	1	1	1
	Main area of study		1	2	2	2	2	2	2	2	2	2
	Institution		1	2	2	2	2	2	2	4	4	4
	Month started study		1	1	1	1	1	1	1	1	1	1
	Year started study		1	1	1	1	1	1	1	1	1	1
	Applied for university place		1	1	1	1				1		
	Intend to apply for university place					1	1					
	Intend to reapply for university place				2	2						
	First preference: Institution		1	1	1	1						
	First preference: Offered place		1	1	1	1						
	First preference: Reason did not take up place		1	1	2							
	First preference: Reason did not take up place (taking break/holiday/travel)						1					
	First preference: Reason did not take up place (required leaving home)						1					

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	First preference: Reason did not take up place (need YA)					1						
	First preference: Reason did not take up place (considering options)					1						
	First preference: Reason did not take up place (course costs)					1						
	First preference: Reason did not take up place (financial)					1						
	First preference: Reason did not take up place (prefer to work)					1						
	First preference: Reason did not take up place (prefer to study at TAFE)					1						
	First preference: Reason did not take up place (other)					1						
	First preference: Reason did not take up place (main reason)				1	1						
	University: Offered place		1	1	1	1						
	University: Institution		1	1	1	1						
	Accepted place (University)				2	2						
	University: Reason did not take up place		1	1	2							
	University: Reason did not take up place (taking break/holiday/travel)					1						
	University: Reason did not take up place (required leaving home)					1						
	University: Reason did not take up place (need YA)					1						
	University: Reason did not take up place (considering options)					1						

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	University: Reason did not take up place (course costs)					1						
	University: Reason did not take up place (financial)					1						
	University: Reason did not take up place (prefer to work)					1						
	University: Reason did not take up place (prefer to study at TAFE)					1						
	University: Reason did not take up place (other)					1						
	University: Reason did not take up place (main reason)				1	1						
	Study status in bachelor degree or higher (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Study status in VET (derived variable)	1	1	1	1	1	1	1	1	1	1	1
Current study	Study type		1	1	1	1	1	1	1	1	1	1
	Qualification		1	1	1	1	1	1	1	1	1	1
	Main area of study		1	2	2	2	2	2	2	2	2	2
	Institution		3	5	5	5	5	5	5	10	10	10
	Full-time or part-time study		3	3	4	4	4	4	4	4	4	4
	Month started study		1	2	2	2	2	2	2	2	2	2
	Year started study		1	2	2	2	2	2	2	2	2	2
	Month expect to complete study		1	1	1	1	1	1	1	1	1	1
	Year expect to complete study		1	1	1	1	1	1	1	1	1	1
	Current qualification level (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Full-time or part-time study status (derived variable)	1	1	1	1	1	1	1	1	1	1	1
Past study	Study completed/withdrawn/deferred/changed		2	2	2	2	2	2	2	2	2	2

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Main area of study		1					2	2	2	2	2
	Institution		3	2	2	2	2	2	2	4	4	4
	Full-time or part-time study		3	3	3	3	3	3	3	3	3	3
	First preference		1	1	1	1						
	Month stopped study		3	3	3	3	3	3	3	3	3	3
	Year stopped study		3	3	3	3	3	3	3	3	3	3
	Highest qualification level completed (derived variable)	1	1	1	1	1	1	1	1	1	1	1
Apprenticeships/ traineeships	Still studying		1	1	1	1	2	2	2	2	2	2
	Confirmation of apprenticeship/traineeship			1	1	1	1	1	1	1	1	1
	Qualification		1	1	1	1	1	1	1	1	1	1
	Main area of study		1	1	1	1	1	1	1	1	1	1
	Employer type		1	1	1	1	1	1	1	1	1	1
	Month started study		1	1	1	1	1	1	1	1	1	1
	Year started study		1	1	1	1	1	1	1	1	1	1
	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
	Status in apprenticeship/traineeship (derived variable)	1	1	1	1	1	1	1	1	1	1	1
Current apprenticeships/ traineeships	Employer type		2	2	2	2	2	2	2	2	2	2
	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				2	2	2	2	2	2	2	2
	Month expect to complete study		1	1	1	1	1	1	1	1	1	1
	Year expect to complete study		1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Past apprenticeships/ traineeships	Study completed/withdrawn/deferred/changed		1	1	1	1	1	1	1	1	1	1
	Employer type		1	1	1	1	1	1	1	1	1	1
	Month stopped study		1	1	1	1	1	1	1	1	1	1
	Year stopped study		1	1	1	1	1	1	1	1	1	1
Deferred/ withdrew from study	Reason: Problems juggling study and work commitments		1	1	1	1	1	1	1	1	1	1
	Reason: Wanted job/apprenticeship/traineeship		1	1	1	1	1	1	1	1	1	1
	Reason: Financially difficult		1	1	1	1	1	1	1	1	1	1
	Reason: Lost interest		1	1	1	1	1	1	1	1	1	1
	Reason: Never wanted to study		1	1	1	1	1	1	1	1	1	1
	Reason: Course was not what you wanted		1	1	1	1	1	1	1	1	1	1
	Reason: Wouldn't have led to good job/career		1	1	1	1	1	1	1	1	1	1
	Reason: Poor results		1	1	1	1	1	1	1	1	1	1
	Reason: Study load		1	1	1	1	1	1	1	1	1	1
	Reason: Never intended to complete the course		1	1	1	1	1	1	1	1	1	1
	Reason: Access/transport		1	1	1	1	1	1	1	1	1	1
Reason: Health/personal reasons		1	1	1	1	1	1	1	1	1	1	
Reason: Main reason		1	1	1	1	1	1	1	1	1	1	
Changed institutions	Same institution		5	7	7	7	7	7	7	7	7	7
	Reason: The place you moved from wasn't your first choice		5	7	7	7	7	7	7	7	7	7
	Reason: Moved to get better quality education		5	7	7	7	7	7	7	7	7	7
	Reason: You had been getting poor results		5	7	7	7	7	7	7	7	7	7
	Reason: The course wasn't exactly what you wanted		5	7	7	7	7	7	7	7	7	7

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Reason: Desired course wasn't available at first institution		5	7	7	7	7	7	7	7	7	7
	Reason: Because of easier access or better transport		5	7	7	7	7	7	7	7	7	7
	Reason: Because of health or personal reasons		5	7	7	7	7	7	7	7	7	7
	Reason: Main reason		5	7	7	7	7	7	7	7	7	7
Changed course	Same course			2	2	2	2	2	2	2	2	2
	Reason: Course costs were too high in the first course		1	2	2	2	2	2	2	2	2	2
	Reason: The first course was a pre-requisite for the second course		1	2	2	2	2	2	2	2	2	2
	Reason: You didn't like the first course		1	2	2	2	2	2	2	2	2	2
	Reason: Turned out to be not what you wanted		1	2	2	2	2	2	2	2	2	2
	Reason: Better career prospects		1	2	2	2	2	2	2	2	2	2
	Reason: You had been getting poor results		1	2	2	2	2	2	2	2	2	2
	Reason: The study load was too heavy		1	2	2	2	2	2	2	2	2	2
	Reason: Would really have preferred to do the second course		1	2	2	2	2	2	2	2	2	2
	Reason: Because of health or personal reasons		1	2	2	2	2	2	2	2	2	2
	Reason: Main reason		1	2	2	2	2	2	2	2	2	2
Changed/ left employer	Same employer		2	2	2	2	2	2	2	2	2	2
	Circumstances of changing employer		3	3	3	3	3	3	3	3	3	3
	Reason: Someone offered you a better job		2	2	2	2	2	2	2	2	2	2
	Reason: You didn't get on with your boss/other people at work		2	2	2	2	2	2	2	2	2	2

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Reason: You weren't happy with the on-the-job training		2	2	2	2	2	2	2	2	2	2
	Reason: Because of problems with travelling or transport		2	2	2	2	2	2	2	2	2	2
	Reason: Because of health or personal reasons		2	2	2	2	2	2	2	2	2	2
	Reason: Main reason		2	2	2	2	2	2	2	2	2	2
	Way in which next job was better						2	2	2	2	2	2
	Month changed employer		2	2	2	2	2	2	2	2	2	2
	Year changed employer		2	2	2	2	2	2	2	2	2	2
Changed/ stopped apprenticeship/ traineeship	Reason: Someone offered you a better job		1	1	1	1	1	1	1	1	1	1
	Reason: The pay was too low		1	1	1	1	1	1	1	1	1	1
	Reason: You weren't happy with the job prospects		1	1	1	1	1	1	1	1	1	1
	Reason: You basically didn't like the type of work		1	1	1	1	1	1	1	1	1	1
	Reason: You didn't get on with your boss/other people at work		1	1	1	1	1	1	1	1	1	1
	Reason: You weren't happy with the on-the-job training		1	1	1	1	1	1	1	1	1	1
	Reason: You weren't happy with the off-the-job training		1	1	1	1	1	1	1	1	1	1
	Reason: You found the study or training too difficult		1	1	1	1	1	1	1	1	1	1
	Reason: Because of problems with travelling or transport		1	1	1	1	1	1	1	1	1	1
	Reason: Because of health or personal reasons		1	1	1	1	1	1	1	1	1	1
	Reason: Main reason		1	1	1	1	1	1	1	1	1	1
Satisfaction with study	Problem-solving skills		1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Analytic skills		1	1	1	1	1	1	1	1	1	1
	Ability to work as a team member		1	1	1	1	1	1	1	1	1	1
	Confidence in tackling unfamiliar problems		1	1	1	1	1	1	1	1	1	1
	Communication skills		1	1	1	1	1	1	1	1	1	1
	Work planning		1	1	1	1	1	1	1	1	1	1
	Overall satisfaction		1	1	1	1	1	1	1	1	1	1
	Improved career prospects		1	1	1	1	1	1	1	1	1	1
	Helped make contacts				1	1	1	1	1	1	1	1
	Student life: Like being a tertiary student		1	1	1	1			1	1		
	Student life: Think student life suits you		1	1	1	1			1	1		
	Student life: Like campus atmosphere		1	1	1	1			1	1		
	Student life: Student life meets expectations		1	1	1	1			1	1		
	Student life: Made close friends		1	1	1	1			1	1		
	Problems: Paying fees		1	1	1	1			1	1		
	Problems: Juggling study/work		1	1	1	1			1	1		
	Problems: Course difficulty		1	1	1	1			1	1		
	Problems: Family/study commitments		1	1	1	1			1	1		
	Problems: Caring for children/other family members		1	1	1	1			1	1		
	Problems: Balancing personal relationships		1	1	1	1			1	1		
	Problems: Fitting in/making friends		1	1	1	1			1	1		
	Problems: Other commitments		1	1	1	1			1	1		
	Problems: Other		1	1	1	1			1	1		
	Problems: None of the above		1	1	1	1			1	1		
	Problems: Main problem		1	1	1	1			1	1		

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Careers advice	Careers guidance officer		1	1	1	1	1	1	1			
	Questionnaire		1	1	1	1	1	1	1			
	Employer program		1	1	1							
	Job application assistance		1	1	1	1	1	1	1			
	Information about further study		1	1	1	1	1	1	1			
	Online career website or career planning tool							1	1			
	Usefulness: Careers guidance officer		1	1	1							
	Usefulness: Questionnaire		1	1	1							
	Usefulness: Employer program		1	1	1							
	Usefulness: Job application assistance		1	1	1							
	Usefulness: Information about further study		1	1	1							
	Usefulness						1	1	1	1		
	Source: Educational institution						1	1	1	1		
	Source: Government agency						1	1	1	1		
	Source: Employer program						1	1	1	1		
	Source: Private provider (you paid)						1	1	1	1		
	Source: Internet						1	1	1	1		
	Source: Family/friends						1	1				
	Source: Current employer						1	1				
	Source: Other						1	1	1	1		
	Source: Unknown						1	1				
	Reason for not accessing careers advice						1	1	1	1		
	Accessed careers advice (previous interview)										1	1
Work experience	Influence post-school plans								1			

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Influence future plans								1			
Perceptions about post-school study	Fellow students are also close friends				1							
	Feel part of community				1							
	Lecturers treat me fairly				1							
	Students treat me fairly				1							
Studying science/ engineering/ maths/ IT	Main area of study: Science/engineering/maths/IT					1						
	Influence: Ability					1						
	Influence: Career					1						
	Influence: Careers advice					1						
	Influence: Teachers					1						
	Influence: Parents					1						
	Influence: School science					1						
	Influence: Employer					1						
	Influence: Employment					1						
	Influence: Parents'/relatives' career					1						
	Influence: None					1						
	Influence: Interest/enjoyment/ambitions					1						
	Influence: Pay					1						
	Influence: Pre-requisite for further study					1						
Not studying science/ engineering/ maths/ IT	Influence: No desire					1						
	Influence: Poor pay					1						
	Influence: Careers advisor/teachers' advice					1						

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Influence: Parents					1						
	Influence: Teachers					1						
	Influence: Friends					1						
	Influence: Negative image					1						
	Negative image: Reason					1						
	Influence: None					1						
	Influence: Interest					1						
	Influence: Prefer other subjects					1						
	Influence: Ability					1						
	Influence: Other					1						
	Change decision: Nothing					1						
	Change decision: Ability					1						
	Change decision: Prefer other subjects					1						
	Change decision: More information					1						
	Change decision: Financial					1						
	Change decision: More exciting/creative					1						
	Change decision: Teaching					1						
Government payments and income	Sources of income: Youth Allowance/ABSTUDY		1	1	1	1	1	1	1	1	1	1
	Youth Allowance/ABSTUDY (independent/dependent)							1	1	1	1	1
	Amount of YA/ABSTUDY		1	1	1	1	1	1	1	1	1	1
	Sources of income: Paid work		1	1	1	1	1	1	1	1	1	1
	Sources of income: Parents or family		1	1	1	1	1	1	1	1	1	1
	Sources of income: Scholarship or cadetship		1	1	1	1				1	1	1
	Sources of income: Scholarship							1	1	1		

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Sources of income: Cadetship						1	1				
	Sources of income: Other government allowance		1	1	1	1	1	1	1	1	1	1
	Sources of income: Other		1	1	1	1	1	1	1	1	1	1
	Sources of income: None		1	1	1	1	1	1	1	1	1	1
	Course fees: None		1	1	1	1	1	1	1	1		
	Course fees: Respondent		1	1	1	1	1	1	1	1		
	Course fees: Parents/family		1	1	1	1	1	1	1	1		
	Course fees: Employer		1	1	1	1	1	1	1	1		
	Course fees: Government		1	1	1	1	1	1	1	1		
	Course fees: Other		1	1	1	1	1	1	1	1		
	Commonwealth supported (HECS)/full-fee paying				1	1	1	1	1	1	1	1
	Commonwealth supported (HECS)				1	1	1	1	1	1	1	1
	Full-fee paying				1	1	1	1	1			
	Full-fee paying: FEE-HELP									1	1	1
	Full-fee paying: up-front									1	1	1
	Full-fee paying: payment scheme									1	1	1
	Full-fee paying: employer									1	1	1
	Full-fee paying: scholarship									1	1	1
Economic climate	Study undertaken							1	1			
	Subjects/courses							1	1			
	Study plans							1	1			
Qualifications completed	Certificate I											1
	Certificate II											1
	Certificate III											1

Minor topic area	Data element	Wave/Year											
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013	
	Certificate IV												1
	Certificate level unknown												1
	Traineeship												1
	Apprenticeship												1
	VET/TAFE diploma												1
	VET/TAFE advanced diploma/associate degree												1
	University diploma												1
	University advanced diploma/associate degree												1
	Bachelor degree												1
	Bachelor degree with Honours												1
	VET/TAFE graduate diploma/graduate certificate												1
	University graduate diploma/graduate certificate												1
	Masters degree												1
	PhD or other doctorate												1
	Other												1
	None												1
	Don't know												1
	Certificate(s) part of apprenticeship												1
	Certificate(s) part of traineeship												1
	Certificate(s) not part of apprenticeship/traineeship												1
	Certificate level of apprenticeship or traineeship												1
	Non-formal: First Aid Certificate												1
	Non-formal: Responsible Serving of Alcohol Certificate												1

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Non-formal: Responsible Conduct of Gambling Certificate											1
	Non-formal: Articulated Driving Licence											1
	Non-formal: Fork-lift licence											1
	Non-formal: Other											1
	Non-formal: None											1
	Non-formal: Don't know											1
	Blue card (QLD) / Working with children check											1

Topic map 6: Employment – Current

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Employment characteristics	Work in job/business/farm	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
	Away from job		1	1	1	1	1	1	1	1	1	1
	School holiday job	1	1	1	1	1	1		1	1		
	More than one job	1	1	1	1	1	1	1	1	1	1	1
	Wages/salary/self-employed	1	1	1	1	1	1	1	1	1	1	1
	Kind of work (ASCO)	1	1	1								
	Kind of work (ANZSCO)				1	1	1	1	1	1	1	1
	Employer's main kind of business (ANZSIC)		1	1	1	1	1	1	1	1	1	1
	Number of other jobs had		1	1	1	1	1	1	1	1	1	1
	Change of work conditions: Pay			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
	Labour force status (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Permanent or casual employment (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Occupation (1 digit ANZSCO First Edition) (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	In full-time employment or full-time education (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Job mobility during last year (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Any spell of unemployment during the year (derived variable)	1	1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Time worked	Hours worked per week	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	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
	Prefer different hours										1	1
	Preferred weekly hours										1	1
	Months worked		14	18								
	Months worked (full-time)				18	19	19	19	19	19	20	21
	Months worked (part-time)				18	19	19	19	19	19	20	21
	No full-time work since last interview				1	1	1	1	1	1	1	1
	No part-time work since last interview				1	1	1	1	1	1	1	1
	Number of weeks worked		1	1								
	Full-time or part-time employment status (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Average weekly hours worked (derived variable)	1	1	1	1	1	1	1	1	1	1	1
Wages and benefits	Frequency of pay	1	1	1	1	1	1	1	1	1	1	1
	Pay type										1	1
	Gross pay		1	1	1	1	1	1	1	1	1	1
	Take-home pay	1	1	1	1	1	1	1	1	1	1	1
	Hourly rate		1	1	1	1	1	1	1	1	1	1
	Annual salary				1	1	1	1	1	1	1	1
	Average weekly earnings		1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Annual/sick leave		1	1	1	1	1	1	1	1	1	1
	Average weekly pay (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Average hourly pay (derived variable)	1	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
Looking for work	Prefer full-time or part-time work		1	1	1	1	1	1	1	1		
	Looking for full-time work		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	Kind of work want as career	1										
	Enjoy work	1										
	Family needs money	1										
	Independence	1										
	Help get job	1										
	Own money	1										
	Spare time	1										
	Get behind in school work	1										
	Parents happy	1										
	Better marks	1										
	Post-school plans	1										
	Homework	1										
	Balancing work/school demands	1										
	Time studying	1										

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Working in a job post-school	Full-time job since leaving school		1	1	1	1	1					
	Full-time job since leaving full-time study		1	1	1	1	1					
	Time taken to find full-time job		1	1	1	1	1					
	Still have job		1	1	1	1	1					
Job training	Classroom-based training		1	1	1	1	1					
	Hours of classroom-based training		1	1	1	1	1					
	Training outside workplace		1	1	1	1	1					
	Hours of training outside workplace		1	1	1	1	1					
	On-the-job training		1	1	1	1	1					
	Training helped get promotion or pay rise		1	1	1	1	1					
	Training could help to get promotion or pay rise		1	1	1	1	1					
	Training could help to get more responsibility		1	1	1	1	1					
	Training could help to get different type of job		1	1	1	1	1					
	Use of training		1	1	1	1	1					
Suitable amount of training received		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	1	1	1	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

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Job satisfaction: Opportunities for promotion		1	1	1	1	1	1	1	1	1	1
Perceptions about apprenticeship/ traineeship	Fellow workmates are also good friends				1							
	Feel part of a team				1							
	Boss treats me fairly				1							
	Workmates treat me fairly				1							
Perceptions about work	Fellow workmates are also good friends				1							
	Feel part of a team				1							
	Boss treats me fairly				1							
	Workmates treat me fairly				1							
	Teaches what work is really like								1	1	1	1
	Teaches about people								1	1	1	1
	Teaches about instructions								1	1	1	1
	Teaches about think for self								1	1	1	1
	Teaches about confidence								1	1	1	1
	Teaches about work conditions								1	1	1	1
	Teaches about career you would like								1	1	1	1
Economic climate	Hours worked							1	1			
	Type of work							1	1			
	Changing of jobs							1	1			
	Study undertaken							1	1			
	Study plans							1	1			
Aspirations	Wages							1				
	Frequency of pay							1				
	Would move to improve job opportunities							1				

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Main reason would not move for job opportunities							1				

Topic map 7: Employment - Job history and training

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Employment characteristics	Work in job/business/farm (at last interview)			1	1	1	1	1	1	1	1	1
	Re-definition of second job as main job				1	1	1	1	1	1	1	1
	Kind of work (ASCO)		1	1								
	Kind of work (ANZSCO)				1	1	1					
	Kind of work: Other/second job (ASCO)		1	1								
	Kind of work: Other/second job (ANZSCO)				1	1	1	1	1	1	1	1
	Kind of work: Other/third job (ASCO)		1	1								
	Kind of work: Other/third job (ANZSCO)				1	1	1	1	1	1	1	1
	Employer's main kind of business (ANZSIC)		1	1	1	1	1					
	Employer's main kind of business: Other/second job (ANZSIC)		1	1	1	1	1	1	1	1	1	1
	Employer's main kind of business: Other/third job (ANZSIC)		1	1	1	1	1	1	1	1	1	1
	Wages/salary/self-employed (at last interview)										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	Pay type: Other/second job										1	1
	Pay type: Other/third job										1	1
	Gross pay: Other/second job		1	1	1	1	1	1	1	1	1	1
	Gross 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	1	1
	Average weekly earnings: Other/third job		1	1	1	1	1	1	1	1	1	1
	Hourly rate: Other/second job		1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Hourly rate: Other/third job		1	1	1	1	1	1	1	1	1	1
	Annual salary: Other/second job				1	1	1	1	1	1	1	1
	Annual salary: Other/third job				1	1	1	1	1	1	1	1
Job training	Classroom-based training		1	1	1	1	1					
	Hours of classroom-based training		1	1	1	1	1					
	Training outside workplace		1	1	1	1	1					
	Hours of training outside workplace		1	1	1	1	1					
	On-the-job training		1	1	1	1	1					
	Training: Helped get promotion or pay rise		1	1	1	1	1					
	Training: More responsibility		1	1	1	1	1					
	Training: Different type of job		1	1	1	1	1					
	Suitable amount of training received		1	1	1	1	1					
	Importance of job skills: Communication											1
	Importance of job skills: Teamwork											1
	Importance of job skills: Problem-solving											1
	Importance of job skills: Initiative and creativity											1
	Importance of job skills: Planning and organisation											1
	Importance of job skills: Self-management											1
	Importance of job skills: Learning skills											1
	Importance of job skills: Using technology											1
	Needs met by university studies: Communication											1
	Needs met by university studies: Teamwork											1
	Needs met by university studies: Problem solving											1
	Needs met by university studies: Initiative and creativity											1
	Needs met by university studies: Planning and organising											1

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Needs met by university studies: Self-management							1				
	Needs met by university studies: Learning							1				
	Needs met by university studies: Using technology							1				
Leaving work	Circumstances of changing employer										2	2
	Main reason left job		1	3	3	3	3	2	2	2	2	2
	Month left job			2	2	2	2	2	2	2	2	2
	Year left job			2	2	2	2	2	2	2	2	2
	Way in which next job was better							1	1	1	2	2

Topic map 8: Employment - Seeking employment

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
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			
	Months looking for work		14	18	18	19	19	19	19	19	21	21
	Registered with Centrelink		1	1	1	1	1	1	1	1	1	1
	Checked Centrelink touch screens/computers		1	1	1	1	1	1	1	1	1	1
	Checked/registered with Job Network/Job Services 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
	Contacted friends				1							
	Contacted relatives				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						
	Advertised/tendered for work							1	1	1	1	1

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	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		
Problems looking for work	Health problems or some disability		1	1	1	1	1	1	1	1	1	1
	Age discrimination		1	1	1	1	1	1	1	1	1	1
	Problems with childcare		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 discrimination		1	1	1	1	1	1	1	1		
	Racial/ethnic background discrimination		1	1	1	1	1	1	1	1		
	Need better reading and writing skills		1	1	1	1	1	1	1	1		
	Don't have good interview skills		1	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	1
	Lack confidence		1	1	1	1	1	1	1	1	1	1
	Not good with numbers		1	1	1	1	1	1	1	1		
	Poor language or communication skills								1	1		
	Age, gender or other discrimination								1	1		
	Other discrimination								1	1		
Economic climate	Job prospects								1	1		
	Study plans								1	1		

Topic map 9: Employment - Not in the labour force

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
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	1
	Timeframe for beginning study		1	1	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	1	1

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

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Living arrangements	Type of accommodation				1	1	1	1	1	1	1	1
	Live with parents		1	1	1	1	1	1	1	1	1	1
	Family structure	1										
	Number of (other) people in household		1	1	1	1	1	1	1	1	1	1
	Number of older siblings	1										
	Number of younger siblings	1										
	Number of same-age siblings	1										
	Father/step-father	1	1	1	1	1	1	1	1	1	1	1
	Male guardian	1										
	Mother/step-mother	1	1	1	1	1	1	1	1	1	1	1
	Female guardian	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
	Husband/wife/de facto		1	1	1	1	1	1	1	1		
	Partner		1	1	1	1	1	1	1	1	1	1
	Boyfriend/girlfriend		1	1	1	1	1	1	1	1		
	Father-in-law/partner's father			1	1	1	1	1	1	1	1	1
	Mother-in-law/partner's mother			1	1	1	1	1	1	1	1	1
	Other relatives	1	1	1	1	1	1	1	1	1	1	1
	Own children		1	1	1	1	1	1	1	1	1	1
	Non-relatives		1	1	1	1	1	1	1	1	1	1
Grandparent(s)			1									
Husband/wife/partner currently working				1	1	1	1	1	1	1	1	

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Husband/wife/partner other activity				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 (ANZSCO)				1	1	1	1	1	1	1	1
	Living with parent(s) (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Living in own home (derived variable)	1	1	1	1	1	1	1	1	1	1	1
	Number of dependent children (derived variable)	1	1	1	1	1	1	1	1	1	1	1
Household possessions	Desk	1										
	Own room	1										
	Quiet study place	1										
	Computer	1										
	Educational software	1										
	Internet	1										
	Calculator	1										
	Classic literature	1										
	Poetry books	1										
	Art	1										
	Textbooks	1										
	Dictionary	1										
	Dishwasher	1										
	Number of books	1										
	Educational resources	1										
	Cultural possessions	1										
Children	Number of children				1	1	1	1	1	1	1	1
	Age of child 1				1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Age of child 2				1	1	1	1	1	1	1	1
	Age of child 3						1	1	1	1	1	1
	Age of child 4						1	1	1	1	1	1
	Age of child 5							1		1	1	1
	Child(ren) are step-child(ren)/fostered				1	1	1	1	1	1	1	1
Marriage	Marital status (at last interview)					1	1	1	1	1	1	1
	Marital status				1	1	1	1	1	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		
	Year started to live together				1	1	1	1	1	1		
	Length of time living together										1	1
	Marital status (derived variable)	1	1	1	1	1	1	1	1	1	1	1
Disability and health	General health			1					1		1	1
	Height (units)			1								
	Height (cms)			1								
	Weight (units)			1								
	Weight (kg)			1								
	Disability/health problem limits amount or type of work			1				1			1	
	Disability/health problem(s)			4								
	Disability/health problem(s): Arms/legs/hands							1			1	
	Disability/health problem(s): Seeing							1			1	
Disability/health problem(s): Hearing							1			1		

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Disability/health problem(s): Skin/allergies							1			1	
	Disability/health problem(s): Breathing/asthma/bronchitis							1			1	
	Disability/health problem(s): Heart/blood pressure							1			1	
	Disability/health problem(s): Stomach/liver/kidney/digestive problem(s)							1			1	
	Disability/health problem(s): Diabetes							1			1	
	Disability/health problem(s): Epilepsy							1			1	
	Disability/health problem(s): Dyslexia/other learning problem(s)							1			1	
	Disability/health problem(s): Chronic fatigue/post- viral syndromes							1			1	
	Disability/health problem(s): Mental health, nervous or emotional condition							1			1	
	Disability/health problem(s): Other problem(s) or disabilities							1			1	
	You felt nervous									1		1
	You felt hopeless									1		1
	You felt restless or fidgety									1		1
	You felt that everything was an effort									1		1
	You felt so sad that nothing would cheer you up									1		1
	You felt worthless									1		1
Government payments	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

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Family Tax Benefit		1	1	1	1	1	1	1	1	1	1
	Rent Assistance										1	1
	Other government payment		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		
	Amount per year received in government payments							1	1	1		
	Amount received: Youth Allowance/Newstart Allowance										1	1
	Amount received: Parenting Payment										1	1
	Amount received: Sickness Allowance										1	1
	Amount received: Disability Support Pension										1	1
	Amount received: Family Tax Benefit										1	1
	Amount received: Rent Assistance										1	1
	Amount received: other government payment										1	1
	Frequency of receiving Youth Allowance/Newstart Allowance										1	1
	Frequency of receiving Parenting Payment										1	1
	Frequency of receiving Sickness Allowance										1	1
	Frequency of receiving Disability Support Pension										1	1
	Frequency of receiving Family Tax Benefit										1	1
	Frequency of receiving Rent Assistance										1	1
	Frequency of receiving other government payment										1	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

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
Finance	Use of credit card						1	1	1	1	1	1
	Frequency of clearing debt on credit card(s)						1	1	1	1	1	1
	Able to save money						1	1	1	1	1	1
	Frequency of saving money						1	1	1	1	1	1
	Managing financially						1	1	1	1	1	1
	Shortage of money: Sold something because you needed money						1	1	1	1	1	1
	Shortage of money: Went without meals						1	1	1	1	1	1
	Shortage of money: Had to ask family or friends for money						1	1	1	1	1	1
	Shortage of money: Had to borrow money						1	1	1	1	1	1
	Shortage of money: Didn't get medicines or go to a doctor						1	1	1	1	1	1
	Shortage of money: Couldn't buy text books or other study materials						1	1	1	1	1	1
	Shortage of money: Couldn't buy other things you needed						1	1	1	1	1	1
	Shortage of money: Couldn't pay electricity, gas or telephone bills						1	1	1	1	1	1
	Shortage of money: Couldn't pay mortgage/rent on time						1	1	1	1	1	1
Shortage of money: Couldn't afford to heat your home						1	1	1	1	1	1	

Topic map 11: Social - General attitudes

Minor topic area	Data element	Wave/Year												
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013		
Leisure	Hours spent watching TV	1												
	Hours spent listening to music	1												
	Hours spent playing sport	1												
	Hours spent reading for pleasure	1												
	Hours spent doing unpaid/volunteer work	1												
	Go to the library		1	1	1	1	1				1			
	Read books		1	1	1	1	1				1			
	Read newspapers or magazines		1	1	1	1	1				1			
	Use the internet		1	1	1	1	1				1			
	Play sport or do exercise		1	1	1	1	1				1			
	Play computer/video games			1	1	1	1				1			
	Community activities		1	1	1	1	1				1			
	Go to church/place of worship			1	1	1	1				1			
	Volunteer			1	1			1			1			
Interests	Museum		1											
	Talking with friends		1											
	Writing stories/poems/plays		1											
	Building things		1											
	Solving problems/puzzles		1											
	Painting/drawing		1											
	Helping people		1											
	Making video/films		1											
	Cater for party		1											

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Reading scientific books/magazines		1									
	Thinking through problems		1									
	Driving trucks		1									
	Repairing things		1									
	Shopping		1									
	Performing		1									
	Machines and tools		1									
	Learning new things						1					
	Why the world's in the state it is						1					
	Why things happen the way they do						1					
	Things that you don't understand						1					
	New ideas						1					
	Finding out how something works						1					
	Improving skills after started work						1					
	Learning new skills after started work						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

Minor topic area	Data element	Wave/Year											
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013	
	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	
	The state of the economy		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	
Job aspirations and expectations	Type of job expect at age 30 (ISCO)	1											
	Expect to have job at age 30											1	
	Type of job expect at age 30 (ANZSCO)											1	
	Importance: Job security	1											
	Importance: Work/life balance	1											
	Importance: Enjoy work	1											
	Importance: Working hours	1											
	Importance: Money	1											
	Importance: Help others	1											
	Importance: High status	1											
	Importance: Team work	1											
	Career adaptability												1
	Career optimism												3
Wages/salary/self-employed												1	
Main activity												1	
Aspirations	Likelihood of achieving life goals			1									
	Influence of family	1											
	Influence of friends	1											
	Influence of teachers	1											

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Influence of media	1										
	Influence of career advisor	1										
	Influence of work experience	1										
	Personal goal								1	1		
	Personal highlight										1	
Community perceptions	Feel safe			1								
	Trusting			1								
	Opinions			1								
	Police			1								
	Trustworthy			1								
Problems	Self-esteem			1								
	Treated unfairly by police			1								
	Treated unfairly by teachers			1								
	Treated unfairly at work			1								
	Peer pressure			1								
	Vandalism			1								
	Conflict			1								
Relationships	Importance: Close friends			1	1							
	Importance: Family members			1	1							
	Importance: Household				1							
	Importance: Relatives			1	1							
	Importance: Neighbours			1	1							
	Importance: Friends' parents			1	1							
	Importance: Parents' friends/work mates			1	1							

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Frequency: Hang with friends			1	1							
	Frequency: Look after people			1								
	Frequency: Mother's relatives			1	1							
	Frequency: Father's relatives			1	1							
	Frequency: Visit friends' homes			1	1							
	Frequency: Have friends visit home			1	1							
	Frequency: Meals with friends/family			1	1							
	Frequency: Conversation with parents			1	1							
	Likelihood family friends/work contacts will help with job			1	1							
	Number of close friends			1								
	Friendship group			1								
	Conflict			1								
	Friends: Employed/studying				1							
	Friends: Unemployed				1							
	Friends: Not in the labour force				1							
Volunteer	Canvassing/campaigning/fundraising					1		1			1	
	Unpaid member of board or committee					1		1			1	
	Provide information					1		1			1	
	Help organise activities					1		1			1	
	Coaching/teaching					1		1			1	
	Collect, serve or deliver food					1		1			1	
	Provide health care/support/counselling					1		1			1	
	Other					1		1			1	
	Outcomes: Job-related skills					1		1			1	

Minor topic area	Data element	Wave/Year										
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008	7/2009	8/2010	9/2011	10/2012	11/2013
	Outcomes: Helped get a job					1		1			1	
LSAY YouTube video	Had knowledge of the video											1
	Had viewed the video											1
	Find video appealing											1
	Find video informative											1

Appendix A: Updates to the Y03 data file

The following table tracks updates made to the Y03 data files deposited with the Australian Data Archive. Users are encouraged to download the most recent version of the data 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 data files were deposited.

Table 14 Summary of changes made to the Y03 data file

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
Waves 1 to 11 (2003 to 2013)	7.1	June 2020	Index of economic, social and cultural status (OECD standardisation)	ESCS_trend	PISA ESCS trend variable has been created for each PISA assessment cycle in order to enable a trend study.	All
			Study status in VET	XVET2013	At the time of their final survey, a number of respondents reported having completed additional VET qualifications or apprentice/traineeships not reported in previous survey waves. These qualifications were incorrectly excluded from the derivation. This has now been corrected and any historical VET qualifications or apprentice/traineeships completed and reported in the final survey have now been included in the derivation.	58
Waves 1 to 11 (2003 to 2013)	7	Oct 2014	Study status in bachelor degree or higher		Wave 11 (2013) variables added to data file. <i>Modifications to derived variables</i>	
				XBAC2009	Two respondents who had commenced and not completed a bachelor degree from an earlier wave were incorrectly derived as having never commenced a bachelor degree. They are now derived as having commenced but not completed a bachelor degree.	2
				XBAC2010	Change to 'Study status in bachelor degree or higher' due to modification made to status in bachelor degree or higher in previous year.	1
				XBAC2011	One respondent who had commenced and not completed a bachelor degree from an earlier wave was incorrectly derived as having never commenced a bachelor degree. They are now derived as having commenced but not completed a bachelor degree.	1
			XBAC2012	Change to 'Study status in bachelor degree or higher' due to modification made to status in bachelor degree or higher in previous year(s)	2	

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
			Study status in VET	XVET2011	Two respondents who had commenced and not completed VET study from an earlier wave were incorrectly derived as having never commenced that study. They are now derived as having commenced but not completed VET study.	2
				XVET2012	Change to 'Study status in VET' due to modification made to study status in VET in previous year(s).	2
Waves 1 to 10 (2003 to 2012)	6	Dec 2013			Wave 10 (2012) variables added to data file. <i>Variables renamed to eight characters (so that files can be read in older versions of SPSS and SAS).</i>	
			School ID (PISA)	SCHOOLID_P	SCHOOLID_P renamed to SCHOOLIP	All
			Weight variables	WT2003_P to WT2012_P	WTYYYY_P renamed to WTYYYYP	All
				WT03GEN_P to WT12GEN_P	WTYYGEN_X renamed to WTYYGENX	All
				ACH03WT_P to ACH12WT_P	ACHYYWT_P renamed to ACHYYWTP	All
				WT2003_X to WT2007_X	WTYYYY_X renamed to WTYYYYX	All
				WT04GEN_X to WT08GEN_X	WTYYGEN_P renamed to WTYYGENP	All
				ACH07WT_X to ACH08WT_X	ACHYYWT_X renamed to ACHYYWTX <i>Rounded to ten decimal places.</i>	All
			Weight variables	WT2009 to WT2011		All
				WT10GEN to WT11GEN		All
				ACH10WT to ACH11WT		All
				WT2009P to WT2011P		All
				WT10GENP to WT11GENP		All
				ACH10WTP to ACH11WTP		All
					<i>Modifications to derived variables</i>	
			Current school level	XCSL2007	A small number of respondents who returned to school since their last interview have now been derived as being at school at an unknown year level. They were previously derived as not being at school.	1
			Highest school level completed	XHSL2005	Some respondents who left school before the end of Year 12 and had been awarded a secondary school certificate are now derived as having completed Year 12. They were previously derived as having completed Year 11. A small number of respondents who left school in 2003 are now derived as having completed the year level below their 2003 year level. They were previously derived as having	9

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
					completed the year level attended in 2003.	
				XHSL2006	Change results from the change to 'Highest school level completed' in previous year. Some respondents who left school before the end of Year 12 and had been awarded a secondary school certificate are now derived as having completed Year 12. They were previously derived as having completed Year 11. Some respondents who left school at the end of Year 12 and had not been awarded a secondary school certificate are now derived as having completed Year 12. They were previously derived as having completed Year 11. Some respondents who left school in 2004 are now derived as having completed the year level below their 2004 year level. They were previously derived as having completed the year level attended in 2004.	190
				XHSL2007	Change results from the change to 'Highest school level completed' in previous year(s). Some respondents who left school before the end of Year 12 and had been awarded a secondary school certificate are now derived as having completed Year 12. They were previously derived as having completed Year 11. Some respondents who left school at the end of Year 12 and had not been awarded a secondary school certificate are now derived as having completed Year 12. They were previously derived as having completed Year 11.	188
				XHSL2008	Change results from the change to 'Highest school level completed' in previous year(s). Some respondents who left school before the end of Year 12 and had been awarded a secondary school certificate are now derived as having completed Year 12. They were previously derived as having completed Year 11.	169
				XHSL2009 to XHSL2011	Change results from the change to 'Highest school level completed' in previous year(s).	
				XHSL2009		155
				XHSL2010		143
				XHSL2011		126
			Current qualification level	XCEL2006	Some respondents who deferred their studies at their last interview and then resumed that study are now derived as undertaking a qualification. They were previously derived as not currently undertaking a qualification.	8
				XCEL2007 to XCEL2011	Change results from change made to 'Current qualification level' in previous year.	

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
					Some respondents who deferred their studies at their last interview and then resumed that study are now derived as undertaking a qualification. They were previously derived as not currently undertaking a qualification.	
				XCEL2007		37
				XCEL2008		66
				XCEL2009		83
				XCEL2010		67
				XCEL2011		63
			Highest qualification level completed	XHEL2007	Change results from change made to 'Current qualification level' in previous year.	1
				XHEL2008	Change results from change made to 'Current qualification level' in previous year. Change results from change to 'Highest qualification level completed' in previous year.	4
				XHEL2009	Change results from change made to 'Current qualification level' in previous year. Change results from change to 'Highest qualification level completed' in previous year.	18
				XHEL2010	A small number of respondents who deferred their study at their last interview and have since gone on to complete that study are now derived as having completed a qualification. They were previously derived as not having completed a qualification. Change results from change to 'Highest qualification level completed' in previous year. Change results from change made to 'Current qualification level' in previous year.	36
				XHEL2011	Some respondents who deferred their study at their last interview and have since gone on to complete that study are now derived as having completed that qualification. They were previously derived as not having completed a qualification. A small number of respondents who commenced study since their last interview and have since gone on to complete that study are now derived as having completed that qualification. They were previously derived as having completed the qualification they were undertaking at their last interview.	57
					XHEL2011	Change results from change to 'Highest qualification level completed' in previous year. Change results from change made to 'Current qualification level' in previous year. A small number of respondents who deferred their study at their last interview and have since gone on to complete that study are now derived as having completed that qualification.

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
					They were previously derived as not having completed a qualification. A small number of respondents who deferred their study at their last interview and have since gone on to complete that study are now derived as having completed that qualification. They were previously derived as having completed the qualification they attained before deferring. A small number of respondents who previously completed a qualification but missed their last interview have now derived as having completed a qualification. They were previously derived as having not completed a qualification.	
			Full-time or part-time study status	XFTS2006 to XFTS2011	Change results from change to 'Current qualification level'.	
				XFTS2006		8
				XFTS2007		37
				XFTS2008		66
				XFTS2009		83
				XFTS2010		67
				XFTS2011		63
			Study status in bachelor degree or higher	XBAC2006 to XBAC2007	Change results from change to 'Current qualification level'.	
				XBAC2006		6
				XBAC2007		35
				XBAC2008	Change results from change to 'Current qualification level'.	64
					Change results from change to 'Highest qualification level completed'.	
				XBAC2009	Change results from change to 'Current qualification level'.	94
					Change results from change to 'Highest qualification level completed'.	
					A small number of respondents who reported previously that they had commenced study in a bachelor degree or higher level qualification, but later denied doing so, are now derived as having never commenced a bachelor degree or higher level qualification. They were previously derived as having commenced but not completed study in a bachelor degree or higher level qualification.	
				XBAC2010	Change results from change to 'Current qualification level'.	96
					Change results from change to 'Highest qualification level completed'.	
					Change results from change to 'Status in bachelor degree or higher' in previous year.	
				XBAC2011	Change results from change to 'Current qualification level'.	108
					Change results from change to 'Highest qualification level completed'.	
			Study status in VET	XVET2006	Change results from change to 'Current qualification level'.	2

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
				XVET2007 to XVET2010	Change results from change to 'Current qualification level'. Change results from change to 'Highest qualification level completed'.	
				XVET2007		3
				XVET2008		6
				XVET2009		8
				XVET2010		5
				XVET2011	Change results from change to 'Current qualification level'. Change results from change to 'Highest qualification level completed'. A small number of respondents who reported previously that they had commenced study/training in VET, but later denied doing so, are now derived as having never commenced VET study. They were previously derived as having commenced but not completed study in VET.	7
			Completed Year 12 or certificate II or higher	X1222005 to X1222011	Change results from change to 'Highest school level completed'. Change results from change to 'Highest qualification level completed'.	
				X1222005		6
				X1222006		174
				X1222007		166
				X1222008		138
				X1222009		114
				X1222010		89
				X1222011		66
			Completed Year 12 or certificate III or higher	X1232005 to X1232011	Change results from change to 'Highest school level completed'. Change results from change to 'Highest qualification level completed'.	
				X1232005		6
				X1232006		178
				X1232007		170
				X1232008		145
				X1232009		122
				X1232010		98
				X1232011		71
			Permanent or casual employment	XEMP2011	Respondents who did not know whether they were entitled to paid annual or sick leave are now derived as being in casual employment. They were previously derived as having an unknown employment status.	10
			Job mobility during last year	XMOB2005 to XMOB2006	The job mobility of respondents who missed their last interview is now derived using information from their previous interview. They were previously derived as having an unknown job mobility status. A small number of respondents who reported previously that they had commenced an apprenticeship/traineeship, but later denied doing so, and then reported commencing a different	

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
					apprenticeship/traineeship in the current interview, are now derived as having gained employment since their last interview. They were previously derived as being with the same employer/job as at their last interview.	
				XMOB2005		29
				XMOB2006		19
				XMOB2007 to XMOB2008	The job mobility of respondents who missed their last interview is now derived using information from their previous interview. They were previously derived as having an unknown job mobility status.	
				XMOB2007		44
				XMOB2008		75
				XMOB2009	The job mobility of respondents who missed their last interview is now derived using information from their previous interview. They were previously derived as having an unknown job mobility status.	56
					A small number of respondents who reported previously that they had a job, but later denied this, and then reported commencing an apprenticeship/traineeship in the current interview, are now derived as having gained employment since their last interview. They were previously derived as being with the same employer/job as at their last interview.	
				XMOB2010 to XMOB2011	The job mobility of respondents who missed their last interview is now derived using information from their previous interview. They were previously derived as having an unknown job mobility status.	
				XMOB2010		47
				XMOB2011		41
			In full-time employment or full-time education	XFTE2006 to XFTE2011	Change results from change to 'Full-time or part-time study status'.	
				XFTE2006		7
				XFTE2007		29
				XFTE2008		56
				XFTE2009		57
				XFTE2010		44
				XFTE2011		39
			Average weekly pay	XWKP2004 to XWKP2011	Rounded to two decimal places.	
				XWKP2004		70
				XWKP2005		47
				XWKP2006		139
				XWKP2007		186
				XWKP2008		102
				XWKP2009		197
				XWKP2010		228
				XWKP2011		183

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
			Average hourly pay	XHRP2003 to XHRP2010	Rounded to two decimal places.	
				XHRP2003		2046
				XHRP2004		1907
				XHRP2005		1990
				XHRP2006		2457
				XHRP2007		2291
				XHRP2008		2258
				XHRP2009		1966
				XHRP2010		1845
				XHRP2011		1807
			Number of dependent children	XCHI2006 to XCHI2011	Respondents who live alone or in group dwellings (i.e. university or TAFE residence, a hostel or boarding house) are now derived as having an unknown number of children (as they were not asked whether they have children). They were previously derived as having no children.	
				XCHI2006		405
				XCHI2007		454
				XCHI2008		408
				XCHI2009		382
				XCHI2010		320
				XCHI2011		334
Waves 1 to 9 (2003 to 2011)	5	Dec 2012			Wave 9 (2011) variables added to data file	-
					<i>Corrections and modifications to some derived variables</i>	
			Highest school level completed	XHSL2006	Incorrect variable used in derivation and some respondents who had not obtained a secondary school qualification were recorded as having completed Year 12. Some respondents who had obtained a secondary school qualification were not recorded as having completed Year 12.	136
				XHSL2007	Incorrect values used in derivation and some respondents who had not obtained a secondary school qualification were recorded as having completed Year 12. Changes to 'Highest school level completed' due to correction made to 'Highest school level completed' in previous year.	116
				XHSL2008 to XHSL2010	Changes to 'Highest school level completed' due to correction made to 'Highest school level completed' in previous year.	
				XHSL2008		104
				XHSL2009		97
				XHSL2010		90
			Current qualification level	XCEL2004	Some respondents who were undertaking an apprenticeship/traineeship at an unknown qualification level were incorrectly recorded as not studying for a qualification. These respondents	37

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
					have now been recorded as undertaking a certificate at an unknown qualification level.	
					Some respondents who were undertaking an apprenticeship/traineeship at an unknown qualification level were incorrectly recorded as not studying for a qualification. These respondents have now been recorded as undertaking a qualification at an unknown qualification level.	
					Respondents who were undertaking an apprentice/traineeship and whose qualification type was a short course or recreational course, a single module/subject only, unknown, or some other qualification than those listed, were previously recorded as not studying for a qualification. The derivation has been modified and these respondents are now recorded as undertaking a certificate at an unknown qualification level.	
				XCEL2005 to XCEL2010	Changes to 'Current qualification level' due to correction made to 'Current qualification level' in previous year.	
					Respondents who were undertaking an apprentice/traineeship and whose qualification type was a short course or recreational course, a single module/subject only, unknown, or some other qualification than those listed, were previously recorded as not studying for a qualification. The derivation has been modified and these respondents are now recorded as undertaking a qualification at an unknown qualification level.	
				XCEL2005		29
				XCEL2006		32
				XCEL2007		24
				XCEL2008		13
				XCEL2009		11
				XCEL2010		4
			Highest qualification level completed	XHEL2006	Changes to 'Highest qualification level completed' due to correction made to 'Current qualification level'.	1
				XHEL2007	Changes to 'Highest qualification level completed' due to correction made to 'Current qualification level'.	3
					Some respondents who had previously commenced and completed study but had missed their last interview were incorrectly recorded as having not completed a qualification. These respondents are now recorded as having completed a qualification.	
				XHEL2008 to XHEL2010	Changes to 'Highest qualification level completed' due to correction made to 'Current qualification level'.	
					Some respondents who had previously commenced and completed study but had missed their last interview were incorrectly recorded as having not completed a qualification. These	

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
					respondents are now recorded as having completed a qualification.	
					Changes to 'Highest qualification level completed' due to correction made to 'Highest qualification level completed' in previous year.	
				XHEL2008		21
				XHEL2009		32
				XHEL2010		44
			Full-time or part-time study status	XFTS2004 to XFTS2007	Changes to 'Full-time or part-time study status' due to correction made to 'Current qualification level'.	
				XFTS2004		37
				XFTS2005		29
				XFTS2006		32
				XFTS2007		24
				XFTS2008	Changes to 'Full-time or part-time study status' due to correction made to 'Current qualification level'.	53
					Some respondents who were continuing study from a previous interview but had missed their last interview were recorded as having an unknown full-time or part-time study status. These records have been modified so that their full-time or part-time study status from their previous interview is recorded.	
					Some respondents who were continuing study in a bachelor degree or higher from a previous interview were recorded as not studying. These records have been corrected so that their full-time or part-time study status from their previous interview is recorded.	
				XFTS2009 to XFTS2010	Changes to 'Full-time or part-time study status' due to correction made to 'Current qualification level'.	
				XFTS2009		11
				XFTS2010		4
			Status in bachelor degree or higher	XBAC2005	One respondent who previously commenced and did not complete study in a bachelor degree or higher level qualification was incorrectly recorded as having never commenced a bachelor degree. This respondent has now been recorded as having commenced but not completed a bachelor degree or higher level qualification.	1
				XBAC2006	Some respondents previously commenced and did not complete study in a bachelor degree or higher level qualification were incorrectly recorded as having never commenced a bachelor degree. These respondents have now been recorded as having commenced but not completed a bachelor degree or higher level qualification.	55
					Changes to 'Status in study in bachelor degree or higher' due to	

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
				XBAC2007	<p>correction made to 'Status in bachelor degree or higher' from previous year.</p> <p>Some respondents who previously commenced and did not complete study in a bachelor degree or higher level qualification were incorrectly recorded as having never commenced a bachelor degree. These respondents have now been recorded as having commenced but not completed a bachelor degree or higher level qualification.</p> <p>Changes to 'Status in study in bachelor degree or higher' due to correction made to 'Status in bachelor degree or higher' from previous year.</p> <p>Changes to 'Status in study in bachelor degree or higher' due to corrections made to 'Highest qualification level completed'. Some respondents who previously commenced and completed study in a bachelor degree or higher level qualification but had missed their last interview were incorrectly recorded as having never commenced study in a bachelor degree or higher level qualification. These respondents are now recorded as having completed a bachelor degree or higher level qualification or completed and currently undertaking a bachelor degree or higher level qualification.</p>	200
				XBAC2008	<p>Some respondents who previously commenced and did not complete study in a bachelor degree or higher level qualification were incorrectly recorded as having never commenced a bachelor degree. These respondents have now been recorded as having commenced but not completed a bachelor degree or higher level qualification.</p> <p>Changes to 'Status in study in bachelor degree or higher' due to correction made to 'Status in bachelor degree or higher' from previous year.</p> <p>Changes to 'Status in study in bachelor degree or higher' due to corrections made to 'Highest qualification level completed'. Some respondents who had previously commenced and completed study in a bachelor degree or higher level qualification but had missed their last interview were incorrectly recorded as having never commenced study in a bachelor degree. These respondents are now recorded as having completed a bachelor degree or higher level qualification or completed and currently undertaking a bachelor degree or higher level qualification.</p> <p>Some respondents who had previously commenced and did not complete study in a bachelor degree or higher level qualification but had missed their last interview were incorrectly recorded as having never commenced study in a bachelor degree. These</p>	313

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
					respondents are now recorded as having commenced but not completed study in a bachelor degree or higher level qualification.	
				XBAC2009 to XBAC2010	Changes to 'Status in study in bachelor degree or higher' due to correction made to 'Status in bachelor degree or higher' from previous year. Changes to 'Status in study in bachelor degree or higher' due to corrections made to 'Highest qualification level completed'. Some respondents who had previously commenced and completed study in a bachelor degree or higher level qualification but had missed their last interview were incorrectly recorded as having never commenced study in a bachelor degree or higher level qualification. These respondents are now recorded as having completed a bachelor degree or higher level qualification or completed and currently undertaking a bachelor degree or higher level qualification. Some respondents who had previously commenced but did not complete study in a bachelor degree or higher level qualification but had missed their last interview were incorrectly recorded as having never commenced study in a bachelor degree or higher level qualification. These respondents are now recorded as having commenced but not completed study in a bachelor degree or higher level qualification. Some respondents who had indicated in a previous interview that they had commenced study in a bachelor degree or higher level qualification but did not confirm that course of study in the current interview were recorded as having commenced but not completed study in a bachelor degree. The derivation has been modified and these respondents are now recorded as having never commenced a bachelor degree.	
				XBAC2009		269
				XBAC2010		225
			Study status in VET	XVET2004	Not all available categories were used in the derivation and some respondents undertaking an apprentice/traineeship at an unknown qualification level were incorrectly recorded as having never commenced VET study. These categories have now been added and these respondents are now recorded as either currently undertaking or having commenced but not completed VET study. Changes to 'Study status in VET due to corrections made to 'Current qualification level'.	38
				XVET2005 to XVET2006	Some respondents who had returned to school and had indicated in a previous interview that they had	

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
					<p>commenced VET study were not able to provide the outcome for that VET study but were recorded as having commenced but not completed that VET study. The derivation has been modified and these respondents are now recorded as having never commenced VET study.</p> <p>Changes to 'Study status in VET' due to corrections made to 'Current qualification level'.</p> <p>Changes to 'Study status in VET' due to corrections made to 'Study status in VET' from previous year.</p> <p>Some respondents who had indicated in a previous interview that they had commenced VET study but did not confirm that course of study in the current interview were recorded as having commenced but not completed study in VET. The derivation has been modified and these respondents are now recorded as having never commenced VET study.</p>	
				XVET2005		40
				XVET2006		45
				XVET2007	<p>Some respondents who had returned to school and had indicated in a previous interview that they had commenced VET study were not able to provide the outcome for that VET study but were recorded as having commenced but not completed that VET study. The derivation has been modified and these respondents are now recorded as having never commenced VET study.</p> <p>Changes to 'Study status in VET' due to corrections made to 'Current qualification level'.</p> <p>Changes to 'Study status in VET' due to corrections made to 'Study status in VET' from previous year.</p> <p>Some respondents who had indicated in a previous interview that they had commenced VET study but did not confirm that course of study in the current interview were recorded as having commenced but not completed study in VET. The derivation has been modified and these respondents are now recorded as having never commenced VET study.</p> <p>Some respondents who had completed or commenced VET study in a previous interview but had missed their last interview were incorrectly recorded as having never commenced VET study. These respondents are now recorded as having completed VET study or commenced but did not complete VET study.</p> <p>Some respondents who had completed a bachelor degree or higher level qualification and had also completed VET study were incorrectly recorded as having never commenced VET study. These respondents are</p>	52

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
				XVET2008	<p>now recorded as having completed VET study.</p> <p>Changes to 'Study status in VET' due to corrections made to 'Current qualification level'.</p> <p>Changes to 'Study status in VET' due to corrections made to 'Study status in VET' from previous year.</p> <p>Some respondents who had indicated in a previous interview that they had commenced VET study but did not confirm that course of study in the current interview were recorded as having commenced but not completed study in VET. The derivation has been modified and these respondents are now recorded as having never commenced VET study.</p> <p>Some respondents who had completed or commenced VET study in a previous interview but had missed their last interview were incorrectly recorded as having never commenced VET study. These respondents are now recorded as having completed VET study or commenced but did not complete VET study.</p> <p>Some respondents who had completed a bachelor degree or higher level qualification and had also completed VET study were incorrectly recorded as having never commenced VET study. These respondents are now recorded as having completed VET study.</p>	63
				XVET2009	<p>Changes to 'Study status in VET' due to corrections made to 'Current qualification level'.</p> <p>Changes to 'Study status in VET' due to corrections made to 'Study status in VET' from previous year.</p> <p>Some respondents who had indicated in a previous interview that they had commenced VET study but did not confirm that course of study in the current interview were recorded as having commenced but not completed VET study. The derivation has been modified and these respondents are now recorded as having never commenced VET study.</p> <p>Some respondents who had completed or commenced VET study in a previous interview but had missed their last interview were incorrectly recorded as having never commenced VET study. These respondents are now recorded as having completed VET study or having commenced but did not complete VET study.</p> <p>Some respondents who had completed a bachelor degree or higher level qualification and had also completed VET study were incorrectly recorded as having never commenced VET study. These respondents are now recorded as having completed VET study.</p>	92

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
				XVET2010	<p>Changes to 'Study status in VET' due to corrections made to 'Highest qualification level completed'.</p> <p>Changes to 'Study status in VET' due to corrections made to 'Current qualification level'.</p> <p>Changes to 'Study status in VET' due to corrections made to 'Study status in VET' from previous year.</p> <p>Some respondents who had indicated in a previous interview that they had commenced VET study but did not confirm that course of study in the current interview were recorded as having commenced but not completed VET study. The derivation has been modified and respondents are now recorded as having never commenced VET study.</p> <p>Some respondents who had completed or commenced VET study in a previous interview but had missed their last interview were incorrectly recorded as having never commenced VET study. These records have been corrected so that they are now recorded as having completed VET study or commenced but did not complete VET study.</p> <p>Some respondents who had completed a bachelor degree or higher level qualification and had also completed VET study were incorrectly recorded as having never commenced VET study. These respondents are now recorded as having completed VET study.</p> <p>Changes to 'Study status in VET' due to corrections made to 'Highest qualification level completed'.</p> <p>One respondent who had completed a bachelor degree or higher level qualification, had also completed VET study and was undertaking VET study was recorded as undertaking VET study. The derivation has been modified and this respondent is now recorded as having completed VET study.</p>	146
			Completed Year 12 or certificate II or higher	X1222006 to X1222008	Changes to 'Completed Year 12 or certificate II or higher' due to correction made to 'Highest school level completed'.	
				X1222006		127
				X1222007		99
				X1222008		83
				X1222009 to X1222010	Changes to 'Completed Year 12 or certificate II or higher' due to correction made to 'Highest school level completed'.	
					Changes to 'Completed Year 12 or certificate II or higher' due to correction made to 'Highest qualification level completed'.	
					Incorrect value used in derivation and some respondents who had completed	

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
					a qualification at an unknown qualification level were incorrectly assigned as having completed Year 12 or certificate II or higher level qualification. These respondents have now been recorded as not having completed Year 12 or a certificate II or higher level qualification.	
				X1222009		93
				X1222010		82
			Completed Year 12 or certificate III or higher	X1232004	Not all available categories were used in derivation and some respondents were incorrectly recorded as not having completed Year 12 or certificate II or higher level qualification. This category has been added and these respondents are now recorded as having completed Year 12 or a certificate II or higher level qualification.	15
				X1232006 to X1232008	Changes to 'Completed Year 12 or certificate II or higher' due to correction made to 'Highest school level completed'.	
				X1232006		130
				X1232007		103
				X1232008		88
				X1232009 to X1232010	Changes to 'Completed Year 12 or certificate II or higher' due to correction made to 'Highest school level completed'.	
					Changes to 'Completed Year 12 or certificate II or higher' due to correction made to 'Highest qualification level completed'.	
					Incorrect value used in derivation and some respondents who had completed a qualification at an unknown qualification level were incorrectly assigned as having completed Year 12 or certificate II or higher level qualification. These respondents are now recorded as not having completed Year 12 or a certificate III or higher level qualification.	
				X1232009		96
				X1232010		84
			Status in apprenticeship/traineeship	XATR2007	One respondent who had previously commenced but not completed an apprentice/traineeship but had missed their last interview was incorrectly recorded as having never commenced an apprentice/traineeship. This respondent is now recorded as having commenced but not completed an apprentice/traineeship.	1
				XATR2008 to XATR2010	Changes to 'Status in apprenticeship/traineeship' due to correction made to 'Status in apprenticeship/traineeship' in previous year.	
					Respondents who had previously completed or commenced but not completed an apprentice/traineeship but had missed their last interview were incorrectly recorded as having	

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
					never commenced an apprentice/traineeship. These respondents are now recorded as having completed or commenced but not completed an apprentice/traineeship.	
				XATR2008		3
				XATR2009		5
				XATR2010		9
			Any spell of unemployment during the year	XUNE2004 to XUNE2005	Some respondents who were unemployed were incorrectly recorded as not having a spell of unemployment during the year. These respondents are now recorded as having a spell of unemployment during the year.	
				XUNE2004		149
				XUNE2005		7
				XUNE2007	Variable missing from derivation and some respondents who were unemployed were incorrectly recorded as not having a spell of unemployment during the year. These respondents are now recorded as having a spell of unemployment during the year.	4
			In full-time employment or full-time education	XFTE2004 to XFTE2009	Changes to 'In full-time employment or full-time education' due to correction made to 'Full-time or part-time study status'.	
				XFTE2004		5
				XFTE2005		1
				XFTE2006		2
				XFTE2007		1
				XFTE2008		36
				XFTE2009		2
Waves 1 to 8 (2003 to 2010)	4	Dec 2011			Wave 8 (2010) variables added to dataset <i>Minor corrections made to some derived variables</i>	-
			Current qualification level	XCEL2009	Some respondents who had ceased their apprenticeship/ traineeship from the previous year were incorrectly assigned as continuing their apprenticeship/traineeship from the previous year.	234
			Study status in VET	XVET2009	Changes to 'Study status in VET' due to correction made to XCEL2009.	24
			Study status in bachelor degree or higher	XBAC2004	Changes to 'Study status in bachelor degree or higher'. Respondents who had commenced a university diploma or advanced diploma were incorrectly assigned as having commenced a bachelor degree.	1
				XBAC2005		1
				XBAC2007		1
				XBAC2009		4
			Full-time or part-time study status		Changes to 'Full-time or part-time study status' due to correction made to XCEL2009.	216
			Average weekly pay	XWKP2004	Changes to 'Weekly pay' in 2004 and 2005 due to typographical error in calculation. Some respondents with valid records for weekly pay were incorrectly assigned as missing.	414

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
				XWKP2005		196
			In full-time employment or full-time education	XFTE2009	Changes to 'In full-time employment or full-time education' due to correction made to XCEL2009.	33
					<i>Minor modifications made to some derived variables</i>	
			Average weekly pay	XWKP2003	Added 'not applicable' category for those who are not employed or not in the labour force	5118
				XWKP2004		3939
				XWKP2005		3066
				XWKP2006		1411
				XWKP2007		956
				XWKP2008		905
			Average hourly pay	XHRP2003		5118
				XHRP2004		3939
				XHRP2005		3066
				XHRP2006		1411
				XHRP2007		956
				XHRP2008		905
				XHRS2003		5118
				XHRS2004		3939
				XHRS2005		3066
				XHRS2006		1411
				XHRS2007		956
				XHRS2008		905
				XHRS2009		842
Waves 1 to 7 (2003 to 2009)	3.1	Mar 2011			<i>Minor changes made to derived variable labels and formats</i>	
			Current school level	XCSLYYYY		
			Current qualification level	XCELYYYY		
			Study status in VET	XVETYYYY		
			Study status in bachelor degree or higher	XBACYYYY		
			Full-time or part-time study status	XFTSYYYY		
			Highest school level completed	XHSLYYYY		
			Completed Year 12 or certificate II or higher	X122YYYY		
			Completed Year 12 or certificate III or higher	X123YYYY		
			Highest qualification level completed	XHELYYYY		
			Labour force status	XLFSYYYY		
			Full-time or part-time employment status	XFTPYYYY		

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
			Permanent or casual employment	XEMPYYYY		
			Status in apprenticeship/traineeship	XATRYYYY		
			Job mobility during last year	XMOBYYYY		
			Occupation (1 digit ANZSCO First Edition)	XOCCYYYY		
			Average weekly pay	XWKPYYYY		
			Average hourly pay	XHRPYYYY		
			Average weekly hours worked	XHRSYYYY		
			In full-time employment or full-time education	XFTEYYYY		
			Any spell of unemployment during the year	XUNEYYYY		
			Marital status	XMARYYYY		
			Living with parent(s)	XATHYYYY		
			Living in own home	XOWNYYYY		
			Number of dependent children	XCHIYYYY		
					<i>Revision to calculation of weights – removed location variable from regression analysis</i>	
			Final weight 2003	WT2003		10370
			Attrition weight 2003	ACH03WT		10370
			Final weight 2003 (PISA population)	WT2003P		10370
			Attrition weight 2003 (PISA population)	ACH03WT_P		10370
			Final weight 2004	WT2004		9378
			Attrition weight 2004	ACH04WT		9378
			Final weight 2004 (PISA population)	WT2004P		9378
			Attrition weight 2004 (PISA population)	ACH04WT_P		9378
			Final weight 2005	WT2005		8691
			Attrition weight 2005	ACH05WT		8691

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
			Final weight 2005 (PISA population)	WT2005P		8691
			Attrition weight 2005 (PISA population)	ACH05WT_P		8691
			Final weight 2006	WT2006		7721
			Attrition weight 2006	ACH06WT		7721
			Final weight 2006 (PISA population)	WT2006P		7721
			Attrition weight 2006 (PISA population)	ACH06WT_P		7721
			Final weight 2007	WT2007		6658
			Attrition weight 2007	ACH07WT		6658
			Final weight 2007 (PISA population)	WT2007P		6658
			Attrition weight 2007 (PISA population)	ACH07WT_P		6658
			Final weight 2008	WT2008		6074
			Attrition weight 2008	ACH08WT		6074
			Final weight 2008 (PISA population)	WT2008P		6074
			Attrition weight 2008 (PISA population)	ACH08WT_P		6074
			Final weight 2009	WT2009		5475
			Attrition weight 2009	ACH09WT		5475
			Final weight 2009 (PISA population)	WT2009P		5475
			Attrition weight 2009 (PISA population)	ACH09WT_P		5475
					<i>Minor modifications made to some derived variables</i>	
			Study status in bachelor degree or higher	XBAC2007		2
				XBAC2008		10
			Full-time or part-time study status	XFTS2009		216
			Labour force status	XLFS2003		5118
			Permanent or casual employment	XEMP2003		5118
				XEMP2004		258
				XEMP2005		161
				XEMP2006		122

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
				XEMP2007		69
				XEMP2008		28
				XEMP2009		28
			Job mobility during last year	XMOB2003		5118
				XMOB2004		1587
				XMOB2006		1
				XMOB2009		1855
			Occupation (1 digit ANZSCO First Edition)	XOCC2004		87
				XOCC2005		77
			Average weekly pay	XWKP2003		5694
				XWKP2004		4873
				XWKP2005		3781
				XWKP2006		1958
				XWKP2007		1439
				XWKP2008		1361
				XWKP2009		1246
			Average hourly pay	XHRP2009		852
			In full-time employment or full-time education	XFTE2009		33
			Number of dependent children	XCHI2009		1
Waves 1 to 7 (2003 to 2009)	3	Sep 2010			Wave 7 (2009) variables added to dataset	-
			School ID	SCHOOLID	School identifier added to support school level analysis	All
			Student ID (PISA)	STIDSTD	PISA student and school identifier variables added	All
			School ID (PISA)	SCHOOLID_P		All
					<i>Revisions to weights due to change in weighting methodology</i>	
			Sample weight 2003	WT03GEN		10370
			Attrition weight 2003	ACH03WT		10370
			Final weight 2003	WT2003		10370
			Sample weight 2004	WT04GEN		9378
			Attrition weight 2004	ACH04WT		9378
			Final weight 2004	WT2004		9378
			Sample weight 2005	WT05GEN		8691
			Attrition weight 2005	ACH05WT		8691
			Final weight 2005	WT2005		8691
			Sample weight 2006	WT06GEN		7721

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
			Attrition weight 2006	ACH06WT		7721
			Final weight 2006	WT2006		7721
			Sample weight 2007	WT07GEN		6658
			Attrition weight 2007	ACH07WT		6658
			Final weight 2007	WT2007		6658
			Sample weight 2008	WT08GEN		6074
			Attrition weight 2008	ACH08WT		6074
			Final weight 2008	WT2008		6074
					<i>Original weights overwritten by revised weights; original weights retained and renamed (denoted by an 'X' at the end of the weight variable name.)</i>	
			Weight 2003	WT2003_X		10370
			Sample weight 2004	WT04GEN_X		9378
			Final attrition weight 2004	WT2004_X		9378
			Weight for sample 2005	WT05GEN_X		8691
			Final attrition weight 2005	WT2005_X		8691
			Sample weight 2006	WT06GEN_X		7721
			Final attrition weight 2006	WT2006_X		7721
			Weight for sample 2007	WT07GEN_X		6658
			Attrition weight 2007	ACH07WT_X		6658
			Final attrition weight 2007	WT2007_X		6658
			Sample weight 2008	WT08GEN_X		6074
			Attrition weight for 2008	ACH08WT_X		6074
			Final attrition weight 2008	WT2008_X		6074
					<i>PISA weights added to dataset</i>	
			Sample weight 2003 (PISA population)	WT03GEN_P		10370
			Attrition weight 2003 (PISA population)	ACH03WT_P		10370
			Final weight 2003 (PISA population)	WT2003_P		10370
			Sample weight 2004 (PISA population)	WT04GEN_P		9378

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
			Attrition weight 2004 (PISA population)	ACH04WT_P		9378
			Final weight 2004 (PISA population)	WT2004_P		9378
			Sample weight 2005 (PISA population)	WT05GEN_P		8691
			Attrition weight 2005 (PISA population)	ACH05WT_P		8691
			Final weight 2005 (PISA population)	WT2005_P		8691
			Sample weight 2006 (PISA population)	WT06GEN_P		7721
			Attrition weight 2006 (PISA population)	ACH06WT_P		7721
			Final weight 2006 (PISA population)	WT2006_P		7721
			Sample weight 2007 (PISA population)	WT07GEN_P		6658
			Attrition weight 2007 (PISA population)	ACH07WT_P		6658
			Final weight 2007 (PISA population)	WT2007_P		6658
			Sample weight 2008 (PISA population)	WT08GEN_P		6074
			Attrition weight 2008 (PISA population)	ACH08WT_P		6074
			Final weight 2008 (PISA population)	WT2008_P		6074
					<i>Minor modifications made to some derived variables</i>	
			Current qualification level	XCEL2004		2
		XCEL2005		16		
		XCEL2006		43		
		XCEL2007		42		
		XCEL2008		45		
		Study status in VET	XVET2004		8	
			XVET2005	126		
			XVET2006	321		
			XVET2007	350		
			XVET2008	461		
		Study status in bachelor degree or higher	XBAC2006		48	
			XBAC2005	16		
			XBAC2006	48		
			XBAC2007	59		

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
				XBAC2008		61
			Full-time or part-time study status	XFTS2008		165
				XFTE2008		124
				X1222005		28
				X1222006		45
				X1222007		45
				X1222008		39
				X1232005		13
				X1232006		24
				X1232007		28
				X1232008		23
				XHEL2005		100
				XHEL2006		284
				XHEL2007		310
				XHEL2008		272
				XLFS2003		5118
				XEMP2003		5118
				XMOB2003		5118
				XMOB2004		1587
					<i>Minor modifications to formats</i>	
			Birth month	ST02Q02		
			Birth year	ST02Q03		
			Lives with	ST04Q01- ST04Q05		
			Mother's schooling	ST11Q01- ST11Q05		
			Father's schooling	ST13Q01- ST13Q05		
			Possessions	ST17Q01- ST17Q13		
			Relative time spent on maths homework	RMHMWK		
			Minutes of maths per week	MMINS		
			Total minutes of instructional time p/w	TMINS		
			Ratio of maths	PCMATH		
			Computer facilities at home	COMPHOME		
			Home educational resources	HEDRES		
			Cultural possessions of the family	CULTPOSS		
			Economic social cultural status	ESCS		
			Attitudes towards school	ATSCHL		
			Student-teacher relations at school	STUREL		

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
			Sense of belonging to school	BELONG		
			Interest in mathematics	INTMAT		
			Instrumental motivation in mathematics	INSTMOT		
			Mathematics self-efficacy	MATHEFF		
			Mathematics anxiety	ANXMAT		
			Mathematics self-concept	SCMAT		
			Memorisation strategies	MEMOR		
			Elaboration strategies	ELAB		
			Control strategies	CSTRAT		
			Competitive learning	COMPLRN		
			Co-operative learning	COOPLRN		
			Teacher support in maths lessons	TEACHSUP		
			Disciplinary climate in maths lessons	DISCLIM		
			ICT: Internet/entertainment use	INTUSE		
			ICT: Programs/software use	PRGUSE		
			ICT: Confidence in routine tasks	ROUTCONF		
			ICT: Confidence in internet tasks	INTCONF		
			ICT: Confidence in high-level tasks	HIGHCONF		
			ICT: Attitudes towards computers	ATTCOMP		
			Interviewed in 2004	IN2004		
			Interviewed in 2005	IN2005		
Waves 1 to 6 (2003 to 2008)	2	Oct 2009			Derived variables added to the dataset. See section 'Derived variables' in this publication.	
Waves 1 to 6 (2003 to 2008)	1	Jun 2009	SCHOOLID	School ID	Wave 6 (2008) variables added to dataset School identifier removed from the data set as it reveals information about a school's state and/or sector.	- All
			SCHID_R	School ID - revised	To enable investigation of the affect of school on student achievement etc., a	All

Wave	Version	Date published	Variable	Variable name	Description	Number of records affected
					randomised school identifier has been added to the dataset(s).	



Longitudinal
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