

LONGITUDINAL SURVEYS  
OF AUSTRALIAN YOUTH  
TECHNICAL REPORT 49

# 1995 cohort user guide



# Longitudinal Surveys of Australian Youth (LSAY)

## 1995 cohort user guide

Technical report 49

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

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

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# User guide updates

<b>Date</b>	<b>Version</b>	<b>Update</b>
October 2013	2.1	<p>Changed reference to metadata workbook.</p> <p>Specified more precisely how to find the classifications and code frames under the 'Supporting documents' tab of the user guide.</p>
October 2012	2.0	<p>Added reference to LSAY 2009 cohort (Y09).</p> <p>Added information about LSAY website registration.</p> <p>Updated references to the Australian Data Archive (formerly the Australian Social Science Data Archive).</p> <p>Updated information about data restrictions.</p> <p>Added information about revisions made to weights in 2006.</p> <p>Updated derived variable names and added information about derived variable documentation.</p> <p>Correction to 2005 sample size (typographical error).</p> <p>Correction to remarks made about survey attrition; previous version of this guide stated that respondents could miss one survey wave. This has been corrected to state that respondents from the Y95 cohort who missed a survey wave were excluded from subsequent survey waves.</p> <p>Added 'Appendix A: Updates to the Y95 dataset'.</p>
March 2009	1.0	<p>Original version of user guide.</p>



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## Background

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

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

Survey participants (collectively known as a 'cohort') enter the study when they turn 15 years, or as was the case in earlier studies, when they were in Year 9. Individuals are contacted once a year for up to 12 years. Studies began in 1995 (Y95 cohort), 1998 (Y98 cohort), 2003 (Y03 cohort), 2006 (2006 cohort) and more recently in 2009 (Y09 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). Over 10 000 students start out in each cohort.

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

Between 1995 and 2007 the LSAY analytical and reporting services were provided by the Australian Council for Educational Research (ACER) jointly with the Department of Education, Science and Training<sup>1</sup> (DEST).

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>

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

## Using this guide

This *User guide* has been developed for users of the LSAY data. The guide endeavours to consolidate existing technical documentation and other relevant information into a single document, thereby improving data accessibility and promoting wider use of the LSAY data.

To promote effective use of the data, the guide aims to address all aspects of LSAY data including information about: how to access the data, data restrictions, variable naming conventions, the structure of the data (using topic areas, topic maps and data elements), classifications and code frames used, weights and derived variables.

A series of additional documents (*Data elements A to D*) complement this *User guide*. Data elements represent variables that are common within and across waves. These documents contain information about the data elements, including the variables they cover, the valid values (or response options) for each variable and additional notes (where applicable). Information about the data elements documentation is contained in the section 'The LSAY data', sub-section 'Data elements'.

Users may also find the metadata workbook useful. The workbook provides a listing of all variables in the LSAY datasets, as well as basic information about each variable. Data can be filtered and inspected by cohort, wave/year, questionnaire section, topic area(s) and/or data element. See the section 'The LSAY data', sub-section 'Variable listing/metadata workbook' for further information. The metadata workbook can be accessed at: <[www.lsay.edu.au/publications/2621.html](http://www.lsay.edu.au/publications/2621.html)>.

There is also a variable concordance which maps old to new variable names. See the section 'Variable naming conventions' in this user guide, sub-section 'Historical variable names' for further information.

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

Telephone: +61 8 8230 8400      Email: <[lsay@ncver.edu.au](mailto:lsay@ncver.edu.au)>

Facsimile: +61 8 8212 3436      Website: <[www.lsay.edu.au](http://www.lsay.edu.au)>

### Registration

You need to register for the LSAY website to access LSAY resources and materials. Registration is free and gives you:

- web access to LSAY cohort reports, technical documents and questionnaires
- web access to the full text of LSAY research reports and briefing papers
- email alerts to keep you informed about the latest research and data releases from LSAY.

The following link can be used to register for the LSAY website:  
<<http://www.lsay.edu.au/subscribe.html>>.

Further information about registering for the LSAY website can be found at:  
<<http://www.lsay.edu.au/newsevents/subscribe.html>>.

## The Y95 cohort

In 1995 a nationally representative sample of about 13 000 Year 9 students was selected to form the first cohort of the LSAY program. The sample was constructed by randomly selecting two Year 9 classes from a national sample of 300 schools intended to represent state and sector. This is referred to as the LSAY Y95 cohort.

Reading and numeracy tests were administered to students to provide information on school achievement. Students also completed a background questionnaire about their educational and vocational plans and attitudes to school. In 1996, these students provided information in response to a mailed questionnaire. Information was also obtained from their schools about curricula and school organisation.

In 1997, members of the sample were contacted in the first of the annual telephone interviews (conducted by AC Nielsen, then Reark Research). The questionnaire included questions on school, transitions from school, post-school education and training, work, job history, job search history, non-labour force activities, health, living arrangements and finance, and general attitudes. Subsequent surveys (conducted by the Wallis Consulting Group) asked similar questions but with the emphasis changing from school to post-school education, training and work.

Due to both population shifts over time and survey attrition, care needs to be taken when comparing individual waves of the cohort against other samples drawn from different populations. For example, it can be misleading to compare the LSAY Y95 wave 3 (1997) indicators against 17-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 Y95 cohort. These documents were categorised as codebooks, cohort reports, technical papers and research reports.

All Y95 LSAY technical documents can be accessed at: <[www.lsay.edu.au/data/31274.html](http://www.lsay.edu.au/data/31274.html)>.

### **Codebooks (frequency tables and questionnaires)**

The Y95 codebooks provide a series of frequency tables for each variable as well as the questionnaire for that survey year.

LSAY codebooks can be accessed at <[www.lsay.edu.au/data/31274.html](http://www.lsay.edu.au/data/31274.html)>. Table 1 provides a summary of the available codebooks.

**Table 1 Technical documents — codebooks (frequency tables and questionnaires)**

Wave/year	Technical report/paper
Wave 1 / 1995	Technical report no. 9
Wave 2 / 1996	Technical paper no. 11
Wave 3 / 1997	Technical report no. 17
Wave 4 / 1998	Technical report no. 18
Wave 5 / 1999	Technical report no. 21
Wave 6 / 2000	Technical report no. 25
Wave 7 / 2001	Technical report no. 27
Wave 8 / 2002	Technical report no. 28
Wave 9 / 2003	Technical report no. 31
Wave 10 / 2004	Technical report no. 33
Wave 11 / 2005	Technical report no. 36
Wave 12 / 2006	Technical report no. 40

### Cohort reports

The Y95 cohort reports summarise the activities of a group of young Australians who were in Year 9 in 1995 and at an average age of 15 years, through to the final wave of interviewing in 2006 when they were, on average, 26 years of age.

The content of the cohort reports focuses on the areas of educational attainment, employment, measures of engagement in study and work, and social outcomes. The cohort reports present a series of tables for each of the indicators. Each series of tables can be filtered by a range of demographic variables and be downloaded into Excel.

The Y95 cohort reports can be accessed at: <<http://www.lsay.edu.au/cohort/1995/101.html>>, and are particularly useful for cross-validation for data users. See figure 1 for an illustration of the cohort reports.

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

These previous reports are available in PDF format and can be accessed at: <[www.lsay.edu.au/cohort/other\\_search.html](http://www.lsay.edu.au/cohort/other_search.html)>.

Table 2 provides a summary of the earlier reports.

## Figure 1 Cohort reports



Longitudinal Surveys of Australian Youth, Y95 cohort to 2006, updated April 2012

Table 2: Education Indicators for Y95 LSAY cohort, 1995 - 2006.

Year	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Wave	1	2	3	4	5	6	7	8	9	10	11	12
Average age of respondents at 30 June (years)	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24.5	25.5
Number of respondents	13613	9837	10307	9738	8783	7889	6876	6095	5354	4660	4233	3914
Current school level (%)												
Year 12	0.0	0.0	2.8	75.9	3.3	0.3	0.1**	0.0	0.0	0.0	0.0	0.0
Year 11	0.0	0.1*	81.1	1.8	0.2	0.0**	0.0	0.0	0.0	0.0	0.0	0.0
Year 10	0.0	96.3	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Year 9 or below	100.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
At school - year level unknown	0.0	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Not at school	0.0	1.4	15.3	22.3	96.4	99.6	99.9	100.0	100.0	100.0	100.0	100.0
Current qualification level (%)												
Certificate I	0.0	0.0	0.0	0.0	0.0	0.2*	3.0	1.0	0.6	0.5*	0.5*	0.4*
Certificate II	0.0	0.0	0.0	0.0	0.0	0.8	1.6	0.9	0.9	0.3*	0.4*	0.3*
Certificate III	0.0	0.9	3.0	5.1	8.2	9.6	3.9	2.5	2.1	2.0	1.7	1.4
Certificate IV	0.0	0.0	0.0	0.0	0.0	1.1	1.4	1.2	1.3	1.4	1.2	1.5

Table 2 Technical documents — old cohort reports

Wave/year	Technical report/paper
Wave 5 / 1999	The year 9 class of 1995 in 1999: Activities and experiences
Wave 6 / 2000	The year 9 class of 1995 in 2000: Experiences in education and employment
Wave 7 / 2001	The year 9 class of 1995 in 2001: Education, employment and experiences
Wave 8 / 2002	The year 9 class of 1995 in 2002
Wave 9 / 2003	The year 9 class of 1995 in 2003
Wave 10 / 2004	The year 9 class of 1995 in 2004
Wave 11 / 2005	The 1995 LSAY year 9 Cohort: 24 year-olds in 2005

### Other technical papers

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

Table 3 provides a summary of the existing technical papers/reports for the Y95 cohort.

Technical papers numbers 8, 15 and 48 can be accessed at: [www.lsay.edu.au/data/31274.html](http://www.lsay.edu.au/data/31274.html).

Technical paper number 14 can be accessed at: [www.lsay.edu.au/publications/21085.html](http://www.lsay.edu.au/publications/21085.html).

Table 3 Technical documents — other technical papers

Technical report/paper	Title
Technical paper no. 8	Samples and sampling for the Y95 LSAY cohort
Technical paper no. 14	The measurement of socioeconomic status and social class in the LSAY project

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<b>Technical report/paper</b>	<b>Title</b>
Technical paper no. 15	Weighting the 1995 Year 9 cohort sample for differential response rates and sample attrition
Technical paper no. 48	Estimating attrition bias in the Year 9 cohorts of the Longitudinal Surveys of Australian Youth

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## Accessing the data

LSAY data files are deposited annually with the Australian Data Archive (ADA) (formerly the Australian Social Science Data Archive) 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.

The data can be accessed by:

- completing the 'Application to access LSAY' restricted data form and the LSAY 'User undertaking' form, available from the Australian Data Archive LSAY information page: <<http://www.ada.edu.au/longitudinal/lsay>>
- returning the completed forms via email to the Australian Data Archive at <[ada@anu.edu.au](mailto:ada@anu.edu.au)>.

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: <[lsayrequests@ncver.edu.au](mailto:lsayrequests@ncver.edu.au)>  
Telephone: +61 8 8230 8400

### **Australian Data Archive**

Email: <[ada@anu.edu.au](mailto:ada@anu.edu.au)>  
Telephone: 02 6125 2200  
Fax: 02 6125 0627

For those interested in more historical data, the current LSAY program has been built on the following two surveys conducted by the Australian Council for Educational Research:

- Youth in Transitions (YIT) — from 1978 to 1996
- Australian Youth Survey (AYS) — from 1989 to 1997.

Both these data files form part of the LSAY suite and are retained at the Australian Data Archive, where they are available for use by researchers.

### **Specific data requests**

A specific data request allows you to ask for specific tables and/or data analysis to be undertaken by NCVER without the need for you to obtain full sets of the data. A specific data request can be made to <[lsayrequests@ncver.edu.au](mailto:lsayrequests@ncver.edu.au)>.

There are fees and charges applicable for all data requests that require more than one hour to prepare. Please refer to NCVER's policy on charging: <[www.ncver.edu.au/statistic/21075.html#protocols](http://www.ncver.edu.au/statistic/21075.html#protocols)>.

### **LSAY data releases**

Information about the latest LSAY data releases is available from the LSAY website: <[www.lsay.edu.au/data/latest.html](http://www.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 alert page at: [www.lsay.edu.au/newsevents/subscribe.html](http://www.lsay.edu.au/newsevents/subscribe.html). For further information, see the section on 'Using this guide', sub-section 'Registration'.

## Data restrictions

Data use is restricted to research and data are not to be used for commercial or financial gain. In addition, LSAY data users must agree to refrain from reporting student achievement information by school sector for the Y03 and Y06 cohorts. This reflects permission requirements agreed at the time the data were collected.

Further conditions of use are outlined in the LSAY 'User undertaking' form, which is available from the Australian Data Archive LSAY information page: <http://www.ada.edu.au/longitudinal/lsay>. The conditions of use are as follows:

1. Use of the material is restricted to use for statistical purposes. This means the user can only use the material to produce information of a statistical nature. Examples of such uses are:
  - a. the manipulation of data to produce means, correlations or other descriptive summary measures
  - b. the estimation of population characteristics from sample data
  - c. the use of data as input to mathematical models and for other types of analyses (for example, factor analysis)
  - d. the provision of graphical and pictorial representation of characteristics of the population or subsets of the population.
2. The material is not to be used for any non-statistical purposes, or for commercial or financial gain without the express written permission of the Australian Data Archive National Manager. Examples of non-statistical purposes include (but are not limited to):
  - a. transmitting or allowing access to the data in part or whole to any other person/department/organisation not a party to this undertaking
  - b. attempting to match unit record data in whole or in part with any other information for the purposes of attempting to identify individuals.
3. Statistical tables, graphs etc. obtained from analysis of these data may be further disseminated provided that the user:
  - a. identify the primary investigators, data series and version number, and data distributors by including the bibliographic reference for the data file
  - b. acknowledge another archive where the data file is made available through the Australian Data Archive by another archive
  - c. declare that those who carried out the original analysis and collection of the data bear no responsibility for the further analysis or interpretation of them.
4. Use of the material is solely at the user's risk and the user must indemnify the Australian Data Archive (ADA) and the ADA consortium members (the Australian National University, the University of Melbourne, the University of Queensland, the University of Technology, Sydney and the University of Western Australia), the National Centre for Vocational Education Research (NCVER) and the Commonwealth of Australia against any liability, loss or expense incurred by the ANU, ADA, NCVER or Commonwealth arising from any action taken against them resulting from unauthorised use or duplication of material, or any other breach of conditions set out in the undertaking.
5. The Australian National University and the Australian Data Archive are not held responsible for the accuracy and completeness of the material supplied.

6. Where applicable:
  - a. the user must draw the terms and conditions of the undertaking to the attention of persons within the department/organisation who shall make use of the material
  - b. the Australian Data Archive (ADA) and the ADA consortium members (the Australian National University, the University of Melbourne, the University of Queensland, the University of Technology, Sydney and the University of Western Australia), the National Centre for Vocational Education Research and the Commonwealth of Australia shall not be held liable for any breach of the undertaking.
7. LSAY student achievement information cannot be reported at the school sector aggregate for the LSAY 2003 and 2006 cohorts.
8. Where research findings based on LSAY are published, or otherwise placed in the public arena, the user must agree to provide the Australian Data Archive and the National Centre for Vocational Education Research with the bibliographic details and, where available, online links to any published work (including journal articles, books or book chapters, conference presentations, theses or any other publications or outputs) based wholly or in part on the material.

## Overview of the LSAY questionnaires

In the first survey wave, reading and numeracy tests were administered to students in their schools to provide information on school achievement. Students also completed a background questionnaire about their educational and vocational plans and attitudes to school; the questionnaire also collected information on the students themselves, their family, and institutional factors, which can help explain performance differences.

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

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

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

The focus of the questionnaires changes as the cohort ages, from a school and study focus when they are younger to more of an employment focus in later years. For instance, Sections A and B were no longer asked after wave 8 for the Y95 cohort and Sections C, E and F occurred only after wave 3. Section D was the only section to be asked in every wave of the Y95 cohort.

The Y95 questionnaires are contained within the series of Y95 codebooks. LSAY codebooks can be accessed at: <[www.lsay.edu.au/data/31274.html](http://www.lsay.edu.au/data/31274.html)>. Table 1 provides a summary of the available codebooks.

# The LSAY data

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

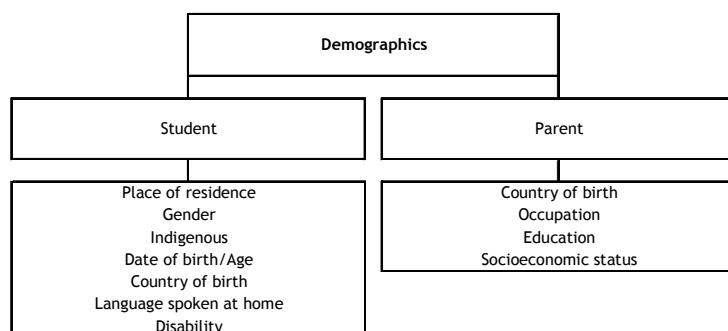
## Topic areas

The topic areas are comprised of four hierarchical levels:

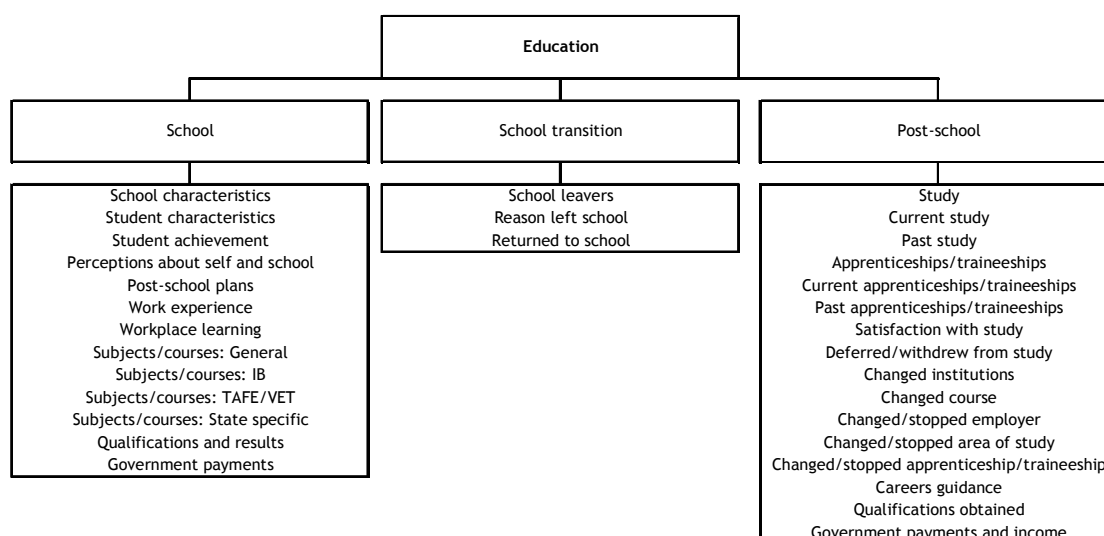
- *Major topic areas* are the broadest topic area. There are four major topic areas.
- *Sub-major topic areas* are subdivisions of the major topic areas. There are 11 sub-major topic areas.
- *Minor topic areas* are subdivisions of the sub-major topic areas. There are about 80 sub-major topic areas.
- *Data elements* are subdivisions of the minor topic areas. There are about 800 data elements.

The four major topic areas include *Demographics, Education, Employment* and *Social*. The divisions of these major topic areas into sub-major topic areas and minor topic areas are illustrated in figures 1 to 4.

**Figure 2 Major topic area 1 — Demographics**

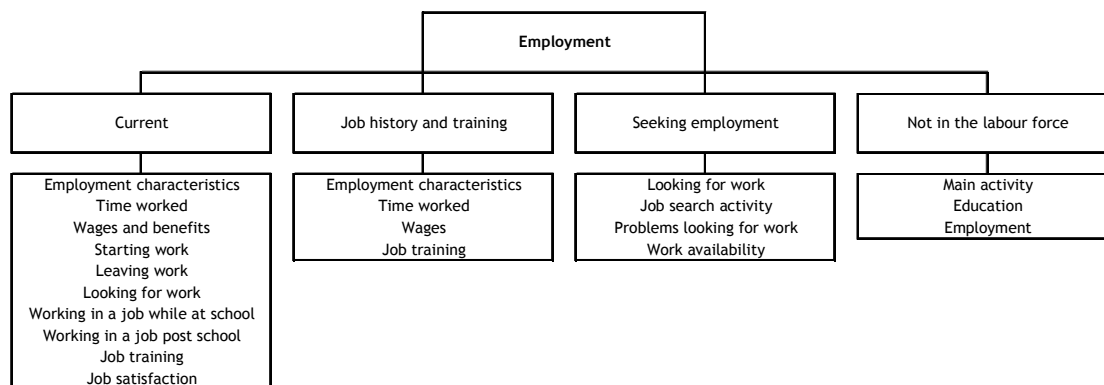


**Figure 3 Major topic area 2 — Education**

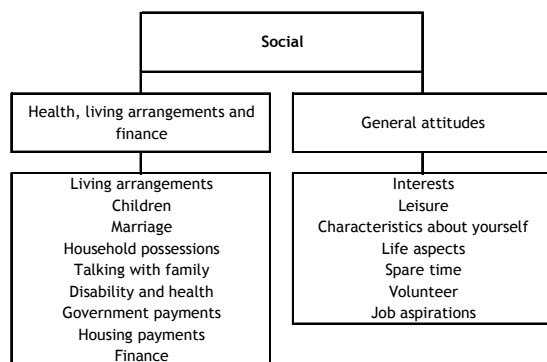


IB = International baccalaureate

**Figure 4 Major topic area 3 — Employment**



**Figure 5 Major topic area 4 — Social**



## Topic maps

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

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

**Table 4 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 across waves. In some instances, a data element may represent a single variable (when not collected across multiple waves). Information about each data element is contained in the supplementary sections (*Data elements A to D*) of this *User guide*. They can be accessed at: <[www.lsay.edu.au/publications/2122.html](http://www.lsay.edu.au/publications/2122.html)> under the ‘Supporting documents’ tab.

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

**Table 5** *User guide* data element documents

<i>User guide</i>	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

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

- *Data element* — the data element name
- *Purpose* — the information provided by the data element
- *Variables* — the variable name(s) which correspond to this data element
- *Variable type* — whether the variable(s) is/are in numeric or character format
- *Question number/label* — the variable label; this includes the question number (where applicable) and a short description of the variable(s)
- *Values* — the possible values each variable can take and corresponding formats
- *Base population* — the syntax for the number of respondents eligible to answer the corresponding question (note that base populations are currently only available for waves 10 to 12 (2004–06)).
- *Notes* — other information

## Variable listing/metadata workbook

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

The metadata workbook can be accessed at: < [www.lsay.edu.au/publications/2621.html](http://www.lsay.edu.au/publications/2621.html) > under the ‘Data’ tab.





- 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.

# Variable naming conventions

## Standard variables

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

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

For example, the variable AD003 refers to:

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

## Non-standard variables

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

**Table 6 Non-standard variables**

Non-standard variable	Examples of non-standard variable names	Description
Demographics	SEX INDIG	Demographic variables, such as gender and Indigenous status, tend to be descriptive rather than adopt a naming convention
School characteristics	STATE SCHTYP	School characteristics, such as state of the school and school sector, tend to be descriptive rather than adopt a naming convention
Student achievement	TOT_MATH M_ACHQ	Student achievement, such as maths scores and maths achievement quartiles, tend to be descriptive rather than adopt a naming convention
Derived variables on post-school education and training — wave 7	GCCESC1	<p>Four sequences of derived variables were constructed for wave 7 to capture episodes of post-school education and training.</p> <p>From wave 7, data were collected on courses commenced and withdrawn <i>since the last interview</i>. Prior to wave 7, data were collected on post-school education and training <i>at the time of interview</i> only.</p> <p>Four sequences of derived variables were constructed for wave 7 to capture episodes of post-school education and training.</p> <p><i>For further information about derived variables contained in wave 7, see pp. 4 to 79 of 'Codebook: Technical Report Number 27' &lt;<a href="http://www.lsay.edu.au/publications/2037.html">www.lsay.edu.au/publications/2037.html</a>&gt;.</i></p>
Derived variables — All waves	XLFS2006 XHSL2006	<p>Derived variables have been constructed across all waves to summarise key information such as labour force status and highest school level.</p> <p><i>For further information about derived variables see the section on 'Derived variables' in this User guide.</i></p>
IN flag	IN1996 IN2006	<p>IN flags have been created for each survey year to indicate whether a respondent participated in the survey in that year. If the value of the IN flag is equal to 1, this indicates the respondent participated in the survey for that year.</p> <p>IN flag variables are denoted by the two characters 'IN' followed by four-digits for the survey year.</p>

Non-standard variable	Examples of non-standard variable names	Description
Interview dates	DINT98 MINT98 YINT98 INTDAT98 INTSAS98	Day of interview, month of interview, and year of interview are collected each survey year and consolidated into an interview date variable.  Interview date variables are denoted by DINT for day of interview, MINT for month of interview, YINT for year of interview, and INTDAT for the consolidated interview date (in both character and SAS® date format) followed by two-digits for the survey year.
Sample items	SAMP103 SAMP406	Sample items that look at information from previous years' surveys have been created to enable more efficient and effective direction of questions. For example, the variable SAMP103 looks at whether a respondent was at school in the previous year. Questions relating to school would then only be asked of those who were recorded as being at school in the previous year.  Sample items are denoted by the four characters 'SAMP' followed by one-digit denoting the sample item followed by two-digits for the survey year.
Weights	WT06GEN ACH06WT WT2006	Weight variables are denoted by the two characters 'WT' either at the beginning or end of the variable name.  Note that revised weights for 2006 have replaced the original weights. The original weights have been retained on the data file and renamed (denoted by an _X suffix) to differentiate them from the revised weights. The revised weights have been renamed to the original weight names to ensure the correct weights are used.  <i>For further information about weights see section, 'Sample and survey design — Weights' of this User guide.</i>

## Historical variable names

From wave 1 (1995) to wave 10 (2004), a chronological variable naming convention was used. These variable names did not reflect the survey year/wave, questionnaire section and/or question numbers within the questionnaires, but took the format V1, V2 ... V5498.

This approach to naming variables was superseded in wave 11 (2005) by the standard variable naming convention described above. All old variable names were subsequently updated in the data set to reflect the new standard variable naming convention.

For this reason, the variable names in the existing technical documents do not correspond directly with the current data sets. Variable names can, however, be determined from the survey year/wave, questionnaire section and section number (see section, 'Variable naming conventions'). Alternatively, a variable concordance file that maps the old to new variable names can be accessed at: <[www.lsay.edu.au/publications/2122.html](http://www.lsay.edu.au/publications/2122.html)> under the 'Supporting documents' tab.

## Derived variables

A series of derived variables have 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 7 summarises the series of additional derived variables available on the Y95 dataset.

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

Detailed technical documentation outlining how the variables are derived as well as their properties is available. This can be accessed at: < [www.lsay.edu.au/publications/2531.html](http://www.lsay.edu.au/publications/2531.html) > under the 'Publication' tab.

**Table 7 Derived variables**

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

## Sample and survey design

The Y95 cohort is a nationally stratified sample of students who were in Year 9 in 1995. The major stratum considered in the design was the state of schooling in 1995. Students from small states were over-sampled, and those from larger states were under-sampled. The selection of students within states was proportional relative to school sector. Three school sectors were used as strata: government, Catholic and independent schools.

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

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

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

One year later, these students were contacted and they completed another written questionnaire, which was followed by annual telephone interviews until 2006. Respondents who missed a survey wave were excluded from subsequent survey waves.

Further information regarding survey design for the Y95 cohort can be found in LSAY technical paper no. 8, *Samples and sampling for the Y95 LSAY cohort*, which can be accessed at: <[www.lsay.edu.au/publications/1932.html](http://www.lsay.edu.au/publications/1932.html)>.

### Response rates

The Y95 cohort initially surveyed 13 613 young people when they were in Year 9. In the second year of the survey, a paper-based questionnaire was used. This resulted in a higher than expected drop-out. Therefore in 1997, the survey was rebuilt and a computer-assisted telephone interview (CATI) system was implemented. This resulted in an increase in sample size from 9 837 to 10 307. From 1997 onwards the CATI system has been used and the overall attrition rate is 8–10% per year.

Table 8 shows the sample sizes and response rates for each wave of the LSAY Y95 cohort from 1995 to 2006.

**Table 8 Sample sizes and response rates**

	Wave/year											
	1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
Age at 30 Jun	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24.5	25.5
Sample size (n)	13 613	9 837	10 307	9 738	8 783	7 889	6 876	6 095	5 354	4 660	4 233	3 914
% of wave 1	100	72.3	75.7	71.5	64.5	58	50.5	44.8	39.3	34.2	31.1	28.8
% of previous wave	-	72.3	104.8	94.5	90.2	89.8	87.2	88.6	87.8	87.0	90.8	92.5

## Attrition

Survey attrition is the phenomenon that occurs when not all respondents answer the survey in subsequent waves of interviewing. For the Y95 cohort, respondents who missed an interview could not be interviewed in subsequent waves.

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

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

## Weights

In order for the LSAY sample to more accurately represent the population of Australian Year 9 students in 1995, the collected sample must be weighted to account for differences in sampling fractions and response rates among the population.

There are two weighting procedures applied to the LSAY data:

1. *Sample weights*: these reflect the original sample design, and ensure that the sample matches the population from which the sample was drawn. In the case of LSAY, the sample weights sum to the sample size. For example, the sample weights add to 13 613 in wave 1, 9837 in wave 2 etc. The distribution of stratum levels (state and school sector) matches that of the original population. For example, students from states and territories with smaller numbers of Year 9 students are over-sampled and students from states with larger numbers of Year 9 students are under-sampled. In order for the sample to more accurately represent the population of Australian Year 9 students, the sample is weighted so that sample sizes within strata are proportionate to the population sizes of the strata.
2. *Attrition weights*: these account for most of the non-random respondent attrition. LSAY attrition weights are based on overall achievement quartiles and gender, and reweight to wave 1.

The final LSAY weights for each wave combine sampling and attrition weights. Weighted data are presented in all cohort reports unless otherwise stated.

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

Table 9 shows the three different types of available weights and the variable naming convention for each, where *YY* or *YYYY* denotes the survey year at two or four digits respectively.

**Table 9 Weight variables**

Weight	Variables
Sample weight	WTYYGEN
Attrition weight	ACHYYWT
Final weight	WTYYYY

Note that revised weights for 2006 have replaced the original weights. The original weights have been retained on the data file and renamed (denoted by an \_X suffix) to differentiate them from the revised weights. The revised weights have been renamed to the original weight names to ensure the correct weights are used.

## Reliability of estimates

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

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

In the LSAY cohort reports, estimates obtained from sample sizes of less than five respondents have been highlighted using double asterisks (that is, 5.0\*\*), and estimates which have a relative standard error greater than 25% are indicated by a single asterisk (that is, 5.0\*).

### Sources of error

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

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

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

### Standard errors

The standard error of an estimate indicates the accuracy to which that estimate approximates the true population parameter. There are multiple methods for calculating the standard errors in complex surveys. One method that is commonly used is the Taylor series expansion<sup>2</sup>. This technique has been applied to obtain estimates of standard errors for the LSAY cohort reports. These standard errors are then used to determine confidence intervals and relative standard errors. The three measures are all used to determine the reliability of the estimate of interest. In particular, the relative standard error enables a comparison of the accuracy between two estimates.

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<sup>2</sup> For further information on this technique, users are encouraged to read Cochran (1977), *Sampling Techniques*, 3<sup>rd</sup> edition, John Wiley and Sons, sections 11.18, 11.91 and 11.20.



## 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.

## Relative standard error

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

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

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

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

## Examples

Consider the following estimates of highest school level completed (XHSL2006) by 2006 in the Y95 cohort (obtained from the Y95 cohort reports for 2006). In this example, the estimation from the entire sample (large sample) is compared with the estimates obtained from Indigenous respondents (small sample).

**Table 10** Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y95 cohort in 2006 for a large sample (all respondents)

Level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	3372	83.4	0.8161	0.978	81.82	85.02
Year 11	261	7.1	0.5644	7.920	6.02	8.23
Year 10	254	8.8	0.6367	7.261	7.52	10.02
Year 9 or below	27	0.7	0.1550	22.861	0.37	0.98
<b>Total</b>	<b>3914</b>	<b>100.00</b>				

**Table 11 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y95 cohort in 2006 for a small sample (Indigenous respondents)**

Level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	40	55.6	8.6885	15.615	38.26	73.02
Year 11	9	12.5*	5.0966	40.633	2.35	22.74
Year 10	10	30.8*	9.0229	29.293	12.75	48.85
Year 9 or below	2	1.0**	0.7699	76.107	0.00	2.55
<b>Total</b>	<b>61</b>	<b>100.00</b>				

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

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

Using this example, we can see the estimate for Indigenous respondents who finished Year 9 or below (1.0) has a relative standard error of 76.107 and is much less reliable than the estimate obtained using the whole sample (0.7) with a relative standard error of 22.861. Further, in this example, we would not recommend using any of the estimates obtained from the Indigenous respondents, with the exception of Year 12 completions.

The interpretation of the confidence intervals (consider Year 12 for Indigenous respondents in table 11) is, we are 95% confident that the true population estimate of Year 12 completion lies between 38.26 and 73.02%.

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

## Classifications and code frames

There are a number of variables contained in the LSAY datasets that are coded using standard classifications. The information for these variables is collected using open-ended questions and verbatim responses are recorded. These responses are 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 a variety of ways. This section provides a summary of the classifications and code frames used for each survey wave.

**Table 12 Summary of classifications and code frames used in the LSAY Y95 dataset**

Wave/year	Education	Occupation	Industry	Institution
1/1995	Not applicable	ASCO first edition	ANZSIC	Not applicable
2/1996	Not applicable	ASCO first edition	ANZSIC	Institution code frame 1
3/1997	Area of study	ASCO first edition	ANZSIC	Institution code frame 1
4/1998	Area of study	ASCO first edition	ANZSIC	Institution code frame 1
5/1999	Area of study	ASCO first edition	ANZSIC	Institution code frame 1
6/2000	FOSCTEC	ASCO second edition	ANZSIC	Institution code frame 1
7/2001	FOSCTEC	ASCO second edition	ANZSIC	Institution code frame 1
8/2002	FOSCTEC	ASCO second edition	ANZSIC	Institution code frame 1
9/2003	FOSCTEC	ASCO second edition	ANZSIC	Institution code frame 1
10/2004	FOSCTEC	ASCO second edition	ANZSIC	Institution code frame 1
11/1005	FOSCTEC	ASCO second edition	ANZSIC	Institution code frame 2
12/2006	FOSCTEC	ASCO second edition	ANZSIC	Institution code frame 2

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

### Education

For waves 1 and 2 of the Y95 cohort, no variable related to area of study was collected.

A coding framework for the LSAY was devised specifically for waves 3 to 5 of the survey for the area of study. This coding framework can be accessed at:

<[www.lsay.edu.au/publications/2122.html](http://www.lsay.edu.au/publications/2122.html)> under the ‘Supporting documents’ tab.

Field of study classification of tertiary education courses (FOSCTEC) was used to code the area of study for the remaining waves (waves 6 to 12). This classification was officially superseded by the Australian Standard Classification of Education (ASCED) in 2000. However, to maintain a consistent code frame, FOSCTEC was used for the life of the survey.

FOSCTEC classifications are no longer readily available on the ABS website. The ASCED classification<sup>3</sup> does provide correspondence tables between FOSCTEC and ASCED. The FOSCTEC classification can be accessed at: <[www.lsay.edu.au/publications/2122.html](http://www.lsay.edu.au/publications/2122.html)> under the 'Supporting documents' tab.

## **Occupation**

The Australian Standard Classification of Occupations<sup>4</sup> (ASCO) first edition was used to code occupations for waves 1 to 5. From 2000, ASCO second edition was used.

## **Industry**

The Australian and New Zealand Standard Industrial Classification<sup>5</sup> (ANZSIC) 1993 was used to code industries for the life of the survey.

## **Institution**

Institution code frames have been developed to enable consistent coding of education institutions. The first code frame uses four digits to code institutions up to and including wave 10 (2004).

The code frame was revised to incorporate information about the institution campus and uses six digits to code institutions (including campus) from wave 11 (2005).

These institution code frames can be accessed at: <[www.lsay.edu.au/publications/2122.html](http://www.lsay.edu.au/publications/2122.html)> under the 'Supporting documents' tab.

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<sup>3</sup> ABS 2001, *Australian Standard Classification of Education (ASCED)*, cat. no. 1272.0, ABS, Canberra.

<sup>4</sup> ABS 1997, *Australian Standard Classification of Occupations*, 2<sup>nd</sup> edn, cat. no. 1220.0, ABS, Canberra.

<sup>5</sup> ABS 1993, *Australian and New Zealand Standard Industrial Classification*, cat. no. 1292.0, ABS, Canberra.

## Topic maps

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

The digits within the table indicate the:

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

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

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

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

**‘Topic map 4: Education — School transition’** contains school transition information relating to school leavers, reasons for leaving school and reasons for returning to school.

**‘Topic map 5: Education — Post-school’** contains post-school education information relating to: study (including current study, past study and apprenticeships and traineeships); reasons for withdrawing/deferring from study; changes in study details (including changes to course, institution, employer, and apprentice or traineeship; satisfaction with study; careers guidance, qualifications obtained (as recorded in wave 12 only) and government payments and income.

It is worth noting that in the minor topic area:

- *Study* may refer to past and/or current study as well as apprenticeships and traineeships (for some waves).
- *Current study* may refer to apprenticeships and traineeships (for some waves).
- *Past study* may refer to apprenticeships and traineeships (for some waves).
- *Apprenticeship/traineeships* may refer to past and/or current apprenticeships (for some waves).
- *Changed/stopped area of study* refers to apprentices and trainees only.

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

**‘Topic map 7: Employment — Job history and training’** contains respondents’ job history and training information relating to employment characteristics, time worked and job training undertaken.

**‘Topic map 8: Employment — Seeking employment’** contains information about respondents’ seeking employment including the type of work they are looking for (full-time

or part-time), job search activity, problems looking for work, months spent looking for work and work availability.

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

**‘Topic map 10: Social — Health, living arrangements and finance’** contains respondents’ information about living arrangements, marriage, children, disability and health, finance, government payments, housing payments, household possessions and whether they talk with their family.

**‘Topic map 11: Social — General attitudes’** contains respondents’ information about their interests, what they do in their leisure time, characteristics about the respondent, life aspects, what they do in their spare time, any volunteer work undertaken and their job aspirations at age 25 (recorded when they were about 20 or 21).

### Topic map 1: Demographics — Student

**Table 13 Demographics — Student**

Minor topic area	Data element	Wave/year		
		1/1995	3/1997	7/2001
Place of residence	Size of place of residence	1		
	State		1	1
Gender	Sex	1		
Indigenous	ATSI	1		
Date of birth/age	Date of Birth - Day	1		
	Date of Birth - Month	1		
	Date of Birth - Year	1		
	Date of birth	1		
	Date of birth - SAS® date	1		
	Age	1		
Country of birth	Country of birth	1		
	Country of birth: Australia	1		
	Country of birth: All	1		
	Country of birth: 3 categories	1		
	Country of birth: Major groups	1		
	Year of arrival in Australia	1		
Language spoken at home	Language spoken at home	1		
	Language spoken at home: All	1		
	Language spoken at home: English/other	1		
	Language spoken at home: Recoded	1		
	Language spoken at home: 2 categories	1		
	Language spoken at home: 4 categories	1		
	Frequency of English spoken at home	1		

Minor topic area	Data element	Wave/year		
		1/1995	3/1997	7/2001
Disability	Disability	1		
	Disability type	1		
	Disability type: All	1		
	Disability type: Recognised	1		



**Topic map 2: Demographics — Parent****Table 14 Demographics — Parent**

Minor topic area	Data element	Wave/year
		1/1995
Country of birth	Mother's country of birth	1
	Mother's country of birth: Australia	1
	Mother's country of birth: All	1
	Mother's country of birth: 3 categories	1
	Mother's country of birth: Major groups	1
	Father's country of birth	1
	Father's country of birth: Australia	1
	Father's country of birth: All	1
	Father's country of birth: 3 categories	1
	Father's country of birth: Major groups	1
	Parents' country of Birth: 3 categories	1
Occupation	Mother's occupation	1
	Mother's occupation (ASCO)	1
	Mother's occupation (ASCO - inc assumptions)	1
	Mother's occupation (ASCO - minor groups)	1
	Father's occupation	1
	Father's occupation (ASCO)	1
	Father's occupation (ASCO - inc assumptions)	1
	Father's occupation (ASCO - minor groups)	1
Education	Mother's education level	1
	Mother's education level: Schooling	1
	Mother's education level: Qualification	1
	Father's education level	1

Minor topic area	Data element	Wave/year
		1/1995
	Father's education level: Schooling	1
	Father's education level: Qualification	1
	Parents' education level	1
	Parents' education level: Schooling	1
	Parents' education level: Qualification	1
	Parents' education level: Qualification (both)	1
Socioeconomic status	SES 1-4: Mother's occupation (ASCO - minor groups)	1
	SES 1-4: Mother's occupation (ASCO - inc assumptions)	1
	Class: Mother's occupation (ASCO)	1
	ISEI score: Mother's occupation (ASCO)	1
	ANU3 Score for Mother's Occupation	1
	SES 1-4: Father's occupation (ASCO - minor groups)	1
	SES 1-4: Father's occupation (ASCO - inc assumptions)	1
	Class: Father's occupation (ASCO)	1
	ISEI score: Father's occupation (ASCO)	1
	ANU3 Score for Father's Occupation	1
	Parent's occupation: 4 categories	1

### Topic map 3: Education — School

**Table 15 Education — School**

Minor topic area	Data element	Wave/year							
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002
School characteristics	School name	1							
	School state	1		1	2			1	
	School sector	1		1	1				
	Class	1							
	School offers Years 11 and 12			1					
	School offers IB			1					
	School state (confirmation)			1	1			1	1
	School state (for subject list)			1					
Student characteristics	Year level	1	1	1	1	1	1	1	1
	At school		1	1	1	1	1	1	1
	At school last year								1
	Left school		1						
	Changed schools/Still at (name of school)			1	1				
	Changed schools: Month left school			1					
	Changed schools: Year left school			1					
	Changed schools: Main reason left school			1					
Student achievement	Number of subjects				1				
	Score for maths	1							
	Score for reading	1							
	Maths achievement quartiles	1							
	Reading achievement quartiles	1							
Perceptions about self and school	Overall achievement quartiles	1							
	English	1	1						
	Maths	1	1						
	Science		1						

Minor topic area	Data element	Wave/year							
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002
	Humanities and social sciences		1						
	Arts		1						
	LOTE		1						
	Technology		1						
	Economics and business		1						
	Physical education		1						
	Overall	1							
	Life at school: Interesting work	1		1					
	Life at school: Teachers fair	1							
	Life at school: Learn important things	1							
	Life at school: Learn to work hard	1							
	Life at school: Feel happy	1		1					
	Life at school: Teachers listen	1							
	Life at school: Achieve stand satisfactory to me	1							
	Life at school: Like learning	1		1					
	Life at school: Enjoy being there	1		1					
	Life at school: Preparation for future	1							
	Life at school: Like to ask questions	1							
	Life at school: Give marks I deserve	1							
	Life at school: Useful skills	1							
	Life at school: Satisfactory standard in my work	1							
	Life at school: Do extra work	1		1					
	Life at school: Take personal interest	1							
	Life at school: I Like to go to school	1		1					
	Life at school: Enjoy what I do	1		1					
	Life at school: Try to do my best	1							
	Life at school: Help in adult life	1							
	Life at school: Can cope with work	1							

Minor topic area	Data element	Wave/year							
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002
	Life at school: Teachers help me	1							
	Life at school: Get excited about work	1		1					
	Life at school: Learning is fun	1		1					
	Life at school: Chance to do interesting work	1							
	Life at school: Can be successful	1							
	Life at school: Worthwhile learning	1							
	Life at school: Feel safe secure	1							
	Life at school: Treated fairly in class	1							
	Life at school: Success as student	1							
	Homework: Frequency		1						
	Homework: Frequency of extra work		1						
	Homework: Total hours per week		1						
	Classes: Students eager		1						
	Classes: Students progress		1						
	Classes: Students worked hard		1						
	Classes: Students well behaved		1						
	Teachers: Know subject		1						
	Teachers: Explain clearly		1						
	Teachers: Well prepared		1						
	Teachers: Communicate		1						
	Teachers: Maintain interest		1						
	Teachers: Manage discipline		1						
	Extra activities: Sport		1						
	Extra activities: Community work		1						
	Extra activities: Music		1						
	Extra activities: Debating		1						
	Extra activities: Drama/dance		1						
	Extra activities: Camps/excursions		1						

Minor topic area	Data element	Wave/year							
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002
	School Overall: Interested teachers		1						
	School Overall: Discipline		1						
	School Overall: Student learning		1						
	School Overall: School spirit		1						
Post-school plans	Year level plan to leave school	1							
	Year level plan to leave/left school		1						
	Plan to complete Year 12			1					
	Student plans: Full-time job	1	1						
	Student plans: Part-time job	1	1						
	Student plans: Full-time study	1	1						
	Student plans: Part-time study	1	1						
	Student plans: Don't know	1	1						
	Student plans: Verbatim	1	1						
	Student plans (after finishing Year 12)			1					
	Student plans (after leaving school)			1	1	1	1	1	1
	Parents plans: Full-time job	1	1						
	Parents plans: Part-time job	1	1						
	Parents plans: Full-time study	1	1						
	Parents plans: Part-time study	1	1						
	Parents plans: Don't know	1	1						
	Parents plans: Verbatim	1	1						
	Study plans	1							
	Study plans: Type	1	1						
	Study plans: Other		1						
Future job		1							
Work experience	Work experience		1						
	Number of weeks		1						
	Teaches what work is really like		1						

Minor topic area	Data element	Wave/year							
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002
	Teaches about people		1						
	Teaches about instructions		1						
	Teaches about think for self		1						
	Teaches about confidence		1						
	Teaches about job skills		1						
	Teaches about work conditions		1						
	Teaches about your future career		1						
	At school			1					
	Number of days			1					
Workplace learning	Workplace learning			1	1				
	Number of days			1					
	Program name			1					
	Kind of study			1					
	Reasons: Interest			1					
	Reasons: Area like to work in			1					
	Reasons: Other			1					
	Reasons: Compulsory			1					
	Reasons: Help with Job			1					
	Reasons: Help with TAFE			1					
	Reasons: Teaches what to expect at work			1					
Subjects/courses: General	Studying ACT or NSW subjects/courses			1	1				1
	Subjects/courses			9					
	English				1			1	
	LOTE				1			1	
	Mathematics				1			1	
	Science				1			1	
	Business Studies				1			1	
	Humanities or SOSE				1			1	

Minor topic area	Data element	Wave/year							
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002
	Creative/Performing Arts				1		1		
	Health or PE				1		1		
	Computing				1		1		
	Home Economics				1		1		
	Technology/Technical Studies				1		1		
Subjects/courses: IB	Studying for IB			1	1				
	Doing only IB subjects			1					
	IB subjects (non-core) A			1					
	IB subjects (non-core) B			1					
	IB subjects (non-core) C			1					
	IB subjects (non-core) D			1					
	IB subjects (non-core) E			1					
	IB subjects (non-core) F			1					
	IB subjects (non-core) G			1					
	IB subjects (non-core) H			1					
	IB subjects (non-core) I			1					
Subjects/courses: TAFE/VET	TAFE/VET subjects			1					
	TAFE/VET subjects count toward certificate			1					
	TAFE/VET subjects part of apprenticeship/traineeship			1					
	TAFE subjects				1				
	TAFE subjects part of apprenticeship/traineeship				1				
	VET subjects				1				
	VET subjects part of apprenticeship/traineeship				1				
Subjects/courses: State-specific	English				24				
	LOTE				9				
	Mathematics				30				



Minor topic area	Data element	Wave/year							
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002
	Science				21				
	Business Studies				34				
	Humanities or SOSE				44				
	Creative/Performing Arts: Art				43				
	Health or PE				21				
	Computing				20				
	Home Economics				31				
	Technology/Technical Studies				52				
	Other				20				
Qualifications and results	Awarded certificate					1	1	1	1
	Certificate name					1	1	1	1
	Received any other certificate					1	1	1	1
	Received (state-specific) score					1	1	1	1
	Result					1	1	1	1
	Result - QLD						1		
	Result known							1	1
Government payments	Receiving AUSTUDY/ABSTUDY/YA			1	1	1	1	1	1
	Amount receive per fortnight (AUSTUDY/ABSTUDY/YA)			1	1	1	1	1	1
	Stay on at school without AUSTUDY/ABSTUDY			1	1	1	1	1	1

### Topic map 4: Education — School transition

**Table 16 Education — School transition**

Minor topic area	Data element	Wave/year						
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002
School leavers	Month left school	1		1	1	1	1	1
	Month/year left school		1					
	Year left school			1	1	1	1	1
	Year level when left school		1	1	1	1	1	1
	Still not at school			1	1			
	Main activity	1	1	1	1	1	1	1
	Main activity: Other	1						
	Feelings about having left school		1	1				
Reason left school	Earn own money	1	1	1				
	Not good at school	1	1	1				
	Parents	1						
	Wanted to get job	1						
	Didn't like school	1	1	1				
	Teachers	1	1	1				
	Other	1						
	Other (specified)	1						
	To get a job or apprenticeship		1	1				
	Do training that wasn't available at school		1	1				
	Financially difficult		1	1				
	School didn't offer desired subjects or courses		1	1				
	Main reason		1	1				
Returned to school	Main reason				5			

**Topic map 5: Education — Post-school**

**Table 17 Education — Post-school**

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
Study	Commenced study						3	1	2	1	1	1
	Still studying			2	2	2	11	5	4	4	4	4
	Confirmation of study							1	1	1	1	1
	Confirmation of deferred study							1	1	1	1	1
	Resumption of deferred study							1	1	1	1	1
	Study type						3	2	1	1	1	1
	Qualification type						7	1	1	1	1	1
	Main area of study						5	1	1	1	1	1
	Institution	1					3	1	1	1	1	1
	Full-time or part-time study	1										
	Month started study	1					3	1	1	1	1	1
	Year started study	1					3	1	1	1	1	1
	First preference						1					
Current study	Study type		1	1	1	1	1	1	1	1	1	1
	Qualification type		1				1	1	1	1	1	1
	Qualification name			1	9							
	Main area of study		1	1	1	1	1	1	1	1	1	1
	Institution		1	1	1	1	1	1	1	1	1	1
	Full-time or part-time study		1		1	1	8	3	3	3	3	3
	Hours per week attending formal classes		1									
	Month/year started study		1									
	Month started study			1	1	2	1	1	1	1	1	1

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Year started study			1	1	2	1	1	1	1	1	1
	Month/year expect to complete study		1									
	Month expect to complete study						1	1	1	1	1	1
	Year expect to complete study						1	1	1	1	1	1
Past study	Commenced study		1									
	Study type		1									
	Qualification name			1	1							
	Qualification type					1						
	Studying for this qualification at last interview			1	1	1						
	Completed study		1			1						
	Qualification obtained		1			1						
	Qualification obtained (since leaving school)			1	1	1						
	Qualification obtained (since last interview)			1	1	1						
	Main area of study		1	1	1	1						
	Institution		1	1	1	1						
	Full-time or part-time study		1	1	1	1	10	2	2	2	2	2
	Hours per week attending formal classes		1									
	Month/year started study		1									
	Month started study			1	1	1						
	Year started study			1	1	1						
	Month/year stopped study		1									
	Month stopped study					1	10	2	2	2	2	2
	Year stopped study					1	10	2	2	2	2	2
	Month completed study			1	1	1						
	Year completed study			1	1	1						
	Main reason not still studying			1	1	2						
	Study completed/withdrawn/deferred/changed					1	7	1	1	1	1	1
Apprenticeships/traineeships	Still studying						3	2	2	2	2	2

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Confirmation of apprenticeship/traineeship							1	2	1	1	1
	Continuation of apprenticeship/traineeship								1			
	Certificate level						3	1	1	1	1	1
	Main area of study						3	1	1	1	1	1
	Employer type						3	1	1	1	1	1
	Classes off-the-job training at TAFE						3	1	1	1	1	1
	Provider of off-the-job training						3	1	1	1	1	1
	Full-time or part-time study											2
	Month started study						3	1	1	1	1	1
	Year started study						3	1	1	1	1	1
Current apprenticeships/traineeships	Main area of study		1									
	Employer type						1	1	1	1	1	1
	Classes off-the-job training at TAFE		1				1	1	1	1	1	1
	Provider of off-the-job training		1				1	1	1	1	1	1
	Full-time or part-time study											1
	Month/year started study		1									
	Month expect to complete study						3	1	1	1	1	1
	Month/year expect to complete study		1									
Past apprenticeships/traineeships	Main area of study		1									
	Classes off-the-job training at TAFE		1									
	Completed study		1									
	Study completed/withdrawn/deferred/changed						3	1	2	1	1	1
	Month/year started study		1									
	Month/year stopped study		1									
	Month stopped study						3	1	2	1	1	1
	Year stopped study						3	1	2	1	1	1

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
Satisfaction with study	Problem-solving skills				1	1	7	1	1	1	1	1
	Analytic skills				1	1	7	1	1	1	1	1
	Ability to work as a team member				1	1	7	1	1	1	1	1
	Confidence in tackling unfamiliar problems				1	1	7	1	1	1	1	1
	Communication skills				1	1	7	1	1	1	1	1
	Work planning				1	1	7	1	1	1	1	1
	Overall satisfaction				1	1	7	1	1	1	1	1
	Improved career prospects				1	1	7	1	1	1	1	1
Deferred/withdrew from study	Reasons: You had problems juggling study and work commitments							3	1	1	1	1
	Reasons: You wanted to get a job, apprenticeship or traineeship							7	1	1	1	1
	Reasons: Financially you couldn't afford to continue							7	1	1	1	1
	Reasons: You just lost interest, you never really wanted to study							7	1	1		
	Reasons: The course turned out to be not what you wanted							7	1	1	1	1
	Reasons: It wouldn't have led to a good job or career							7	1	1	1	1
	Reasons: You had been getting poor results							7	1	1	1	1
	Reasons: The study load was too heavy							7	1	1	1	1
	Reasons: You never really intended to complete the course							3	1	1	1	1
	Reasons: Because of problems with access or transport							7	1	1	1	1
	Reasons: Because of health or personal reasons							7	1	1	1	1
	Reasons: You just lost interest									1	1	1
	Reasons: You never really wanted to study									1	1	1
Main reason for deferring/withdrawing							7	1	1	1	1	
Changed institutions	Same institution							22	5	5	5	5
	Institution							21	5	5	5	5

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Reasons: The place you moved from wasn't your first choice						22	5	5	5	5	5
	Reasons: Moved to get better quality education						22	5	5	5	5	5
	Reasons: You had been getting poor results						22	5	5	5	5	5
	Reasons: The course wasn't exactly what you wanted						22	5	5	5	5	5
	Reasons: Desired course wasn't available at first institution						22	5	5	5	5	5
	Reasons: Because of easier access or better transport						22	5	5	5	5	5
	Reasons: Because of health or personal reasons						22	5	5	5	5	5
	Main reason for changing institution						21	5	5	5	5	5
	Month changed institution								1			
	Year changed institution								1			
Changed course	Same course							2	2	2	2	2
	Main area of study						2	1	1	1	1	1
	Reasons: Course costs were too high in the first course						6	2	2	2	2	2
	Reasons: The first course was a pre-requisite for the second course						6	2	2	2	2	2
	Reasons: You didn't like the first course						6	2	2	2	2	2
	Reasons: Turned out to be not what you wanted						6	2	2	2	2	2
	Reasons: Better career prospects from the second course						6	2	2	2	2	2
	Reasons: You had been getting poor results						6	2	2	2	2	2
	Reasons: The study load was too heavy						6	2	2	2	2	2
	Reasons: Would really have preferred to do the second course						6	2	2	2	2	2
	Reasons: Because of health or personal reasons						6	2	2	2	2	2
	Main reason changed course						6	2	2	2	2	2
	Month changed course								1		1	1
	Year changed course								1		1	1

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
Changed/stopped employer	Same employer						6	2	3	2	2	2
	Employer type						6	2	3	2	2	2
	Reason changed employer						9	2	3	3	3	3
	Reasons: Someone offered you a better job						6	2	3	2	2	2
	Reasons: You didn't get on with your boss or other people at work						6	2	3	2	2	2
	Reasons: You weren't happy with the on-the-job training						6			1	2	2
	Reasons: You weren't happy with the off-the-job training							2	3	1		
	Reasons: Because of problems with travelling or transport						6	2	3	2	2	2
	Reasons: Because of health or personal reasons						6	2	3	2	2	2
	Main reason changed employer						6	2	3	2	2	2
	Month changed employer						6	2	3	2	2	2
Year changed employer						6	2	3	2	2	2	
Changed/stopped area of study	Same main area of study						6					
	Main area of study						6					
	Reasons: You basically didn't like the type of work						6					
	Reasons: You weren't happy with the job prospects in that industry						6					
	Reasons: You didn't get on with your boss or other people at work						6					
	Reasons: You weren't happy with the off-the-job training						6					
	Reasons: You found the study or training too difficult						6					
	Reasons: Because of health or personal reasons						6					
	Main reason changed area of study						6					
	Month changed area of study						6					
	Year changed area of study						6					



Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
Changed/stopped apprenticeship/traineeship	Reasons: Someone offered you a better job						3	1	2	1	1	1
	Reasons: The pay was too low						3	1	2	1	1	1
	Reasons: You weren't happy with the job prospects in that industry						3	1	2	1	1	1
	Reasons: You basically didn't like the type of work						3	1	2	1	1	1
	Reasons: You didn't get on with your boss or other people at work						3	1	2	1	1	1
	Reasons: You weren't happy with the on-the-job training						3	1	2	1	1	1
	Reasons: You weren't happy with the off-the-job training						3	1	2	1	1	1
	Reasons: You found the study or training too difficult						3	1	2	1	1	1
	Reasons: Because of problems with travelling or transport						3	1	2	1	1	1
	Reasons: Because of health or personal reasons						3	1	2	1	1	1
Main reason changed/stopped apprenticeship/traineeship						3	1	2	1	1	1	
Careers guidance	Talked to careers guidance officer						1	1	1	1	1	1
	Completed questionnaire						1	1	1	1	1	1
	Helpfulness: Careers guidance officer						1	1	1	1	1	1
	Helpfulness: Questionnaire						1	1	1	1	1	1
	Helpfulness: Employer program						1	1	1	1	1	1
	Helpfulness: Job application assistance						1	1	1	1	1	1
	Helpfulness: Information about further study						1	1	1	1	1	1
	Attended on-campus employer program						1	1	1	1	1	1
	Received information on how to apply for a job						1	1	1	1	1	1
	Received information about further study						1	1	1	1	1	1

Minor topic area	Data element	Wave/year																						
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006												
Qualifications obtained	Certificate 1																						1	
	Certificate 2																							1
	Certificate 3																							1
	Certificate 4																							1
	Certificate (DK level)																							1
	Traineeship																							1
	Apprenticeship																							1
	Diploma																							1
	Advanced Diploma/Assoc Diploma																							1
	Bachelor degree																							1
	Bachelor with honours																							1
	(Post) Grad diploma/cer																							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
	Non-formal: First Aid Certificate																							1
	Non-formal: Responsible Serving of Alcohol																							1
	Non-formal: Responsible Conduct of Gambling																							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	

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
Government payments and income	Receiving study payment (excluding supplement)		1	1	1	1	1	1	1	1	1	1
	Amount of study payment received per fortnight		1	1	1					1	1	1
	Receiving study supplement		1	1	1	1	1	1	1			
	Amount of study supplement received per fortnight		1	1	1							
	Receiving study payment (including supplement)					1	1	1	1			
	Sources of income: Paid work		2			1	1	1	1	1	1	1
	Sources of income: Parents or family		2			1	1	1	1	1	1	1
	Sources of income: Scholarship or cadetship		2			1	1	1	1	1	1	1
	Sources of income: Other government allowance		2			1	1	1	1	1	1	1
	Sources of income: Other		2			1	1	1	1	1	1	1
	Sources of income: Study payment (AUSTUDY/ABSTUDY)		1									
	Sources of income: None						1	1	1	1	1	1
	Course fees: None		2				1	1	1	1	1	1
	Course fees: Respondent		2				1	1	1	1	1	1
	Course fees: Parents/family		2				1	1	1	1	1	1
	Course fees: Employer		2				1	1	1	1	1	1
	Course fees: Government		2				1	1	1	1	1	1
	Course fees: Other		2				1	1	1	1	1	1

### Topic map 6: Employment — Current

**Table 18 Employment — Current**

Minor topic area	Data element	Wave/year											
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
Employment characteristics	Work in job/business/farm	1	1	1	1	1	1	1	1	1	1	1	1
	Still have job reported (at last interview)				1	1	1	1	1	1	1	1	1
	Kind of work	2											
	Kind of work (ASCO)		2	2	2	2	2	2	2	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			
	More than one job			1	1	1	1	1	1	1	1	1	1
	Number of other jobs had			1	1	1	1	5	5	1	1	1	1
	Wages/salary/self employed			1	1	1	1	1	1	1	1	1	1
	Employers main kind of business (ANZSIC)			2	2	2	2	2	2	1	1	1	1
	Change of work conditions - Pay					1	1	1	1	1	1	1	1
	Change of work conditions - Responsibility					1	1	1	1	1	1	1	1
	Change of work conditions - Skills					1	1	1	1	1	1	1	1
	Job promotion (since last interview)					1	1	1	1	1	1	1	1
Time worked	Full-time or part-time job		1										
	Work in job in October 1996		1										
	Weeks worked in October		1										
	Number of weeks worked (since last interview)			1	1	1	1	1	1	1	1	1	1
	Hours worked per week (while at school)	1	1										
	Hours worked per week (present job)		1	1	1	1	1	1	1	1	1	1	1
	Hours worked per week (main job if more than one)			1	1	1	1	1	1	1	1	1	1
	Hours worked per week (all jobs if more than one)			1	1	1	1	1	1	1	1	1	1
	Hours worked per week (job reported at last interview)				1	1	1	1	1	1	1	1	1
Months worked			12	12	12	14	17	19	19	19	18	18	
Wages and benefits	Average weekly earnings	1	1					1	1	1	1	1	

Minor topic area	Data element	Wave/year										
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005
	Take-home pay		1	1	1	1	1	1	1	1	1	1
	Frequency of pay			1	1	1	1	1	1	1	1	1
	Annual salary											1
	Gross pay			1	1	1	1	1	1	1	1	1
	Hourly rate							1	1	1	1	1
	Annual/sick leave			1	1	1	1	1	1	1	1	1
Starting work	Month began job		1		1	1	1	1	1	1	1	1
	Year began job		1		1	1	1	1	1	1	1	1
	Month/year began job			1								
	How found job			1	1	1	1	1	1	1	1	1
Leaving work	Main reason left job				3	3	3	3	2	2	2	2
	Month left/finished job				2	2	2	2	2	2	2	2
	Year left/finished job				2	2	2	2	2	2	2	2
Looking for work	Prefer full-time or part-time work			1	1	1	1	1	1	1	1	1
	Looking for full-time work			1	1	1	1	1	1	1	1	1
	Looking for work			1	1	1	1	1	1	1	1	1
	Looking for work - additional or to change jobs			1	1	1	1	1	1	1	1	1
Working in a job while at school	Reasons for working: Career	1										
	Reasons for working: Enjoy work	1										
	Reasons for working: Family need money	1										
	Reasons for working: Independence	1										
	Reasons for working: Help get job later	1										
	Reasons for working: Family business	1										
	Reasons for working: Support myself	1										
	Effects of having a job: Enough spare time	1										
	Effects of having a job: Get behind at school	1										
	Effects of having a job: Parents happy	1										
Effects of having a job: Would get better marks	1											

Minor topic area	Data element	Wave/year											
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Effects of having a job: Think about after school	1											
	Effects of having a job: Time for homework	1											
	Effects of having a job: Hard to balance demands	1											
	Effects of having a job: Would do more study	1											
	Teaches what work is really like		1										
	Teaches about people		1										
	Teaches about being independent		1										
	Teaches about instructions		1										
	Teaches about think for self		1										
	Teaches about confidence		1										
	Teaches about job skills		1										
	Teaches about work conditions		1										
	Teaches about year future career		1										
Working in a job post-school	Still have job			1	1	1	1	1	1				
	Full-time job (since leaving school)			1		1	1	1	1				
	Full-time job (since stopping study/leaving school)				1								
	Full-time job (since stopping study)					1	1	1	1				
	Time taken to find full-time job			1	1	1	1	1	1				
Job training	Job training			1	1								
	Job training location			1	1								
	Who conducted training: Employer			1	1								
	Who conducted training: Co-workers			1	1								
	Who conducted training: Educational Institution			1	1								
	Who conducted training: Consultant			1									
	Who conducted training: Professional/industry association			1									
	Who conducted training: Other			1									
	Days attended job training			1	1								
	Improve skills: Shown how to do the job			1	1								

Minor topic area	Data element	Wave/year											
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Improve skills: Watched others work			1	1								
	Improve skills: Asking (co-workers) questions			1	1								
	Improve skills: Self-taught			1	1								
	Improve skills: None of these				1								
	Classroom-based training						1	1	1	1	1	1	1
	Hours of classroom-based training						1	1	1	1	1	1	1
	Training outside workplace						1	1	1	1	1	1	1
	Hours of training outside workplace						1	1	1	1	1	1	1
	On-the-job training						1	1	1	1	1	1	1
	On-the-job training provided by trainer						1						
	Training self-taught skills						1						
	Training added new skills						1						
	Training added to current skills						1						
	Training to use new equipment						1						
	Training because of change in kind of work						1						
	Training helped get promotion or pay rise						1	1	1	1	1	1	1
	Training could help to get promotion or pay rise						1	1	1	1	1	1	1
	Training could help to get more responsibility						1	1	1	1	1	1	1
	Training could help to get a different type of job						1	1	1	1	1	1	1
	Suitable amount of training received						1	1	1	1	1	1	1
	Use of training							1	1	1	1	1	1
Job satisfaction	Like job as career			1	1	1	1	1	1	1	1	1	1
	Job satisfaction: Kind of work			1	1	1	1	1	1	1	1	1	1
	Job satisfaction: 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											
		1/1995	2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Job satisfaction: Opportunities for promotion			1	1	1	1	1	1	1	1	1	1



**Topic map 7: Employment — Job history and training**

**Table 19 Employment — Job history and training**

Minor topic area	Data element	Wave/year									
		3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
Employment characteristics	Employed last year						1				
	Re-definition of second job as main job										1
	Kind of work - other/second job (ASCO)	1	1	2	1	3	3	1	1	1	1
	Kind of work - other/third job (ASCO)	1	1	1	1	1	1	1	1	1	1
	Employers main kind of business - other/second job (ANZSIC)	1	1	1	1	1	1	1	1	1	1
	Employers main kind of business - other/third job (ANZSIC)	1	1	1	1	1	1	1	1	1	1
	Wages/salary/self-employed - other/second job	1	1	1	1	1	1	1	1	1	1
	Wages/salary/self-employed - other/third job	1	1	1	1	1	1	1	1	1	1
Time worked	Hours worked per week - other/second job	1	1	1	1	1	1	1	1	1	1
	Hours worked per week - other/third job	1	1	1	1	1	1	1	1	1	1
Wages	Gross weekly pay - other/second job	1	1	1	1	1	1	1	1	1	1
	Gross weekly pay - other/third job	1	1	1	1	1	1	1	1	1	1
	Average weekly earnings - other/second job					1	1	1	1	1	1
	Average weekly earnings - other/third job					1	1	1	1	1	1
	Hourly rate - other/second job						1	1	1	1	1
	Hourly rate - other/third job					1	1	1	1	1	1
	Annual Salary - other/second job										1
	Annual Salary - other/third job										1
Job training	Classroom-based training			2	1	1	1	1	1	1	1
	Days attended classroom-based training			2							
	Hours per day attended classroom-based training			2							
	Hours of classroom-based training				1	1	1	1	1	1	1
	Training outside workplace			2	1	1	1	1	1	1	1
	Days attended training outside workplace			2							
	Hours per day attended training outside workplace			2							
	Hours of training outside workplace				1	1	1	1	1	1	1
	On-the-job training			2	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year									
		3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	On-the-job training provided by trainer			2	1						
	Amount of training received			2	1	1	1	1	1	1	1
	Training self-taught skills			2	1						
	Training added new skills			2	1						
	Training added to current skills			2	1						
	Training to use new equipment			2	1						
	Training because of change in kind of work			2	1						
	Training helped get promotion or pay rise			2	1	1	1	1	1	1	1
	Training could help to get promotion or pay rise			1							
	Training could help to get more responsibility			2	1	1	1	1	1	1	1
	Training could help to get different type of job			2	1	1	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 organisation										1
	Needs met by university studies - Self-management										1
	Needs met by university studies - Learning										1
	Needs met by university studies - Using technology										1

### Topic map 8: Employment — Seeking employment

**Table 20 Employment — Seeking employment**

Minor topic area	Data element	Wave/year									
		3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
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
Job search activity	Looked for work since last interview	1	1	1	1	1	1	1	1	1	1
	Number of weeks looking for work (since last interview)	1	1	1	1	1	1	1	1	1	1
	Months looking for work	12	12	12	15	17	19	19	19	18	18
	Written/phoned/contacted an employer about a job	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
	Checked factory or CES/Centrelink noticeboards	1	1		1	1	1	1	1	1	1
	Registered with CES/Centrelink	1	1	1	1	1	1	1	1	1	1
	Checked/registered with any other employment agency/Job Network member	1	1	1	1	1	1	1	1	1	1
	Contacted friends or relatives	1	1	1	1	1	1	1	1	1	1
	Asked school or another organisation for advice	1	1	1	1	1	1	1	1	1	1
	Checked Centrelink touchscreens			1	1	1	1	1	1	1	1
	Registered with Job Network member			1							
	Checked with another employment agency				1	1	1	1	1	1	1
	Posted resume on the internet/checked for replies				1	1	1	1	1	1	1
	Any other job search activity				1	1	1	1	1	1	1
Other recent job search activity						1					
Problems looking for work	Health problems or some disability	1	1	1	1	1	1	1	1	1	1
	Employers think you are too young	1	1	1	1	1	1	1	1	1	1
	Problems with childcare	1	1	1	1	1	1	1	1	1	1

Minor topic area	Data element	Wave/year									
		3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Don't have suitable transport	1	1	1	1	1	1	1	1	1	1
	Not enough of the right kind of education	1	1	1	1	1	1	1	1	1	1
	Don't have enough work experience	1	1	1	1	1	1	1	1	1	1
	Not enough jobs available	1	1	1	1	1	1	1	1	1	1
	Gender	1	1	1	1	1	1	1	1	1	1
	Racial/ethnic background	1	1	1	1	1	1	1	1	1	1
	Reasons not with Centrelink			1							
	Need better reading and writing skills				1	1	1	1	1	1	1
	Don't have good interview skills					1	1	1	1	1	1
	Lack of skills in writing job applications					1	1	1	1	1	1
	Lack confidence					1	1	1	1	1	1
	Not good with numbers					1	1	1	1	1	1
Work availability	Available for work last week	1	1	1	1	1	1	1	1	1	1

**Topic map 9: Employment — Not in the labour force**

**Table 21 Employment — Not in the labour force**

Minor topic area	Data element	Wave/year									
		3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
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
	Timeframe for beginning study						1	1	1	1	1
Employment	Likelihood of seeking employment			1	1	1	1	1	1	1	1
	Timeframe for seeking employment						1	1	1	1	1

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

**Table 22 Social — Health, living arrangements and finance**

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
Living arrangements	Household		1	1								
	Number of people in household		1	1	1	1	1	1	1	1	1	1
	Type of accommodation				1	1	1	1	1	1	1	1
	Type of accommodation (recoded)							1				
	Live with parents				1	1	1	1	1	1	1	1
	Father/Step father		1	1	1	1	1	1	1	1	1	1
	Mother/Step mother		1	1	1	1	1	1	1	1	1	1
	Brother/Step brother		1	1	1	1	1	1	1	1	1	1
	Sister/Step sister		1	1	1	1	1	1	1	1	1	1
	Other relatives		1	1			1	1	1	1	1	1
	Non-relatives		1				1	1	1	1	1	1
	Husband/wife/boyfriend/girlfriend/partner		1									
	Partner						1	1	1	1	1	1
	Boyfriend/girlfriend						1	1	1	1	1	1
	Husband/wife/de facto				1	1	1	1	1	1	1	1
	Father-in-law/Partner's father							1	1	1	1	1
	Mother-in-law/Partner's mother							1	1	1	1	1
	Own children		1				1	1	1	1	1	1
	Number of brothers and sisters		1									
	Number of older brothers and sisters		1									
	Mother/Step mother currently working		1	1	1	1						
	Mother/Step mother other activity		1	1	1	1						
	Mother/Step mother current/last occupation (ASCO)		1									
Father/Step father currently working		1	1	1	1							
Father/Step father other activity		1	1	1	1							
Father/Step father current/last occupation (ASCO)		1										

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Husband/wife/partner currently working				1	1	1	1	1	1	1	1
	Husband/wife/partner other activity				1	1	1	1	1	1	1	1
	Husband/wife/partner current occupation				1	1	1	1	1	1	1	1
	Husband/wife/partner works full-time or part-time					1	1	1	1	1	1	1
Children	Number of children			1	1	1	1	1	1	1	1	1
	Age of child 1				1	1	1	1	1	1	1	1
	Age of child 2				1	1	1	1	1	1	1	1
	Age of child 3					1	1	1	1	1	1	1
	Age of child 4					1	1	1	1	1	1	1
	Age of child 5					1	1			1	1	1
	Age of child 6						1			1	1	1
	Age of child 7						1			1		
	Age of child 8						1					
	Age of child 9						1					
	Child(ren) are step-children/fostered											1
Marriage	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
	Month started to live together							1	1	1	1	1
	Year started to live together							1	1	1	1	1
Household possessions	Washing machine	1										
	Dishwasher	1										
	Colour TV	1										
	Microwave Oven	1										
	Mobile phone	1										
	CD player	1										
	Video camera	1										

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Computer	1										
	Piano	1										
	Swimming pool	1										
Talking with family	Current issues	1										
	Work/school/job	1										
	Future career	1										
Disability and health	Disability funding		1									
	Type of disability funding received		1									
	Disability funding: Arms, legs, hands...		1									
	Disability funding: Seeing		1									
	Disability funding: Hearing		1									
	Disability funding: Skin/allergies		1									
	Disability/Health problem limits amount or type of work		1	1				1				
	Disability/Health problems: Arms, legs, hands . . .		1	1				1				
	Disability/Health problems: Seeing		1	1				1				
	Disability/Health problems: Hearing		1	1				1				
	Disability/Health problems: Skin conditions/allergies		1	1				1				
	Disability/Health problems: Breathing/asthma/bronchitis			1				1				
	Disability/Health problems: Heart/blood pressure			1				1				
	Disability/Health problems: Stomach/liver/kidney/digestive problems							1				
	Disability/Health problems: Diabetes							1				
	Disability/Health problems: Depression/bad nerves							1				
	Disability/Health problems: Epilepsy							1				
	Disability/Health problems: Dyslexia/other learning problems							1				
	Disability/Health problems: Chronic fatigue/post-viral syndromes							1				
	Disability/Health problems: Other problems or disabilities							1				
	State of health							1				
	Height (units)							1				



Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Height (cms)						1					
	Weight (units)						1					
	Weight (kgs)						1					
Government payments	Youth Training Allowance		1									
	Newstart Allowance		1									
	Youth Allowance/Newstart Allowance			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
	Family Payment		1		1	1	1	1	1	1	1	1
	Other allowances		1		1	1	1	1	1	1	1	1
	None of these		1		1	1	1	1	1	1	1	1
	Amount per fortnight received in government payments		1	1	1	1	1	1	1	1	1	1
Housing payments	Frequency of housing payments					1	1	1	1	1	1	1
	Amount of housing payments					1	1	1	1	1	1	1
Finance	Use of credit card							1	1	1	1	1
	Frequency of clearing debt on credit card							1	1	1	1	1
	Shortage of money: Sold something because you needed money							1	1	1	1	1
	Shortage of money: Went without meals							1	1	1	1	1
	Shortage of money: Had to ask family or friends for money							1	1	1	1	1
	Shortage of money: Had to borrow money just to live on							1	1	1	1	1
	Shortage of money: Didn't get medicines or go to a doctor							1	1	1	1	1
	Shortage of money: Couldn't buy text books or other study materials							1	1	1	1	1
	Shortage of money: Couldn't buy other things you needed							1	1	1	1	1
	Shortage of money: Couldn't pay electricity, gas or telephone bills							1	1	1	1	1
	Shortage of money: Couldn't pay mortgage/rent on time							1	1	1	1	1

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Shortage of money: Couldn't afford to heat your home							1	1	1	1	1
	Shortage of money: Unknown							1				
	Able to save money							1	1	1	1	1
	Frequency of saving money							1	1	1	1	1
	Managing financially							1	1	1	1	1

**Topic map 11: Social — General attitudes**

**Table 23 Social — General attitudes**

Minor topic area	Data element	Wave/year																							
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006													
Interests	Banking	1																							
	Thinking through problems	1																							
	Writing stories etc	1																							
	Keeping accounts	1																							
	Building things	1																							
	Organising meetings	1																							
	Shopping	1																							
	Repairing things	1																							
	Working with figures	1																							
	Helping other people	1																							
	Doing office work	1																							
	Cater for party	1																							
	Acting in plays	1																							
	Influencing others	1																							
	Machines and tools	1																							
	Solving puzzles	1																							
	Selling things	1																							
	Painting and drawing	1																							
	Learning new things							1			1												1		
	Why the world's in the state it is							1			1												1		
	Why things happen the way they do							1			1												1		
	Things that you don't understand							1			1												1		
	New ideas							1			1												1		
Finding out how something works							1			1												1			
Improving skills after started work							1			1												1			
Learn new skills after started work							1			1												1			

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Tools/machinery							1				
	Experimenting							1				
	Working with art							1				
	Teaching/training							1				
	Running meetings/managing people							1				
	Keeping records and files							1				
Leisure	Watch sport	1										
	Take part in sport	1										
	Go to movies	1										
	Go to library	1										
	Read books	1										
	Read papers, magazines	1										
	Computer for world wide web	1										
	Go to museums	1										
	Go to art galleries	1										
	Go to concerts	1										
	Go to play at a theatre	1										
	Listen to classical music	1										
	Hours watched TV each week night	1										
	Hours watched TV on weekend	1										
	Number of books in home		1									
	Number of books read for pleasure		1									
Characteristics about yourself	Agreeable		1									
	Open to new experiences		1									
	Popular		1									
	Intellectual		1									
	Calm		1									
	Hard working		1									
	Outgoing		1									

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Confident		1									
Life aspects	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 as a whole		1	1	1	1	1	1	1	1	1	1
	Your standard of living		1	1	1	1	1	1	1	1	1	1
	The way the country is run		1	1	1	1	1	1	1	1	1	1
	The state of the economy		1	1	1	1	1	1	1	1	1	1
	Where you live		1	1	1	1	1	1	1	1	1	1
Your life at home		1	1	1	1	1	1	1	1	1	1	
Spare time	Go to the library				1	1	1	1	1	1	1	1
	Read books				1	1	1	1	1	1	1	1
	Read newspapers or magazines				1	1	1	1	1	1	1	1
	Use the Internet				1	1	1	1	1	1	1	1
	Play sport or do exercise				1	1	1	1	1	1	1	1
	Do any community activities				1	1	1	1	1	1	1	1
Volunteer	Meals on Wheels/Collect, serve or deliver food				1	1		1	1		1	
	St John Ambulance				1	1						
	Lifeline or Youthline				1	1						
	Reading for the blind				1	1						
	Church or Youth Group work				1	1	1					
	Home help for elderly or others				1	1	1					
	Coaching				1	1	1	1	1		1	

Minor topic area	Data element	Wave/year										
		2/1996	3/1997	4/1998	5/1999	6/2000	7/2001	8/2002	9/2003	10/2004	11/2005	12/2006
	Child care				1	1	1					
	Anything else				1	1						
	Frequency of community work				1	1	1					
	Other					1	1	1	1		1	
	Canvassing/campaigning/fundraising						1	1	1		1	
	Environment activities						1					
	Other volunteer activities						1	1				
	Unpaid member of Board or committee							1	1		1	
	Provide information							1	1		1	
	Help organise activities							1	1		1	
	Provide health care/support/counselling							1	1		1	
	Give job-related skills							1	1			
	Helped get a job							1	1			
Job aspirations	Type of job would like at age 25						1					

## Appendix A: Updates to the Y95 data file

The following table tracks updates made to the Y95 data file deposited with the Australian Data Archive. Users are encouraged to download the most recent version of the dataset to ensure all updates are included.

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

**Table 24 Summary of changes made to the Y95 data file**

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
Version 3.0	October 2012	Weight for 2006 data for Attrition+Sample - revised	WT2006	Revised weights for 2006 have replaced the original weights. The original weights have been retained on the data file and renamed to differentiate them from the revised weights (denoted by an _X suffix). The revised weights (previously denoted by an _R suffix) have been renamed to the original weight names to ensure the correct weights are used.	3 914
		Weight for 2006 data for Attrition Only - revised	ACH06WT	As above	3 914
		Weight for 2006 Sample Only - revised	WT06GEN	As above	3 914
		Weight for 2006 data for Attrition+Sample	WT2006_X	As above	3 914
		Weight for 2006 data for Attrition Only	ACH06WT_X	As above	3 914
		Weight for 2006 Sample Only	WT06GEN_X	As above	3 914
		Weight for 2006 data for Attrition+Sample - revised	WT2006R	Removed - see above	3 914
		Weight for 2006 data for Attrition Only - revised	ACH06WTR	Removed - see above	3 914
		Weight for 2006 Sample Only - revised	WT06GENR	Removed - see above	3 914
		Job satisfaction: Other people you work with	CD018B	The incorrect variable label was used. The label has been corrected by making the following change. <i>Corrected label</i> D18(2) Other people you work with <i>Incorrect label</i>	4 871

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
		Job satisfaction: Your immediate boss or supervisor	CD018C	D18(2) Your immediate boss or supervisor The incorrect variable label was used. The label has been corrected by making the following change. <i>Corrected label</i>	4 871
		Job satisfaction: Other people you work with	DD018B	D18(3) Your immediate boss or supervisor <i>Incorrect label</i> D18(3) Other people you work with The incorrect variable label was used. The label has been corrected by making the following change. <i>Corrected label</i>	4 931
		Job satisfaction: Your immediate boss or supervisor	DD018C	D18(2) Other people you work with <i>Incorrect label</i> D18(2) Your immediate boss or supervisor The incorrect variable label was used. The label has been corrected by making the following change. <i>Corrected label</i>	4 931
		Job satisfaction: Other people you work with	ED023B	D18(3) Your immediate boss or supervisor <i>Incorrect label</i> D18(3) Other people you work with The incorrect variable label was used. The label has been corrected by making the following change. <i>Corrected label</i>	6 161
		Job satisfaction: Your immediate boss or supervisor	ED023C	D23(2) Other people you work with <i>Incorrect label</i> D23(2) Your immediate boss or supervisor The incorrect variable label was used. The label has been corrected by making the following change. <i>Corrected label</i>	6 161
				D23(3) Your immediate boss or supervisor	



Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
				<i>Incorrect label</i>	
		Did you take part in work experience in 1996	BA012	D23(3) Other people you work with To maintain consistency with other Yes/No binary variables coded; all variables originally coded as '1 Yes' and '2 No' have been recoded to '1 Yes' and '0 No'.	3 682
		Number of days at training classes	EE035	Records coded as 2 (i.e. 2 days) were incorrectly recoded as 0 (i.e. 0 days). These records have been corrected.	4
		Currently studying full time/part-time	GC3B001A	Records coded as '2 Part-time' were incorrectly recoded to '0 Part-time'. These records have been corrected.	9
		Highest school level completed	XHSL1998	Current school level was incorrectly assigned as the highest school level completed in 1998. This has been corrected to the highest school year level completed.	7 413
		Completed Year 12 or certificate II or higher	X1221998	A number of observations were affected by the correction made to 'Highest school level completed' (XHSL1998).	5
		Completed Year 12 or certificate III or higher	X1231998	A number of observations were affected by the correction made to 'Highest school level completed' (XHSL1998).	5
		Full-time or part-time study status	XFTS1996 to XFTS2006	Respondents who were undertaking: Year 12 at a TAFE or education provider other than a school, a short course or recreational course, a single module/subject only, or some study other than the qualifications listed for 'Current qualification level' were previously assigned as studying full-time, part-time or unknown. The derivation of 'Full-time or part-time study status' has been modified so that these respondents are now assigned as 'Not studying' to maintain consistency with the reporting of the 'Current qualification level' category, in which such respondents are assigned as 'Not studying for a qualification'.	
			XFTS1996		117
			XFTS1997		19
			XFTS1998		227
			XFTS1999		373
			XFTS2000		236
			XFTS2001		172
			XFTS2002		64
			XFTS2003		131
			XFTS2004		78
			XFTS2005		64
			XFTS2006		77

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
		Study status in bachelor degree or higher	XBAC1996 to XBAC2006	<p>Incorrect formats were applied affecting the interpretation of the categories 'Commenced, but did not complete', 'Never commenced' and 'Completed and undertaking further study at bachelor or higher'. The formats have been corrected by making the following changes.</p> <p><i>Corrected format</i></p> <p>1 = '1 Currently Undertaking'</p> <p>2 = '2 Completed'</p> <p>3 = '3 Commenced, but did not complete'</p> <p>4 = '4 Never commenced'</p> <p>5 = '5 Completed and undertaking further study at bachelor or higher'</p> <p><i>Incorrect format</i></p> <p>1 = 'Currently Undertaking'</p> <p>2 = 'Completed'</p> <p>3 = 'Completed and undertaking further study at Bachelor or higher'</p> <p>4 = 'Commenced, but did not complete'</p> <p>5 = 'Never commenced'</p>	All
		Study status in VET	XVET1997	Some respondents who commenced VET study after leaving school were incorrectly assigned as having 'Never commenced' in 1997. These records have now been assigned as either 'Completed' or 'Commenced, but did not complete'.	143
			XVET1998	A number of observations were affected by the correction made to 'Study status in VET' (XVET) in the previous year.	107
			XVET1999	A number of observations were affected by the correction made to 'Study status in VET' (XVET) in the previous year.	74
			XVET2000	Some respondents who were continuing their VET study from the previous year were incorrectly assigned as either 'Completed', 'Commenced, but did not complete' or 'Never commenced' VET study in 2000. These records have now been assigned as 'Currently undertaking' VET study.	332
			XVET2001 to XVET 2006	A number of observations were affected by the correction made to 'Study status in VET' (XVET) in the previous year.	
			XVET2001		20

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
			XVET2002		15
			XVET2003		10
			XVET2004		9
			XVET2005		7
			XVET2006		7
		Labour force status	XLFS1996	Some respondents who had a part-time job in October 1996 were incorrectly assigned as either 'Not in the labour force' or as having an 'Unknown labour force status'. These records have now been assigned as 'Employed'.	11
			XLFS2001	One respondent who was employed was incorrectly assigned as 'Unknown labour force status'. This record has now been assigned as 'Employed'.	1
		Average weekly hours worked	XHRS1995	<p>Respondents who were not working or whose labour force status was unknown were previously assigned to the category 'Working, but weekly hours worked unknown'. These records have now been assigned as 'Not working (unemployed or NILF)'.</p> <p>Respondents who were working, but whose weekly hours worked was unknown, were previously not assigned a value for average weekly hours worked. These respondents have now been assigned as 'Working, but weekly hours worked unknown'.</p> <p>Some respondents who were not in the labour force or whose labour force status was unknown were assigned a value for 'Average weekly hours worked'. These records have now been assigned as 'Not working (unemployed or NILF)'.</p>	10 448
			XHRS1996	<p>Respondents who were not working or whose labour force status was unknown were previously assigned to the category 'Working, but weekly hours worked unknown'. These records have now been assigned as 'Not working (unemployed or NILF)'.</p> <p>Respondents who were working, but whose weekly hours worked was unknown, were previously not assigned a value for average weekly hours worked. These respondents have now been assigned as 'Working, but weekly hours worked unknown'.</p> <p>One respondent who was employed and had a value for average weekly hours worked did not previously have a record for average weekly hours worked. This record has now been assigned a valid value for 'Average weekly hours worked'.</p>	5 546
			XHRS1997 to XHRS2006	<p>Respondents who were not working or whose labour force status was unknown were previously assigned to the category 'Working, but weekly hours worked unknown'. These records have now been assigned as 'Not working (unemployed or NILF)'.</p> <p>Respondents who were working, but whose weekly hours worked was unknown, were previously not assigned a value for average weekly hours worked. These respondents have now been assigned as 'Working, but weekly hours worked unknown'.</p>	

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
			XHRS1997		5 025
			XHRS1998		4 436
			XHRS1999		2 322
			XHRS2000		1 665
			XHRS2001		1 251
			XHRS2002		966
			XHRS2003		772
			XHRS2004		541
			XHRS2005		378
			XHRS2006		333
		Full-time or part-time employment status	XFTP1996	<p>Respondents whose labour force status was unknown were previously assigned as 'Working, but working time unknown'. These records have now been assigned as 'Not working (unemployed or not in the labour force)'.</p> <p>Two respondents who were employed were incorrectly assigned as 'Not working (unemployed or not in the labour force)'. This change resulted from the correction made to XLFS1996.</p> <p>One respondent who was working full-time was incorrectly assigned as having an unknown full-time or part-time employment status. This record has now been assigned as 'Full-time'. This change resulted from the correction made to XHRS1996.</p>	161
			XFTP1997	Respondents who were working, but whose weekly hours worked was unknown, were incorrectly assigned as 'Not working (unemployed or NILF)'. These records have now been assigned as 'Working, but working time unknown'.	135
			XFTP2002	Respondents whose labour force status was unknown were previously assigned as 'Working, but working time unknown'. These records have now been assigned as 'Not working (unemployed or not in the labour force)'.	31
		Permanent or casual employment	XEMP1996	Some respondents who had a part-time job in October 1996 and whose permanent or casual employment status was unknown were incorrectly assigned as 'Not working (unemployed or NILF)'. These records have now been assigned as 'Working, but employment status unknown'. This change resulted from the correction made to XLFS1996.	6

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
			XEMP1999 to XEMP2006	Respondents who were working for wages or salary were previously assigned as 'Permanent/ongoing'; and respondents who were self-employed or were working in some other way were assigned as 'Casual'. The derivation now assigns the employment status of those who receive annual leave or sick leave entitlements as 'Permanent/ongoing'; and respondents who are not (or do not know whether they are) entitled to annual or sick leave are assigned as 'Casual'. Respondents who are self-employed or are working in some other way are now assigned as 'Working, but employment status unknown'.	
			XEMP1999		3 969
			XEMP2000		3 498
			XEMP2001		2 956
			XEMP2002		2 301
			XEMP2003		1 709
			XEMP2004		1 307
			XEMP2005		1 071
			XEMP2006		874
		Job mobility during last year	XMOB1996	A number of observations were affected by the correction made to 'Labour force status' in 1996 (XLFS1996).	11
			XMOB1997	A number of observations were affected by the correction made to 'Labour force status' in 1996 (XLFS1996).	10
			XMOB2001	Some respondents who were with the same employer/job in the previous year were incorrectly assigned as 'Unknown or not in labour force' or 'Different employer/job from last survey'. These have now been assigned as 'Same employer/job as last survey'.  Some respondents who were with a different employer/job were incorrectly assigned as 'Unknown or not in labour force'. These have now been assigned as 'Different employer/job from last survey'.	239
			XMOB2002	Some respondents who were with the same employer/job in the previous year were incorrectly assigned as 'Unknown or not in labour force' or 'Different employer/job from last survey'. These have now been assigned as 'Same employer/job as last survey'.  Some respondents who were with a different employer/job were incorrectly assigned as 'Unknown or not in labour force'. These have now been assigned as 'Different employer/job from last survey'.	139

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
			XMOB2003 to XMOB2006	Two respondents who had 'Gained employment since the last survey' were incorrectly assigned as having the same employer/job or a different employer/job from the last survey. These have now been assigned as 'Gained employment since last survey'. Some respondents who were with the same employer/job in the previous year were incorrectly assigned as 'Unknown or not in labour force' or 'Different employer/job from last survey'. These have now been assigned as 'Same employer/job as last survey'. Some respondents who were with a different employer/job were incorrectly assigned as 'Unknown or not in labour force'. These have now been assigned as 'Different employer/job from last survey'.	
			XMOB2003		36
			XMOB2004		23
			XMOB2005		16
			XMOB2006		21
		Status in apprenticeship/traineeship	XATR1995	Previously, all respondents were assigned as having an unknown apprenticeship/traineeship status. These records have now been assigned as having 'Never commenced' an apprenticeship/traineeship.	13 613
			XATR1997	Some respondents who had completed their apprenticeship/traineeship were incorrectly assigned as 'Commenced, but did not complete' in 1997. These records have now been assigned as 'Completed' an apprenticeship/traineeship.	11
			XATR1998 to XATR2006	A number of observations were affected by the correction made to 'Status in apprenticeship/traineeship' in 1997 (XATR1997). Some respondents who did not participate in the survey wave were assigned an apprenticeship/traineeship status. These records have now been assigned as not in the survey wave (i.e. allocated a missing record).	
			XATR1998		7
			XATR1999		16
			XATR2000		46
			XATR2001		107
			XATR2002		115
			XATR2003		155
			XATR2004		190
			XATR2005		206

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
			XATR2006		221
		Average weekly pay	XWKP1995 to XWKP1996	<p>Some respondents who were working, but whose weekly pay was unknown, were not assigned a value for average weekly pay. These records have now been assigned as 'Working, but weekly pay unknown'.</p> <p>Some respondents who were not working or whose labour force status was unknown were not assigned a value for average weekly pay. These records have now been assigned as 'Not working (unemployed or NILF)'.</p> <p>Some respondents who were not working or whose labour force status was unknown were assigned a value for 'Average weekly pay'. These records have now been assigned as 'Not working (unemployed or NILF)'.</p> <p>Respondents who were not working were previously assigned to the category 'Working, but weekly pay unknown'. These records have now been assigned as 'Not working (unemployed or NILF)'.</p> <p>Respondents who were not working or whose labour force status was unknown and were in the survey wave were not assigned a value for 'Average weekly pay'. These records have now been assigned as 'Not working (unemployed or NILF)'.</p> <p>The reserved value for the category 'Working, but weekly pay unknown' has been changed from 9999 to 99999 for consistency with the later cohorts.</p>	
			XWKP1995		10 897
			XWKP1996		6 229
			XWKP1997 to XWKP2006	<p>Respondents who were not working were previously assigned to the category 'Working, but weekly pay unknown'. These records have now been assigned as 'Not working (unemployed or NILF)'.</p> <p>Respondents who were not working or whose labour force status was unknown and were in the survey wave were not assigned a value for 'Average weekly pay'. These records have now been assigned as 'Not working (unemployed or NILF)'.</p> <p>The reserved value for the category 'Working, but weekly pay unknown' has been changed from 9999 to 99999 for consistency with the later cohorts.</p>	
			XWKP1997		5 843
			XWKP1998		5 274
			XWKP1999		3 330
			XWKP2000		2 471
			XWKP2001		2 023

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
			XWKP2002		1 782
			XWKP2003		1 558
			XWKP2004		1 336
			XWKP2005		1 102
			XWKP2006		1 281
		Average hourly pay	XHRP1995 to XHRP1996	<p>Some respondents who were working, but whose hourly pay was unknown, were previously not assigned a value for average hourly pay. These records have now been assigned as 'Working, but weekly pay unknown'.</p> <p>Some respondents who were not working or whose labour force status was unknown were previously not assigned a value for average hourly pay. These records have now been assigned as 'Not working (unemployed or NILF)'.</p> <p>Respondents who were working, but whose weekly pay was unknown, were incorrectly included in the calculation of hourly pay. These records have now been assigned as 'Working, but weekly pay unknown'.</p> <p>Some respondents who were working, but whose weekly hours worked was unknown, were incorrectly included in the calculation of hourly pay. These records have now been assigned as 'Working, but weekly pay unknown'.</p> <p>Some respondents who were not working or whose labour force status was unknown were previously assigned a value for average hourly pay. These records have now been assigned as 'Not working (unemployed or NILF)'.</p>	
			XHRP1995		10 990
			XHRP1996		6 875
			XHRP1997 to XHRP2000	<p>Respondents who were working, but whose weekly pay was unknown, were incorrectly included in the calculation of hourly pay. These records have now been assigned as 'Working, but weekly pay unknown'.</p> <p>Some respondents who were working, but whose weekly hours worked was unknown, were incorrectly included in the calculation of hourly pay. These records have now been assigned as 'Working, but weekly pay unknown'.</p> <p>Some respondents who were not working or whose labour force status was unknown were previously assigned a value for average hourly pay. These records have now been assigned as 'Not working (unemployed or NILF)'.</p>	
			XHRP1997		5 834
			XHRP1998		5 280



Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
			XHRP1999		3 340
			XHRP2000		2 481
			XHRP2001 to XHRP2006	Some respondents who were working, but whose weekly hours worked was unknown, were incorrectly included in the calculation of hourly pay. These records have now been assigned as 'Working, but weekly pay unknown'.  Some respondents who were not working or whose labour force status was unknown were previously assigned a value for average hourly pay. These records have now been assigned as 'Not working (unemployed or NILF)'.	
			XHRP2001		1 263
			XHRP2002		978
			XHRP2003		781
			XHRP2004		551
			XHRP2005		387
			XHRP2006		347
		Occupation (1 digit ASCO second edition)	XOCC1995	Respondents who were not in the labour force or whose labour force status was unknown were previously assigned as 'Unknown or not classifiable'. These records have now been assigned as 'Not working (unemployed or NILF)'.	10 448
			XOCC1996	4 digit ASCO first edition classifications were previously coded to 1 digit ASCO first edition major groups. For comparative reporting across the survey waves, these records have now been coded to 1 digit ASCO second edition major groups using a concordance table provided by the Australian Bureau of Statistics (ABS).	3 192
			XOCC1997 to XOCC1999	4 digit ASCO first edition classifications were previously coded to 1 digit ASCO first edition major groups. For comparative reporting across the survey waves, these records have now been coded to 1 digit ASCO second edition major groups using a concordance table provided by the Australian Bureau of Statistics (ABS).  Respondents who were unemployed were previously assigned as 'Unknown or not classifiable'. These records have now been assigned as 'Not working (unemployed or NILF)'.	
			XOCC1997		5 637
			XOCC1998		4 953
			XOCC1999		4 880

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
			XOCC2000 to XOCC2006	Respondents who were unemployed were previously assigned as 'Unknown or not classifiable'. These records have now been assigned as 'Not working (unemployed or NILF)'.	
			XOCC2000		713
			XOCC2001		544
			XOCC2002		409
			XOCC2003		321
			XOCC2004		190
			XOCC2005		109
			XOCC2006		82
		In full-time employment or full-time education	XFTE1996	<p>A number of observations were affected by the correction made to 'Full-time or part-time study' (XFTS).</p> <p>Respondents who were undertaking: Year 12 at a TAFE or education provider other than a school, a short course or recreational course, a single module/subject only, or some study other than the qualifications listed for 'Current qualification level' and whose study mode was unknown were previously assigned as 'Unknown employment or study status'. These records have now been assigned as 'Not in full-time employment or full-time education' to maintain consistency with the reporting of the 'Current qualification level' category 'Not studying for a qualification'.</p> <p>Respondents who were studying full-time and undertaking: Year 12 at a TAFE or education provider other than a school, a short course or recreational course, a single module/subject only, or some study other than the qualifications listed for 'Current qualification level' were previously assigned as 'In full-time employment or full-time education'. To maintain consistency with the reporting of the 'Current qualification level' category 'Not studying for a qualification', these records have now been assigned as 'Not in full-time employment or full-time education' or 'Unknown employment or study status' (depending on the respondent's labour force and full-time or part-time employment status).</p>	60
			XFTE1997	A number of observations were affected by the correction made to 'Full-time or part-time study status' (XFTS).	34

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
				<p>Respondents who were undertaking: Year 12 at a TAFE or education provider other than a school, a short course or recreational course, a single module/subject only, or some study other than the qualifications listed for 'Current qualification level' and whose study mode was unknown were previously assigned as 'Unknown employment or study status'. These records have now been assigned as 'Not in full-time employment or full-time education' to maintain consistency with the reporting of the 'Current qualification level' category 'Not studying for a qualification'.</p> <p>Respondents who were studying full-time and undertaking: Year 12 at a TAFE or education provider other than a school, a short course or recreational course, a single module/subject only, or some study other than the qualifications listed for 'Current qualification level' were previously assigned as 'In full-time employment or full-time education'. To maintain consistency with the reporting of the 'Current qualification level' category 'Not studying for a qualification', these records have now been assigned as 'Not in full-time employment or full-time education' or 'Unknown employment or study status' (depending on the respondent's labour force and full-time or part-time employment status).</p> <p>A number of observations were affected by the correction made to 'Full-Time or Part-Time Work' (XFTP1997). Some respondents who were working, but whose weekly hours worked was unknown, were incorrectly assigned as 'Not in full-time employment or full-time education'. These records have now been assigned as 'Unknown employment or study status'. This change resulted from the correction made to XFTP1997.</p> <p>A number of observations were affected by the correction made to 'Full-time or part-time study status' (XFTS).</p> <p>Respondents who were undertaking: Year 12 at a TAFE or education provider other than a school, a short course or recreational course, a single module/subject only, or some study other than the qualifications listed for 'Current qualification level' and whose study mode was unknown were previously assigned as 'Unknown employment or study status'. These records have now been assigned as 'Not in full-time employment or full-time education' to maintain consistency with the reporting of the 'Current qualification level' category 'Not studying for a qualification'.</p>	
			XFTE1998 to XFTE2006		

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
				Respondents who were studying full-time and undertaking: Year 12 at a TAFE or education provider other than a school, a short course or recreational course, a single module/subject only, or some study other than the qualifications listed for 'Current qualification level' were previously assigned as 'In full-time employment or full-time education'. To maintain consistency with the reporting of the 'Current qualification level' category 'Not studying for a qualification', these records have now been assigned as 'Not in full-time employment or full-time education' or 'Unknown employment or study status' (depending on the respondent's labour force and full-time or part-time employment status).	
			XFTE1998		163
			XFTE1999		212
			XFTE2000		91
			XFTE2001		25
			XFTE2002		18
			XFTE2003		29
			XFTE2004		16
			XFTE2005		15
			XFTE2006		14
Version 2	19 June 2009	Date of birth	DOB	Date of birth in character format has been added to the data file.	All
		Date of interview	INTDAT97-INTDAT06	Date of interview variables in character format have been added to the data file.	All
		Current school level	XCSL1995 to XCSL2006	The series of derived variables have been added to the data file.	All
		Highest school level completed	XHSL1995 to XHSL2006	As above	All
		Current qualification level	XCEL1995 to XCEL2006	As above	All
		Highest qualification level	XHEL1995 to XHEL2006	As above	All
		Full-time or part-time study status	XFTS1995 to XFTS2006	As above	All
		Study status in bachelor degree or higher	XBAC1995 to XBAC2006	As above	All
		Study status in VET	XVET1995 to XVET2006	As above	All
		Completed Year 12 or certificate II or higher	X1221995 to X1222006	As above	All

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
		Completed Year 12 or certificate III or higher	X1231995 to X1232006	As above	All
		Labour force status	XLFS1995 to XLFS2006	As above	All
		Full-time or part-time employment status	XFTP1995 to XFTP2006	As above	All
		Permanent or casual employment	XEMP1995 to XEMP2006	As above	All
		Status in apprenticeship/traineeship	XATR1995 to XATR2006	As above	All
		Job mobility during last year	XMOB1995 to XMOB2006	As above	All
		Average weekly pay	XWKP1995 to XWKP2006	As above	All
		Average hourly pay	XHRP1995 to XHRP2006	As above	All
		Average weekly hours	XHRS1995 to XHRS2006	As above	All
		Occupation (1 digit ASCO second edition)	XOCC1995 to XOCC2006	As above	All
		In full-time employment or full-time education	XFTE1995 to XFTE2006	As above	All
		Any spell of unemployment during the year	XUNE1995 to XUNE2006	As above	All
		Marital status	XMAR1995 to XMAR2006	As above	All
		Living with parent(s)	XATH1995 to XATH2006	As above	All
		Living in own home	XOWN1995 to XOWN2006	As above	All
		Number of dependent children	XCHI1995 to XCHI2006	As above	All
Version 1 (revised edition)	25 August 2008		WT2006R	The 2006 weights have been corrected. The original 2006 weights did not account for non-response and attrition using the same approach as for previous years. Revised weights for 2006 have been added to the data file and are denoted by an R suffix.	3 914
			ACH06WTR	As above	3 914
			WT06GENR	As above	3 914
			POSTCODE	Postcode and census district added to data file.	All
			CDIST		
			DOB_SAS	Date of birth variables in SAS date format added to the data file.	All
			DMYINT97	Date of interview for 1997 renamed to indicate the survey year.	All

Version	Date published	Variable	Variable name	Description	Variables and number of observations affected
			DINT97 MINT97 YINT97 DINT99 MINT99 YINT99	Separate day, month and year of interview variables created for 1997 and 1999.	All
			INTSAS97 – INTSAS06	Interview dates in SAS date format added to the data file.	All
			Various	All variables original coded as '1 Yes' and '2 No' have been recoded to '1 Yes' and '0 No'.	All
				All variables original coded as '1 Applicable' and '2 Not applicable' have been recoded to '1 Yes' and '0 Not applicable'.	
			Various	Variables which had missing labels have had labels added.	NA
Version 1	15 May 2007			Wave 12 (2006) variables added to data file.	



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