

2016 Census of Population and Housing: Submission Form for Content or Procedures, 2016

Before completing this form

Pre-submission reading: Before making a submission, please read the following information paper [Census of Population and Housing: Consultation on Content and Procedures, 2016 \(cat. no. 2007.0\)](#). This paper sets out initial proposals from the ABS on content and procedures for the 2016 Census and invites comment from the public.

Preparing your submission: Submissions for the inclusion of a new topic or the modification of an existing topic require detailed justification against the following criteria to facilitate assessment:

- The topic is of current national importance.
- There is a current need for data on the topic for small population groups and/or at the small area level.
- There are no other suitable alternative data sources available for the topic.
- The topic is suitable for inclusion in the Census.
- There is likely to be a continuing need for data on the topic in the following Census.

If you wish to make a submission on any aspect of the Census, you will need to complete the following form. **A separate submission will be required for each topic or aspect** of the Census you wish to address.

We advise that you look at the questions being asked and prepare your submission before starting your form. **The on-line submission form does not have a save function.** Therefore once you start you will need to complete it, or start over if you exit out of the form, unless you have saved your content in another location.

Lodging submissions

Please lodge your submission for the 2016 Census content or procedures using either this submission form or the online version at <https://secure.abs.gov.au/census/submissions.NSF>

Please return the completed form to 2016census@abs.gov.au (if completed electronically). If you are submitting a paper version of this form, please return it to:

2016 Census Submissions
Australian Bureau of Statistics
Locked Bag 10
Belconnen ACT 2616

Due Date

The submission period is open from 6 November 2012 - 31 May 2013.

Help

If you have any queries about the submission process please visit www.abs.gov.au/census, email 2016census@abs.gov.au or telephone 1300 135 070.

Contact details

Q1. Please provide contact details of the person to contact regarding this submission.

Note: These details must be completed as anonymous submissions will not be considered. * Denotes mandatory fields

Name: Submitted by economic Security4Women (eS4W) on behalf of the Gender Statistics Advisory Group (GSAG)

Title (e.g. Mr, Mrs, Ms, Dr, etc): Ms

First name*: Dalma

Surname*: Jacobs

Postal address*:

PO Box/Apartment, Flat or Unit No (if any): PO BOX 591

Street No.:

Street Name:

Suburb: NORTH SYDNEY

State/Territory: NSW

Postcode: 2059

Country, if not in Australia:

Phone number: 07 3720 2500

Mobile number:

Email address*: dalma@dalmajacobs.com

Q2. Do you agree to allow the ABS to publicly refer to the information provided in this submission as a statement of your, or your organisation's, views on the relevant topics or procedures?*

Note: The ABS may make public the views put forward in this submission. However, the ABS will not publish the names of persons or organisations making submissions unless you have given permission to do so.

Please select a response below:

Yes, I agree

No, I do not agree

Preliminary information

Q3. Are you are completing this submission as a*:

Please select a response below:

- Private individual not representing any organisation? ▶ **Go to Q7**
- Representative of an organisation or government department? ▶ **Go to next question**

Q4. What is the name and address of your organisation?*

Note: For organisations with offices at more than one location please indicate the address where your head office is located.

Name of organisation: economic Security4Women (eS4W) submitting on behalf of the
ABS Gender Statistics Advisory Group (GSAG)

Address of organisation*:

PO Box/Apartment, Flat or Unit No (if any): PO BOX 591

Street No.:

Street Name:

Suburb: NORTH SYDNEY

State/Territory: NSW

Postcode: 2059

Country, if not in Australia:

Q5. What is your position in the organisation?

Position Title: Australian Federation of Graduate Women (AFGW) Representative

Designation/Level/Role: eS4W Council Member and Member of GSAG

Q6. Which sector best describes your organisation?

Please select a response below:



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- X Government Sector / Australian Government (GSAG)
- Government Sector / State / Territory
- Government Sector / Local
- Private sector (fewer than 20 employees)
- Private sector (20 or more employees)
- X Other (please specify): (eS4W) and (AFGW)
- Non Government Organisation (fewer than 20 employees)

Submission for the 2016 Census of Population and Housing

Please answer, in as much detail as possible, the following questions:

Q7. Does this submission relate to*:

Please select a response below:

- A new topic? ▶ **Go to next question**
- Change to an existing topic? ▶ **Go to next question**
- The exclusion of a topic? ▶ **Go to Q16**
- Some other aspect of the Census? ▶ **Go to Q19**

Q8. What is the name of the topic?*

Note: Please use the topic names listed in *Census of Population and Housing: Consultation on Content and Procedures, 2016* (cat. no. 2007.0), if appropriate. Please specify other topics.

Educational institution address/Journey to education

Q9. Please define the topic and/or describe modifications you are proposing to this topic for the 2016 Census.*

Educational institution address/journey to education

GSAG supports the provision of Education Institution address.

Inclusion of a question asking to name which institution students are attending and the address of this institution for respondents who are attending an educational institution (Question 24 in the 2011 Census of Population and Housing) will benefit education policy development as well as provide input to developing future education funding models (and monitoring improvements in education participation and outcomes).

The most likely placement of this question in terms of sequencing would be following the question asking about type of educational institution (Question 25 in the 2011 Census).

Q10. Criteria 1: The topic is of current national importance.*

Note: What specific purposes will the data be used for? Please consider the following when addressing this criteria:

- Uses in policy-making, long-term planning, social and economic applications.
- What benefits will flow from this data.
- The consequences if this topic was not included in the 2016 Census.
- In particular, please consider what activities could not take place or would be significantly reduced or degraded in quality

Educational Institutional address/Journey to Education

The topic would enable measurement of socioeconomic characteristics of families with children who are students (particularly classified by gender) at particular schools and tertiary institutions. The topic would also be of benefit in education policy development as well as input to developing future education funding models (and monitoring improvements in education participation and outcomes).

For example, inclusion of this topic will assist in the refinement of the Australian Government's *National Plan for School Improvement* which centres on meeting the educational needs of all Australian children, particularly those with larger populations of disadvantaged students, to ensure they do not miss out on necessary resources.

This information would complement data on the MySchools website allowing gender dissections at the Schools level and complementing the ABS project linking school enrolment data to 2016 Census data. It will also greatly assist in the development of a model for consistent data on school students with a disability (classified by gender) being developed by the Australian Government, particularly if the related topic 'Need for assistance' is retained for the 2016 Census.

Rural and regional students face a number of unique challenges when it comes to accessing secondary and tertiary education opportunities and improved data on the schools and tertiary institutions that students attend will provide policy makers and planners with an enhanced array of tools to address regional educational disadvantage.

Q11. Criteria 2: There is a current need for data on the topic for small population groups and/or at the small area level.*

Note: Please consider when addressing this criteria:

- At what geographic level will data from the topic be required?
- For which population groups will the data from the topic be required?

Please specify why the data would be useful at this level.

Educational Institution address/Journey to education

The Census of Population and Housing is the only substantial statistical collection with the means of collecting information on educationally disadvantaged students in schools (and tertiary institutions where possible) by sex and it would not be practical to collect these data through other social surveys.

If information on the name and address of providers were included, information would also be available to validate the consistency of data reported from the Census as well as the National Early Childhood Education and Care (ECEC) Collection and the National Statistical Schools Collection (NSSC)

The data will provide an insight to regional, rural and remote areas for males and females and also for Aboriginal and Torres Strait Islander peoples, Culturally and linguistically diverse (CALD) populations and Persons needing



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assistance. These data will need to be available at the meshblock level to allow suitable and detailed analyses.

Q12. Criteria 3: There are no suitable alternative data sources available for the topic.*

Are there any alternative data sources available for the topic? If yes, please specify and consider the following in relation to these data sources when addressing this criteria.

- Why are these data sources not appropriate for the purposes indicated in the first criteria?
- Will these data sources provide high quality data for the entire population, and/or for small population groups and/or at the small area level?
- Name of alternative data source and organisation responsible if known.

Educational Institution address/Journey to education

Due to issues associated with sample surveys, current educational statistical collections have difficulties in accurately measuring the educational participation and outcomes of those who are educationally disadvantaged, particularly at geographic levels lower than Australia Total or State/Territory. Inclusion of this topic would allow more detailed analyses of the educational participation of disadvantaged students with greater accuracy. Additionally, this would overcome the inherent problems in obtaining socio economic status (SES) information on school students through administrative collections, such as the National Schools Statistics Collection (NSSC).

MySchools website is a source but there is no gender analysis at school level and also the National School Statistics Collection (NSSC) but has no SES by gender analysis that the Census can provide.

National School Statistics Collection (NSSC) data cubes provide data using the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) Remoteness Indicator but only for Persons. Sex disaggregation is necessary to monitor participation of both males and females in schools in regional and remote areas. GSAG understands this is currently a data supply problem with most education authorities not able to provide their data input by sex.

The National Centre for Vocational Education Research (NCVER) Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) provides some broad data for the Vocational Education and Training sector classified by sex but public access to SES dissections classified by sex is quite limited and does not cover some important SES characteristics classified by sex eg Income and Labour Force Status of "supporting" family members living in the same household. Similarly, we understand Universities Australia and the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education do not provide sex disaggregation for SES of students in Higher Education Institutions statistical output.

Q13. Criteria 4: The topic is suitable for inclusion in the Census.*

Note: Please consider when addressing this criteria that Census topics should not:

- Upset people by invading their privacy to an unacceptable degree. The information you will get from such a topic would be subject to bias and will affect other data used and collected in conjunction with it.
- Be subjective (i.e. likely to have varying interpretations for individuals, such as "How would you rate your overall health status").
- Seek information which may not be generally known such as "where was your maternal grandmother born".
- Be complex to code or difficult to process. You should consider the way answers would need to be classified.
- Require people to remember things they are unlikely to be able to, for example "What was your income five years ago".
- Seek opinions or attitudes.
- Require more than one or two questions to obtain the required information.
- Require an overlong explanation or instructions to ensure an accurate answer. If the type of question needed cannot be understood with minimum of explanation, it is not suitable or appropriate for inclusion in the Census.

Educational Institution address/Journey to education

The educational institution address questions would need to be answered by all students at all educational institutions, regardless of age. Similarly, SES 'family' characteristics of students removed from their immediate supporting family and residing at boarding schools, hostels and colleges of residence etc will probably not be available. Consequently, the practicality of collecting this information will need to be carefully considered and subject to testing.

The question was successfully included in an earlier Census.

Q14. Criteria 5: There is likely to be a continuing need for data on the topic in the following Census.*

Note: Please consider the following when addressing this criteria:

- Will there still be a need for data on this topic at the time of next Census in 2021, and into the future?

Educational institutional address/Journey to education

Following successful introduction and need for monitoring the progress of male and female students through the new National Plan for School Improvement and School Funding Models into the future, this question is likely to be required on an ongoing basis.

Also the Australian Government has supported the Bradley report's recommendation that by 2020 "20 per cent of undergraduate enrolments in higher education should be students from low socioeconomic backgrounds". This will need to be monitored in both 2016 and 2021 Censuses.

Q15. Please also consider the following points in relation to the topic and include in your submission*:

- What data output items will be required for the topic? (Please provide details of the output categories required and, if appropriate, ranges/descriptions for each category.)
- What cross-classifications will be needed with other Census topics?
- Could this topic be included on a 10-yearly cycle rather than a 5-yearly cycle?

Educational Institutional address/Journey to education

The output from the inclusion of this topic would allow cross-classification of several demographic variables by the topic along with more detailed analyses of institution type and qualification and workforce questions to ascertain mixture of work and study. This could include more advanced statistical investigations including regression techniques and similar types of analysis. Considering the dynamic nature of school education this topic should be included at each Census cycle.

Publicly accessible data outputs (sex disaggregation mandatory) should include:

- Gender analysis by School (or groups of schools in regions – to overcome privacy/confidentiality concerns) and by demographic and socio economic/disadvantage status.
- Gender analysis by Vocational Education and Training Institution and Higher Education Institution by demographic and socio economic/disadvantage status.
- Aboriginal and Torres Strait Islander and Culturally and linguistically diverse (CALD) both school and tertiary education institution populations by institution, gender and similar demographic and socio economic/disadvantage status characteristics.
- All Educational Institutions with male and female students reporting a need for assistance.

Q16. Is there any topic which you consider should be excluded from the 2016 Census?

Please select a response below :

No ▶ **Go to question 19**

Yes ▶ **Go to next question**

Q17. What is the name of the topic which you consider should be excluded from the 2016 Census?

Note: Please use the topic names listed in *Census of Population and Housing: Consultation on Content and Procedures, 2016* (cat. no. 2007.0, if appropriate. Please specify other topics.

Q18. Why do you think that this topic should be excluded from the 2016 Census?

Q19. Would you like to provide any further comments on the proposals for the 2016 Census?

No

Q20. Would you like to attach a file to support your submission?

- Yes, I would like to attach a file
- No, I would not like to attach a file

Acknowledgement

Once the ABS has received your submission, we will send you or your organisation a letter of acknowledgement, either by post or email.

What happens after submissions close?

Following assessment of submissions, final recommendations on the nature and content of the 2016 Census will be discussed with the Australian Statistics Advisory Council (ASAC) in late 2013. The ABS will then make a submission to the Government, including recommendations on the nature and content of the 2016 Census. A decision on the content of the 2016 Census is expected to be known by the end of 2014. People who have provided submissions will be advised of the outcome.

Thank you for your interest in the 2016 Census