



Dear Parent or Guardian

St John Paul II Catholic Primary School, along with other Catholic, independent and government schools, collects Student Background Data (SBD) on behalf of the Australian Curriculum and Reporting Authority (ACARA). Data collected are for calculating the Index of Socio Educational Advantage (SEA) model that determines schools that qualify for special assistance. Collected student background data are in the following:

- The gender of your child;
- The country of birth of your child;
- Aboriginality, or other ethnicities;
- Your occupation and educational qualifications (in very broad terms); and,
- The main languages spoken at home by yourself and your child.

This information may have been provided by parents and guardians when the child first enrolled at St John Paul II Catholic Primary School. **If there were changes to your situation, please complete the attached form and return this to the school by Friday, 18 June 2021.**

Collected information will be confidential and used only for its intended purpose. Results of analysis will be reported in terms of total number of students according to categories in various ranges. No individual person or school will be identifiable and linked with the results.

Capturing languages spoken at home is important for recognizing and celebrating the richness and diversity of culture of students of St John Paul II Catholic Primary School. Aboriginal English is the name given to the various kinds of English spoken by the majority of Aboriginal students from urban, rural and remote areas of Australia and is a powerful vehicle for the expression of Aboriginal connection and identity. In recognition of the language, it will be recorded as the language spoken at home by Aboriginal students unless families decide to opt out. Aboriginal families that do not speak Aboriginal English at home are kindly asked to inform the school by 18 June 2021. We appreciate your support and cooperation to achieving this outcome through our data collection.

If there are some questions regarding the data requested, please feel free to contact us to discuss. We may be contacted through 9303 7101 or admin@sjpicps.wa.edu.au. For more information regarding the data collection, you may refer to <https://www.acara.edu.au/reporting/data-standards-manual-student-background-characteristics>.

Yours faithfully

Chris Lamb
Principal

June 2021

ST JOHN PAUL II CATHOLIC PRIMARYSCHOOL 2021 Data Collection Form



This information is being collected to enable nationally comparable reporting of students' outcomes against the *National Goals for Schooling in the Twenty-First Century*. This information is collected in accordance with the school's Privacy Policy.

Note: If you need help with this form please telephone the school office on 9303 7101.

Name of student:

| | | |
|---|---|---|
| First name | Last name | Date of Birth (dd/mm/yyyy) |
| <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |

Home address of student:

| | | |
|---|---|---|
| (No. and street name) | Suburb | Postcode |
| <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |

Name of parent/guardian/carer 1 (for admin purposes only)

Name of parent/guardian/carer 2 (for admin purposes only)

1 What is the student's sex?

| | | |
|--------|--------------------------|--|
| Male | <input type="checkbox"/> | |
| Female | <input type="checkbox"/> | |

2 Is the student of Aboriginal or Torres Strait Islander origin?

| | | |
|---|--------------------------|--------------------------|
| | | <i>(office use only)</i> |
| No | <input type="checkbox"/> | 4 |
| Yes, Aboriginal | <input type="checkbox"/> | 1 |
| Yes, Torres Strait Islander | <input type="checkbox"/> | 2 |
| Yes, both Aboriginal and Torres Strait Islander | <input type="checkbox"/> | 3 |

3 In which country was the student born?

| | | |
|-----------|--------------------------|--------------------------|
| | | <i>(office use only)</i> |
| Australia | <input type="checkbox"/> | 1101 |
| England | <input type="checkbox"/> | 2102 |
| India | <input type="checkbox"/> | 7103 |
| Indonesia | <input type="checkbox"/> | 5202 |
| Ireland | <input type="checkbox"/> | 2201 |
| Italy | <input type="checkbox"/> | 3104 |
| Malaysia | <input type="checkbox"/> | 5203 |

| | | |
|--------------------------|--------------------------|------|
| New Zealand | <input type="checkbox"/> | 1201 |
| Philippines | <input type="checkbox"/> | 5204 |
| Singapore | <input type="checkbox"/> | 5205 |
| South Africa | <input type="checkbox"/> | 9225 |
| United States of America | <input type="checkbox"/> | 8104 |
| Vietnam | <input type="checkbox"/> | 5105 |
| Other – please specify | | |

4 Does the student or their parent/guardian/carer speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often.)

| | | Student | Parent/ Guardian/ Carer 1 | Parent/ Guardian/ Carer 2 | (office use only) |
|------|--|--------------------------|---------------------------------|---------------------------------|----------------------|
| No, | English only | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1201 |
| Yes, | Aboriginal English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8998 |
| Yes, | Aboriginal language Specify: <hr/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Yes, | Afrikaans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1403 |
| Yes, | Arabic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4202 |
| Yes, | Burmese | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6101 |
| Yes, | Cantonese | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7101 |
| Yes, | Croatian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3503 |
| Yes, | Dinka | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9216 |
| Yes, | Filipino | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6512 |
| Yes, | French | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2101 |
| Yes, | Gaelic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1101 |
| Yes, | Hindi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5203 |
| Yes, | Indonesian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6504 |
| Yes, | Italian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2401 |
| Yes, | Japanese | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7201 |
| Yes, | Malay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6505 |
| Yes, | Malayalam | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5102 |
| Yes, | Mandarin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7104 |
| Yes, | Polish | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3602 |
| Yes, | Shona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9207 |
| Yes, | Portuguese | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2302 |
| Yes, | Punjabi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5207 |
| Yes, | Sinhalese | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5211 |
| Yes, | Spanish | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2303 |
| Yes, | Tagalog | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6511 |
| Yes, | Tamil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5103 |
| Yes, | Vietnamese | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6302 |
| Yes, | Other - please specify | | | | |

5 (a) What is the highest year of primary or secondary school the parents/guardians have completed?

(For persons who have never attended school, mark 'Year 9 or equivalent or below.')

| | Mark one box only in each column | | <i>office use only</i> |
|-------------------------------|--|--|------------------------|
| | Parent/ Guardian/ Carer 1 | Parent/ Guardian/ Carer 2 | |
| Year 12 or equivalent | <input type="checkbox"/> | <input type="checkbox"/> | 4 |
| Year 11 or equivalent | <input type="checkbox"/> | <input type="checkbox"/> | 3 |
| Year 10 or equivalent | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| Year 9 or equivalent or below | <input type="checkbox"/> | <input type="checkbox"/> | 1 |

5 (b) What is the level of the highest qualification the parents/guardians have completed?

| | Mark one box only in each column | | <i>office use only</i> |
|---|--|--|------------------------|
| | Parent/ Guardian/ Carer 1 | Parent/ Guardian/ Carer 2 | |
| Bachelor degree or above | <input type="checkbox"/> | <input type="checkbox"/> | 7 |
| Advanced diploma/Diploma | <input type="checkbox"/> | <input type="checkbox"/> | 6 |
| Certificate I to IV (including trade certificate) | <input type="checkbox"/> | <input type="checkbox"/> | 5 |
| No non-school qualification | <input type="checkbox"/> | <input type="checkbox"/> | 8 |

6 (a) What is the occupation group of Parent/Guardian/Carer 1?

6 (b) What is the occupation group of the Parent/Guardian/Carer 2?

Please select the appropriate parental occupation group from the list on page 4-5.

- If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.*
- If the person has not been in paid work in the last 12 months, enter '8' in the box above.*

Thank you for your time.
Please return this form to the school.

List of Parental Occupation Groups (for Question 6)

Group 1: Elected officials, senior executives/manager, management in large business organisation, government administration and defence, and qualified professionals

Elected officials (mayor parliamentarian, alderperson, trade union secretary, board member)

Senior executives/general managers/department heads in industry, commerce, media or other large organisation

- **Public sector manager** (public service manager (section head or above), regional director, hospital/health services education)
- **Other administrator** (school principal, faculty head/dean, library/museum/gallery director, research facility director)
- **Defence forces** (Commissioned Officer)

Qualified professionals generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others

- **Health** (GP or specialist, registered nurse, dentist, pharmacist, optometrist, physiotherapist, chiropractor, vet, psychologist, therapy professionals, dietician, radiographer, podiatrist)
- **Education** (primary/secondary school teacher, university lecturer, professor, VET, special education)
- **Law** (lawyer, judge, barrister, coroner, solicitor, legal officer)
- **Engineering** (architect, surveyor, chemical/civil/mechanical/mining engineer)
- **ICT** (computer systems manager, designer, software and applications programmers)
- **Science** (all scientists)
- **Business** (management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer, economist)
- **Social** (social/welfare/community worker, counsellor, minister of religion, urban/rural planner, librarian, archivist, interpreter/translator)
- **Air/sea transport** (aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller)

Group 2: Other business managers/professionals and associate professionals

Other business managers/professionals

- **Farm/business owner/manager** (crop and/or livestock farmer/farm manager, stock and station agent, building/construction, manufacturing, mining, wholesale, import/export, transport business manager)
- **Specialist manager** (works manager, engineering/production manager, sales/marketing manager, purchasing manager, supply/shipping manager, customer service manager, property manager, real estate manager, advertising, public relations manager, human resource manager, call or contact centre manager, human resource professionals)
- **Finance** (bank manager, finance/investment/insurance brokers/advisors, credit/loans officer, accountant)
- **Retail sales/services manager** (shop, post office, petrol station, café/restaurant, club, hotel/motel/caravan park, cinema, theatre, travel/betting agency, sports centre, car rental, car/fleet/station manager, other hospitality, retail services managers)
- **Arts/media** (musician, actor, dancer, painter, potter, sculptor, journalist, writer/author, media presenter, photographer, designer, illustrator, proof reader, graphic designer, web designer)
- **Sportsperson** (coach, trainer, sports official, sportsperson)

Associate professionals generally have diploma/technical qualifications and support managers and professional

- **Medical, science, architectural, building, surveying, engineering, computing, ICT support technician**
- **Health** (enrolled nurse, community health worker, paramedic/ambulance officer, massage therapist, welfare/parole officer, youth worker, dental hygienist/technician)
- **Legal** (police officer, prison officer, government inspector, examiner or assessor, occupational/environmental health officer, security advisor, private investigator, debt collector, law clerk, court officer bailiff)
- **Business/administration** (recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office manager, project manager/administrator, mail supervisor, other managing supervisors, management and organisation analysts, contract, program)
- **Defence Forces** (senior non-Commissioned Officers [NCO])
- **Other** (library assistant, museum/gallery technician, research assistant, proof reader)

Group 3: Tradespeople and advanced/intermediate clerical, office, sales, carer and service staff

Tradespeople generally have completed a 4-year trade certificate, usually by apprenticeship. All tradespeople are included in this group. (metal fitters and machinists, motor mechanics, structural steel/welding trades workers, carpenters and joiners, plumbers, painters, electricians, chefs/cooks, hairdressers)

Advanced/intermediate clerical, office, sales, carer and service staff

- **Recording clerk** (bookkeeper, bank/post office clerk, statistical/actuarial clerk, account/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/supply logistics/order clerk, freight/transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk)
- **Inquiry/admissions clerk** (customer inquiry/complaints/service clerk, hospital admissions clerk)
- **Office** (secretary, personal assistant, desktop publishing operator, switchboard operator)
- **Sales** (sales representative (goods and service), auctioneer, insurance agent/assessor/loss adjuster, market researcher, real estate sales agent)
- **Carer** (aged/disability/refuge/child care/welfare support worker, nanny, nursing support)
- **Service** (parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor/supervisor, inspectors and regulatory officers)

Group 4: Machine operators, sales/office/service/hospitality staff, assistants, labourers and related workers

Machine operators

- **Driver or mobile plant operators** (car/taxi/bus/coach/tram/truck/train driver, driving instructor, courier/deliverer, forklift driver, garbage collector, bulldozer/loader/grader/excavator/earthmoving plant operators, farm/horticulture/forestry machinery operators)
- **Production/processing machine operator** (engineering, chemical, petrol, gas, water sewerage, cement, plastics, rubber, textile, footwear, wood/paper/glass/clay/stone/concrete production/processing machine operators)
- **Other machine operator** (photographic developer/printer, industrial spray painter, boiler/air conditioning/refrigeration plant operators, railway signals/points, crane/hoist/lift/bulk materials handling machinery operators, driller, miner)

Sales office, hospitality staff and other assistants

- **Sales** (sales assistant, motor vehicle/caravan/parts salesperson, sales representatives, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker/filler)
- **Office** (typist, word processing/data entry/business/keyboard/machine operator, receptionist, office assistant, general clerk)
- **Hospitality staff** (hotel service supervisor, receptionist, waiter, bar attendant, barista, kitchen-hand, porter, housekeeper, fast food cooks)
- **Assistant/aide** (trades assistant, school/teacher's/education aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant)

Defence Forces ranks below senior NCO

Agriculture, horticulture, forestry, fishing, mining worker (farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand)

Other worker (labourer, factory hand, store person, guard, commercial cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor, security office)