





# **2001 Census of Population and Housing**

## **How Australia Takes a Census**

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## PREFACE

The purpose of this publication is to outline how the 2001 Census will be conducted. The *Census and Statistics Act 1905* requires that the ‘...census shall be taken in the year 1981 and in every fifth year thereafter...’. The next census will be held on Tuesday, 7 August 2001.

The census is the largest statistical collection undertaken by the Australian Bureau of Statistics (ABS) and one of the most important. The aims of the census are to accurately measure the number and certain key characteristics of people in Australia on census night and the dwellings in which they live; and to provide timely, high quality and relevant data for small geographic areas and small population groups, to complement the rich but broad level data provided by ABS surveys.

This publication describes the history of the census, the process by which the 2001 Census was planned, the way it will be conducted and processed and the type of output which will be available.

The 2001 Census coincides with the Centenary of Australian Federation. The results from the 2001 Census will be an important national resource both for contemporary planners as well as those seeking to understand how Australia has changed over the first century since Federation.

Information about the full range of ABS data can be found in the *ABS Catalogue of Publications and Products* (Cat. no. 1101.0). Further information about 2001 Census products and services will be published closer to the 2001 Census date.

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## LIST OF ABBREVIATIONS

### ABBREVIATIONS

ABS	Australian Bureau of Statistics
AC	Automatic Coding
AIHW	Australian Institute of Health and Welfare
ASAC	Australian Statistics Advisory Council
BCP	Basic Community Profile
CAC	Computer Assisted Coding
CD	Collection District
ICR	Intelligent Character Recognition
LEP	Library Extension Program
LGA	Local Government Area
PSMA	Public Sector Mapping Authority
SLA	Statistical Local Area

## CHAPTER 1

## INTRODUCTION

Australia's fourteenth national Census of Population and Housing will be held on 7 August 2001. This publication has been prepared to provide current and potential users of census statistics with some basic information about the 2001 Census. It describes the history of the census, the process by which the 2001 Census was planned, the way in which it will be conducted and processed and the types of output which will be available.

### WHY HAVE A CENSUS?

The Census of Population and Housing is the largest statistical collection undertaken by the Australian Bureau of Statistics (ABS) and one of the most important. Its objective is to accurately measure the number and certain key characteristics of people in Australia on census night, and the dwellings in which they live. This provides a reliable basis for the estimation of the population of each of the States, Territories and Local Government Areas, primarily for electoral purposes and the distribution of government funds. The census also provides the characteristics of the Australian population and its housing within small geographic areas and for small population groups to support the planning, administration, policy development and evaluation activities of governments and other users.

Population estimates based on the census are used to determine the number of seats allocated to each State and Territory in the House of Representatives. Population estimates are also used in the allocation of Financial Assistance Grants by the Commonwealth to the States and Territories. In 1997–98 these grants accounted for 10.7% of total Commonwealth Budget outlays. The population estimates of Local Government Areas based on the census are a key element in the criteria used for the distribution of funds.

### WHO IS COUNTED?

The census includes all people in Australia on census night, with the exception of foreign diplomats and their families. Visitors to Australia are counted regardless of how long they have been in the country or how long they plan to stay. Australian residents out of the country on census night are out of the scope of the census.

People outside Australia who are not required to undertake migration formalities, such as those on oil and gas rigs off the Australian coast, are included.

The Territories of Cocos (Keeling) Islands and Christmas Island will be included in the 2001 Census. Following the enactment of the *Territories Reform Act 1992*, the results for these Territories were included in the counts for Australia for the first time in 1996.



## CHAPTER 2

## HISTORY

### MUSTERS

The first population counts of Australia were known as musters and were made as early as 1788. Musters involved all members of the community gathering at specified locations to be counted. These were important as a means of matching food and other supplies to the number of people needing them. The first census in Australia as we now know them was held in New South Wales in November 1828. Each of the colonies conducted its own censuses until 1886.

On 3 April 1881, the first simultaneous census of the British Empire covering the United Kingdom, India and the Crown Settlements (including Australia) was taken. This census produced the first set of colony population figures for the same day.

A census conference held in Sydney on 26 February 1900 arranged for an Australian census conducted on a uniform basis to be taken on 31 March 1901. Minor differences in the interpretation of definitions arose between the States and the method of presentation of the results differed considerably. The responses to the census questions were not tabulated in all cases and there was no coordinating authority to bring the results together to form a total for Australia.

### CENSUS AND STATISTICS ACT

To provide greater coordination, the *Census and Statistics Act 1905* was passed on 8 December 1905. This Act provided:

- that ‘the census shall be taken in the year 1911, and in every tenth year thereafter’; and
- ‘the census day shall be a day appointed for that purpose by proclamation’.

On 18 June 1906, the first Statistician of the Commonwealth of Australia was appointed to carry out the provisions of the Act. Later in the same year the Commonwealth Bureau of Census and Statistics was formed (re-named the Australian Bureau of Statistics in 1975).

### NATIONAL CENSUSES

Since 1911, therefore, the census has been a centralised activity conducted and controlled by the Australian Statistician under the authority of an Act of Parliament to ensure uniformity in the census methods and data collected from each State, and to protect the confidentiality of information gathered.

Due to the economic depression it was considered inappropriate to conduct the scheduled Census of 1931, so the *Census and Statistics Act 1905* was amended to allow a census to be held at any such time as prescribed. Under the amended Act the next census was held in 1933. No census was held during the period of World War II and the first post-war census was taken in 1947, after an interval of 14 years. The year 1954 was chosen for the next census, it being a seven year interval and equidistant between the 1947 Census and the then proposed 1961 Census. The practice of conducting a census in at least the first year of each decade was therefore resumed from 1961 onwards.

#### EVERY FIVE YEARS

Following the 1961 Census, Australia has had a census taken every five years, a practice which has now become mandatory with the amendment to the *Census and Statistics Act* in 1977 requiring that 'the census shall be taken in the year 1981 and in every fifth year thereafter, and at such other times as are prescribed'.

#### WHICH DAY?

In selecting census day the ABS aims to select a date which minimises the proportion of the population who are not at their usual place of residence. In 1911 and 1921, a census day near the beginning of April was selected. For the 1933 Census to the 1986 Census, census day was moved to a date at, or near, the end of June.

In 1991, census day was moved to early August, after all mainland States changed from a three term to a four term school year with school holidays falling near the end of June. School holidays on, or close to, census day increase collection difficulties and reduce the quality of data obtained, as many people are absent from their usual place of residence.

In 2001, census day is Tuesday, 7 August.

#### CENSUS TOPICS

Since the first national census in 1911, the content of censuses has changed. Some topics have been included in each census since 1911, for example, age, marital status and religion, while others have been included or excluded depending on the importance of the topic at the time. To see what is included in the 2001 Census refer to Appendix 1 for a copy of the Household Form and Appendix 2 for a copy of the Census Guide. Appendix 3 lists all topics included in every census held from 1911 to 2001.

## CHAPTER 3

## PLANNING THE 2001 CENSUS

### IMPROVEMENTS

Well before one census is completed, work on the next census begins. Preliminary work on the 2001 Census began in 1995 with the investigation of alternative processing systems. In 1996 the development of the 2001 Census of Population and Housing began in earnest.

All aspects of the 1996 Census were examined by the ABS with a view to identifying areas for possible improvement. This included the evaluation of form and question design, the effectiveness of collection and processing systems and the quality and the usefulness of the data provided to users. The major improvements to census procedures since the 1996 Census include changes to the Census Inquiry Service, field operations and administration, the use of Intelligent Character Recognition (ICR) and Automatic Coding (AC), and the greater use of the internet for delivery of census output. These aspects are covered in more detail in later chapters.

#### Census inquiry service

The 2001 Census Inquiry Service is a telephone inquiry service designed to answer queries from the public about the census. The Census Inquiry Service will directly link people who have concerns about the delivery or collection of their census form with the responsible staff in the caller's area.

#### Field operations and administration

Many of the operational procedures adopted in previous censuses relied on techniques and methods that are now quite dated. For the 2001 Census a concerted effort has been made to ensure that ABS staff working on census collection activities are primarily focused on the task of collecting a completed form from all households.

The administration and payment of census collection staff will be simplified. This simplification will allow staff supporting the collection phase of the census to devote more of their time to providing better guidance and assistance on operational matters to collection staff.

Systems and procedures have been changed to remove much of the administrative work previously undertaken by collection staff. In particular the Census Field System (CFS) has been developed. This system enables ABS Regional Offices to manage the recruitment, payment and other personnel matters relating to field staff. The computerisation of administrative support tasks will enable more effort to be devoted directly to the main task of collecting complete and accurate census information.

#### Intelligent character recognition, automatic coding and imaging

Intelligent Character Recognition, Automatic Coding and the use of images rather than paper forms during processing have all been introduced for the 2001 Census. The introduction of these new processes will result in more consistent and more accurate coding of responses on the census form. These are dealt with in more detail in chapter 6.

Use of internet Continuing from the successes of the 1996 Census, all census processing and tabulation work will take place on microcomputers linked through a local area network. Where possible the systems used in 1996 will be used in 2001 with only minimal updating to take advantage of technology enhancements. The range of products and services available from the 2001 Census will be similar to those from the 1996 Census. However, it is envisaged that more information will be disseminated via the internet. This is discussed in more detail in chapter 8.

#### HOW IS CONTENT DETERMINED?

Consultation with users of census statistics commenced on the basis that the real per capita cost of conducting the 2001 Census be no more than the cost of conducting the 1996 Census.

In line with this policy, in March 1998 the ABS published an *Information Paper 2001 Census: ABS Views on Content and Procedures* (2007.0). This paper was distributed to a wide range of organisations and individuals with known interests in the census. Its availability was widely advertised in the media and it was placed on the ABS website. As well as outlining the broad nature of plans for taking the 2001 Census, the paper summarised topic proposals for the next census under three categories:

- topics to be included in the 2001 Census;
- topics under review; and
- topics to be excluded from the 2001 Census.

Users of census data and the general public were invited to comment on proposals expressed in the paper.

130 submissions received The views of users were obtained through 130 written submissions and a series of nine consultation meetings held in all States and Territories.

Government decision In light of these consultations, draft recommendations on the content of the 2001 Census were discussed by the Australian Statistics Advisory Council (ASAC) in July 1998. Following completion of further testing on some topics, ASAC again considered the ABS draft recommendations at a meeting in March 1999 prior to the preparation by the ABS of a submission to the Government. On 6 April 2000 the Government announced its decisions on the 2001 Census. Regulations associated with the taking of the 2001 Census and an *Information Paper 2001 Census: Nature and Content* (2008.0) were tabled in Parliament.

Factors considered The Census of Population and Housing collects information by self-enumeration. Each household is asked to fill in the details specified on the census form with relatively little assistance from the Census Collector. Self-enumeration and the need to ensure that the large census operation is conducted as efficiently and effectively as possible, impose constraints on the types of topics and questions that can be included in the census if the public is to provide accurate data. There is also the need to limit the total number of questions asked in order to minimise the reporting load on households and census costs.

Factors considered *continued* These constraints were reflected in the criteria used to assess topics for inclusion in the 2001 Census. These were:

- whether the topic was of major national importance;
- whether there was a need for data on the topic for small groups in the population or for small geographic areas; and
- whether the topic was suitable for inclusion in a self-enumerated census.

WHAT IS ON THE 2001 CENSUS FORM?

The consultation process led to the inclusion of two new topics in the 2001 Census: ancestry and use of personal computers and the internet. Most topics asked in the 1996 Census were retained but two, the number of children ever born and whether a dwelling is rented furnished or unfurnished, were not considered of sufficient priority for inclusion in the 2001 Census. Further topics were investigated but did not meet the criteria for inclusion. (See Appendix 1 for a copy of the 2001 Census Household Form.)

Testing To decide on the layout and question wording for the census form, a program of tests is conducted before each census. For the 2001 Census a series of seven tests, including a dress rehearsal, were carried out in various cities and rural locations between 1997 and 2000.

The dress rehearsal was conducted to test collection and processing procedures, on Tuesday, 27 June 2000 in parts of Melbourne and Mildura in Victoria and on Tuesday, 22 August 2000 in parts of Western Australia and Queensland.

Recording the answers The 2001 Census sees the introduction of both ICR and AC for the capture of responses.

Most questions will again be answered by householders making horizontal marks on the form, to indicate their answers from lists of options. For some questions printed responses are required. Intelligent Character Recognition technology allows hand printing to be read automatically. Automatic Coding systems then attempt to translate responses into classification codes. There will always be a proportion of responses which cannot be processed automatically. These will be processed using Computer Assisted Coding systems as used in the 1996 Census.

## CHAPTER 4

## CONFIDENTIALITY

### THE GUARANTEE OF THE ACT

The census collects information relating to each person and household in the country but it is not concerned with information about individuals as such. The census is taken to provide information about the community as a whole and about groups within the community. The public expects that the information they provide will be kept confidential and this protection is given by provisions in the *Census and Statistics Act 1905*. All ABS officers (including temporary employees) are legally bound to secrecy under the *Census and Statistics Act 1905* never to release identifiable personal information to any person or organisation outside the ABS. Section 19 of the Act makes it an offence for any past or present ABS officer to divulge, either directly or indirectly, any confidential information collected under this Act. The penalty for this offence is of a fine of up to \$5,000 or imprisonment for a period not exceeding two years, or both.

### SECURITY ARRANGEMENTS

Completed census forms will be transferred from the collection centres to the census data processing centre under secure arrangements. Full-time security personnel will be employed to prevent any unauthorised access to the processing centre.

Comprehensive security arrangements are implemented on the ABS computer system. These include the use of regularly changed passwords, access control and audit trails. In accordance with the Act, no results will be released in a way which would enable particular individuals or households to be identified.

### RETENTION OF CENSUS FORMS

All name-identified information from past censuses has been destroyed, once the statistical processing was completed. However, for the 2001 Census the Government has accepted the recommendation of the Standing Committee on Legal and Constitutional Affairs report, *Saving Our Census and Preserving Our History* that saving name-identified census information 'for future research, with appropriate safeguards, will make a valuable contribution to preserving Australia's history for future generations'. This is particularly true for the 2001 Census as it coincides with the Centenary of Federation.

In order to ensure that the current high levels of public confidence and cooperation in the census are maintained, and to respect the wishes of those who do not want their information retained for future release, information will only be kept for those persons who explicitly consent. For privacy reasons the name-identified information will not be available for any purpose including to courts or tribunals within a 99 year closed access period. If a person does not explicitly agree to their name-identified census information being retained their name and address will be destroyed once statistical processing has been completed.

RETENTION OF CENSUS  
FORMS *continued*

Where consent has been given, the name, address and other census information for that person will be copied to microfilm. This microfilm will be transferred to the National Archives of Australia and kept securely. After this transfer has been completed, the ABS will destroy all name-identified census information it holds, including the computer images and the paper forms. As in the past, the paper forms will be pulped for recycling.

RANDOM ADJUSTMENTS

At the completion of processing, minor adjustments are made to data to protect the confidentiality of information about individuals while at the same time allowing the maximum amount of detailed census data to be released. This is dealt with in more detail in chapter 7.

## CHAPTER 5

## COLLECTION

### MAPS

The production of accurate maps for use by Census Collectors is important to the collection of the census. They make it possible for Census Collectors to deliver and collect forms from every household in Australia. For the 2001 Census, a computer-based mapping system has once again been used to produce high quality maps. This system builds on experience gained last census in the use of computer based mapping.

Considerable effort has been made to evaluate Census Collector comments regarding the map content of 1996 maps and where possible, to take these into account in maps produced for 2001. The ABS has also been working with the Public Sector Mapping Agency (PSMA) to incorporate updated and more detailed mapping information into the census maps. The presentation of maps has also been enhanced for 2001. Census maps used for output purposes are based on the same information as the maps used by Census Collectors.

### FORM PRINTING AND OTHER MATERIALS

Once the design of the census forms is completed, work begins on typesetting and printing the forms. For the 2001 Census, the ABS will produce 9.8 million household forms and 2.4 million personal forms. (See Appendix 1 for a copy of the 2001 Census Household Form.) Special form types are used for those parts of the population presenting particular collection challenges such as remote Indigenous communities and people homeless on census night.

In addition, large amounts of material are required for field operations, for example administrative documents, cartons for transport purposes, training material and manuals.

### COLLECTION DISTRICTS

The collection district (CD) is the basic geographic unit of collection. A CD is generally a census workload area that one Collector can cover delivering and collecting census forms in a specified period. On average there are about 200 dwellings per CD, however there may be more in some urban CDs, and in rural areas a CD may contain fewer dwellings yet cover an extensive area. An increase in the time allocated for collection has allowed most standard size urban CDs to be combined for workload purposes for the 2001 Census. This means that in many cases, Census Collectors will be responsible for at least two CDs. In statistical tables, CDs may be combined to form larger geographic areas, for example, statistical local areas (SLAs), local government areas (LGAs) and electoral divisions. For the 2001 Census CDs in major cities have been altered where possible to conform with suburb boundaries, allowing census statistics to be produced for these areas.



COLLECTION DISTRICTS  
*continued*

As far as possible, comparability of CD boundaries is maintained between censuses. Where a CD has grown too large it is split into two or more CDs, so that when combined they are still comparable with the previous census area. CD boundaries are aligned with LGA and SLA boundaries and, therefore, vary slightly from previous census CDs where LGA boundary changes have occurred between censuses. In the case of population decline in a CD, the original CD boundary is maintained for comparability. For the 2001 Census, about 70% of CDs will be the same as 1996 CDs.

CENSUS COMMUNICATIONS  
AND PUBLIC AWARENESS

Prior to each census the ABS conducts a comprehensive communications campaign. The 2001 Census campaign includes strategies to:

- ensure high levels of awareness of the census and its benefits to the community;
- ensure high levels of participation in the census; and
- ensure high levels of awareness of the Centenary of Federation Census Time Capsule Project.

The communications campaign includes paid media advertising and a range of public relations activities including briefings for community and other public opinion leaders. There is also a comprehensive program of media contact to inform journalists and commentators about the census and to encourage accurate, timely coverage of relevant issues.

An important aspect of the communications strategy is to raise awareness of procedures available to obtain help, especially for people who may be disadvantaged through language or other difficulties in acquiring information about the census or in completing their form. In addition, a census information website will be operational throughout the census year and a Census Guide is produced for every household. (See Appendix 2 for a copy of the Census Guide.)

DELIVERY AND COLLECTION  
OF FORMS

An efficient collection operation is essential to the success of the census. As in previous censuses, the 2001 Census is self-enumerated. This means that each household is asked to fill in the details required on the census form. Assistance is available from the Collector and the Census Inquiry Service (which includes a telephone interpreter service).

A hierarchical structure of temporary staff is used to deliver and collect census forms. All staff are appointed under the *Census and Statistics Act* and are subject to the strict confidentiality provisions of the Act.

ABS State and Territory offices are responsible for the management of all field staff in their State or Territory. The majority of the workforce, just over 28,000 people, are the Census Collectors. Census Collectors deliver a census form and Census Guide to every household in their collection district prior to census night. Where contact is made on delivery, the Collector arranges with the householder a convenient time to return and collect the form after census night. Where a Collector is not initially

DELIVERY AND COLLECTION  
OF FORMS *continued*

successful in collecting a census form he/she is required to return to the household a minimum of three times in the twenty day period following census night to attempt to collect the form. Collectors are also required to scan each form to ensure it has been completed.

It is not always an easy task to deliver and collect census forms, especially in remote areas, but Collectors endeavour to contact everyone. This includes people camping in the outback or travelling and people who live in parks or on the street. In rural areas, Collectors use any means of transport at their disposal, from walking to travelling by helicopter, to locate every person who should be included in the census.

Group Leaders are each responsible for training and supervising the work of approximately 10 to 12 Census Collectors. Their primary role is to ensure accuracy and completeness of coverage within their areas. In some States and Territories, Field Coordinators are employed to provide assistance at the local level in census collection activities, and in these cases Group Leaders will be responsible to Field Coordinators.

In total, more than 32,000 temporary field and collection staff will be involved in the delivery and collection of forms. These staff need to be recruited, trained, supplied with material, supervised and paid on completion of their work. The development and logistics behind the census are enormous and require careful planning and implementation. The distribution and return of materials alone means that trucks traverse almost the entire length and breadth of Australia.

CENSUS INQUIRY SERVICE

To ensure that public inquiries concerning the 2001 Census are dealt with speedily, the ABS operates a telephone Census Inquiry Service.

The Census Inquiry Service answers public inquiries about the census itself, the delivery and collection procedures used and how to complete the census form. Importantly, it provides for messages to be sent to census collection staff where further action is required to ensure the delivery and/or collection of forms.

The Census Inquiry Service will be supported by a website which will also provide details about census questions and topics. Members of the public will also be able to use the website to mail in messages about undelivered or uncollected forms.

NON-PRIVATE DWELLINGS

For the enumeration of non-private dwellings such as hotels and hospitals, staff of these establishments are asked to distribute a personal form and a privacy envelope to each person spending census night in that dwelling. Census Collectors are required to collect the completed forms as soon as possible after census night.

Personal forms are also provided to people on board ships in or between Australian ports, or on long distance trains or buses on census night.

## OTHER DWELLINGS

For the 2001 Census, all households in caravan parks, marinas, manufactured home estates and self-care accommodation for the aged will be provided with household forms as happened in 1996. Use of these forms allows statistics to be produced on the families living in this type of accommodation. Persons living in apartment complexes which provide both short and long term accommodation will receive household forms for the first time. Previously people in such accommodation received personal forms.

## PRIVACY ENVELOPES

Privacy envelopes are provided for anyone who does not wish to have their completed form seen by their Census Collector. Envelopes are also provided to people in private dwellings who do not want their responses to be seen by other members of the household and for people enumerated in non-private dwellings. Members of the public are informed of the availability of privacy envelopes through the public awareness campaign, the Census Guide and the census form.

## SPECIAL PROCEDURES

### For indigenous people

Given the remoteness of many Aboriginal and Torres Strait Islander communities and their special characteristics, the ABS has, after consultation with Aboriginal and Torres Strait Islander people and with associated organisations, developed an Indigenous Enumeration Strategy.

Central to this strategy is the appointment of Census Field Officers who are involved in informing Indigenous communities about the census and eliciting their assistance and support. Collector-Interviewers are recruited in remote and other discrete Indigenous communities to obtain census information by interview rather than providing self-enumeration forms. The communications aspects of the strategy include paid media advertising, a program of contact with community leaders, briefings for representatives of Indigenous media outlets, use of posters and leaflets specifically designed for Indigenous communities, and the dissemination of information about the census via video cassettes.

### For ethnic groups

With almost 15% of Australians speaking a language other than English at home, there is a need to provide assistance to households that have difficulties in speaking or reading English. A strategy has been developed by the ABS to ensure that the best possible enumeration of ethnic groups is achieved. The communications elements of this strategy include paid media advertising, providing information to community leaders and to relevant journalists and commentators, translating brochures into community languages, and providing information to migrant education units and community groups. The census also employs Collectors with skills in languages other than English, and operates a census telephone interpreter service. Arrangements can also be made for an interpreter to visit the home if required.

For the homeless There are two groups of people whose housing, or lack of, pose particular issues for collecting census data. The first group are people who live on the streets. The second group comprises people living permanently in boarding houses and those in refuges.

Prior to census night, senior collection staff will make contact with local offices of State and/or local government agencies responsible for licensing accommodation likely to cater for the homeless, and with groups providing other services for the homeless to identify possible sites where homeless people are likely to be located. Also, members of the homeless community will be engaged to enumerate 'difficult' areas where significant numbers of homeless people are likely to spend census night.

For others A 1998 ABS survey revealed that approximately half a million people with a limitation or disabling condition of some kind, have difficulty holding a book, turning pages or reading normal print. Where requested, Census Collectors provide assistance to people who need it. This ranges from reading of the questions to noting answers. A telephone typewriter service for the deaf will also operate. Census television advertisements will have subtitling for encoder viewing.

## CHAPTER 6

## PROCESSING

Once all the forms have been collected, they are transported under secure arrangements to the census data processing centre. It is here that data on the forms are processed to produce the computer data files used to provide census products for users.

### OPTICALLY AND DIGITALLY READING THE FORMS

Processing begins with a check that all forms have been received from the Collectors and that there is a form for each dwelling and person listed in the Collector's record book. Badly torn, stained or otherwise damaged forms are transcribed to ensure they will pass successfully through the next stage of processing, which is scanning.

Scanning involves capturing an image of each page of each form. The images are then processed by computer software which interprets the hand printing and marks made by the householder. This process is called Intelligent Character Recognition. Manual intervention may be required to 'repair' unrecognisable characters. Once repaired, all fields for which written responses are provided are processed through the Automatic Coding system to create a computer data file containing only the classification codes. If a code cannot be automatically determined, then manual intervention via a 'Computer Assisted Coding' system takes place.

The use of images of census forms dramatically reduces the need for the movement of large volumes of paper at the census data processing centre.

### FIRST AND SECOND STAGE PROCESSING

So that basic census data can be released as soon as possible, processing is split into two stages. In the first, simple topics such as age, sex and religion are processed. A high degree of Automatic Coding is achieved for these topics. The second stage processes complex topics such as industry, qualifications and occupation, which require substantial manual intervention, via Computer Assisted Coding (CAC), to allocate codes to the householders' responses.

#### Family coding

Most of the information on families is captured directly from the mark-box responses provided on the census form and for most families, the family code can be derived automatically from these responses. However, for a small number of situations, such as two families living in the same household or where there are complex relationships between family members, computer-assisted family coding is required. The computer directs the coder to the forms that require special family coding and provides response screens for the coder to enter the codes. An editing program immediately checks the validity of the family codes supplied and if invalid, the coder has to repeat the process. When the family codes for the household are valid, they are then applied by the computer to the computer data file.

## QUERY RESOLUTION

During CAC, in a small number of cases, the coder cannot match the response on a census form with the index information presented by the computer. These responses are referred to a query resolution section for the allocation of a code using supplementary information sources. Where necessary, new entries will be added to the coding indexes so that similar responses will be able to be coded in future. Where there is inadequate information on the census form to determine a precise code, a more general or 'dump' code will be allocated.

## EDITING

Some editing is undertaken to reduce the inconsistencies in census data. The types of errors that editing procedures can detect are limited to responses and/or codes which are invalid or inconsistent with other responses on the forms, or which are in conflict with census definitions. Once detected such inconsistencies are dealt with by changing one or more responses on the basis of decision tables drawn up for this purpose. Some inconsistencies will remain where it is impossible to determine the true situation from information provided on the census form.

## IMPUTED AND DERIVED DATA

During processing, procedures for deriving or imputing some data items are implemented by the editing system.

Some data items are derived from other responses given on the census forms. An example of a derived characteristic is labour force status. This characteristic is derived for all people aged 15 years and over and is determined using a decision table which takes into account the responses (or lack of them) given to several other questions on the form. These are: full or part-time job; job last week; looked for work; availability to start work; hours worked and mode of travel to work.

Data imputation is used for a small number of specific data items such as age, sex and marital status where responses have not been provided on the census form. As it is not usually possible to derive these values from other responses on the form, they must be imputed. For example, age is imputed by the processing system by utilising look-up tables based on the 1996 Census age values for the population (or sub-groups of the population) as a whole. These tables then provide an imputed value which fills in the missing value.

## FINAL DATA

The final outcome of the census data processing centre work is a file of coded records for each person, family, and dwelling enumerated in the census. Once validated, the file becomes the source of all products containing census data. The data is released in files and tables that do not allow the identification of individuals.

## RETENTION

For the 2001 Census, the opportunity is being provided for every person to elect to have his or her census information kept by the National Archives of Australia and then made publicly available after 99 years. When all the statistical data has been extracted, the responses to the retention question will be examined. Where a response to this question clearly indicates a respondent's agreement to have their census information retained, and the form has been signed, the respondent's information will be transferred to microfilm. These microfilm will then be transferred to the National Archives of Australia.

## RECYCLING AND DESTRUCTION

Once all the statistical data has been extracted, microfilming has been completed, and the forms are no longer needed for processing, will be pulped and turned into recycled paper and cardboard. The images of the census forms used during processing and microfilming are also destroyed.

## CHAPTER 7

## QUALITY

As with other statistical collections, the ABS is concerned to see that high quality data are obtained from the census. To this end, extensive effort is put into the form design, collection procedures, public awareness campaign and accurate processing of the information collected.

### FIELD TESTING

To begin with, the method employed to obtain information in the Australian census is one of self-enumeration in which each household is asked to complete the census form with relatively little assistance from the Census Collector. To make sure that this approach is successful, a series of tests is conducted before each census to gauge public reaction to the form and the questions it contains. This is dealt with in more detail in chapter 3.

### PUBLIC AWARENESS

As well as making sure that the right questions are asked, it is essential for the achievement of quality census data that everybody understands the importance of being counted and of giving the right answers in the census. A crucial factor in this respect is the public awareness campaign referred to in chapter 5.

### QUALITY ASSURANCE

Once the forms are in the census data processing centre, quality assurance procedures are implemented at all phases of processing to maximise the accurate recording of information collected and to eliminate as far as possible any inconsistencies in coding responses. For example, after Automatic and Computer Assisted Coding, a sample of forms are manually recoded and inconsistent answers are compared by an adjudicator to determine the source of the error. This information, along with query resolution information and reports from coders, is examined by continuous improvement teams, who have responsibility for identifying quality problems and recommending ways in which quality can be improved. Coding procedures, indexes, processing systems and training of staff are the key areas where changes can lead to improved data quality during processing.

### RESIDUAL ERRORS

Despite these efforts, the census, like all statistical collections, is subject to a number of sources of error, and some of the errors defy detection and correction. Testing has indicated the effect of these errors is generally slight, although it could be more significant for analyses of data for small groups or very detailed cross-classifications.

### EVALUATING THE OUTCOME

After the census, an evaluation of the census data is carried out to inform users of the data about its quality, and to help plan the next census. Investigation of the effect of partial response, consistency checks between related questions, comparisons with data from other sources and demographic analysis are undertaken for various census topics.

Much of the information gathered about the quality of census data will be distributed in the form of commentary contained in census output products or in specialised data quality evaluation working papers. This information also helps the ABS to plan for the next census.



## SOURCES OF ERROR

- Undercounting** Despite efforts to obtain full coverage of people and dwellings, it is inevitable that a small number of people will be missed and some will be counted more than once. In Australia more people are missed from the census than are counted more than once. The net effect when both factors are taken into account is referred to as undercounting.
- As well as affecting the total population counts, undercounting can bias other census statistics because the characteristics of missed people are different from those of counted people. In Australia, rates of undercounting vary significantly for different population groups depending on factors such as age, sex and geographic area. A measure of the extent of undercounting is obtained from a sample survey of households undertaken shortly after the census, called the Post Enumeration Survey. Undercounting of people in the 1996 Census was estimated to be 1.6% for Australia as a whole.
- Partial response** People who are counted in the census do not necessarily answer all the questions which apply to them. While questions of a sensitive nature are generally excluded from the census, all topics have an element of non-response. However, this element can be measured and is generally low. In those instances where a householder does not provide a response to a question, a 'not stated' code is allocated during processing, with the exception of non-response to age, sex, marital status and the statistical local area of usual residence. This data is used in population estimates and so these variables are imputed, using other information on the census form and specially constructed random tables based on the distribution of the population according to these variables at the previous census.
- Respondent error** Computer editing procedures are used to detect and correct obvious errors made by individuals in completing the form (for example, a six year old person in the labour force). However, such procedures cannot detect and correct all householders' errors and some remain in final output.
- Processing error** Errors created during the processing of the census are kept at an acceptable level by means of quality assurance procedures. These involve sample checking during coding operations, and taking corrective action where necessary.

## INTRODUCED RANDOM ADJUSTMENTS

Minor adjustments are made to the information to allow the maximum detailed census data possible to be released without breaching the confidentiality of individual respondents. For this reason, great care should be taken when interpreting data in small cells, since possible respondent and processing errors have a greater proportional impact on them than on larger cells.

## CHAPTER 8

## PRODUCTS

### PRODUCT DEVELOPMENT

The ABS is developing a range of products and services from the 2001 Census to meet the objective of providing users of statistics with the information they need. This has involved consultation with current clients and potential new users of census data, as well as drawing on the results of research commissioned in 1999 to study the outcomes of the 1996 Census Output Program. The broad results of the 2001 Census will be available in printed publications, CD-ROM and via the Internet and other on-line services such as ABS@ and AusStats. Emphasis will be placed on providing a timely and responsive range of output.

### INTERNET SERVICES

There will be a significant increase in the amount of data available free of charge as a community service outside of public libraries. A range of products and services for the 2001 Census, both free and priced, will be provided via the Internet (including through the ABS AusStats service) and there will be a greater emphasis on dissemination via email. These services are a major thrust of the Census Output Program that will promote wider use of census data. Recent census developments, release timetables and other material related to the Census Output Program will be made available on a regular basis via the ABS website. Information relating to the 2001 Census Output Program, and access to free 1996 Census data, is accessible now via the census button on the ABS website at [www.abs.gov.au](http://www.abs.gov.au). The 'What's New' and '2001 Census Information' categories on the web site will contain the latest available information to assist user awareness at all times.

### TWO-STAGED RELEASE

As with the 1996 census, there will be a two-staged release of the data. The first release will contain a wide range of topics and be available for all geographic areas by July 2002. The remaining data, which require extensive coding, will be released progressively thereafter, with all data available by the end of 2002.

### CENSUS COUNTS

Census counts will be released on two different bases: place of enumeration; and place of usual residence.

Census counts at place of enumeration are based on each person's actual location on census night. Overseas visitors are included while Australians overseas are excluded.

Census counts at place of usual residence are based on the reported usual residence of all people enumerated on census night. Overseas visitors and Australians overseas are excluded. Usual addresses are coded to statistical local areas (SLAs). Usual residence census counts will be available for SLAs and aggregates of SLAs. Usual residence census counts may be available at collection district (CD) level depending on the quality that can be achieved in coding of usual addresses to CDs.

## POPULATION ESTIMATES

Population estimates (estimated resident population) are derived by making two adjustments to the usual residence census counts. The first is an adjustment for census undercounting as measured by the Post Enumeration Survey (see chapter 7 on Quality). This adjustment is made to the counts of males and females by age for Australia, States/Territories and at the SLA level. The second adjustment is the addition of estimates of Australian residents temporarily overseas on census night. This adjustment is also made by age at SLA level.

## PRODUCTS AVAILABLE

Census products will be available in the form of printed publications, CD-ROM and via on-line services such as the Internet and the recently introduced ABS@ and AusStats Services. Customised products can be in the form of hardcopy or provided electronically on CD-ROM or via email.

### Printed publications

Printed publications will be used to disseminate both the broad results and many of the detailed statistics from the 2001 Census. Statistical publications planned for release include the following:

- Australian Demographic Statistics—2001 Census Edition, December Quarter 2001;
- Regional Population Estimates—2001 Census Edition, June 1996 and June 2001;
- Selected Social and Housing Characteristics for SLAs;
- Selected Education and Labour Force Characteristics for SLAs;
- Selected Characteristics for Urban Centres and Localities;
- Australia in Profile: A Regional Analysis; and
- Social Atlases for each capital city.

A number of reference publications will enable clients to understand what the census data and various geographical codes mean. These include the 2001 Census Dictionary.

### Customised matrixes

Clients will be able to order and specify their 2001 Census customised matrixes (cross-classified tables), in advance of the release of census data through ABS Information Consultancy Services or via the Internet Census Table Specification Service. In this way the ABS will be in a position to produce the matrixes soon after final data become available. Some of the 2001 Census products expected to generate the widest interest among users are outlined below.

### Community Profiles

A group of products known as Community Profiles will be available for the 2001 Census. Each Community Profile is a set of tables containing key census characteristics of people, families and dwellings covering most topics on the census form.

The most popular of the series will be the Basic Community Profile (BCP) which will contain around 33 tables covering the full range of census topics. The BCP is available at all geographic levels from collection district to Australia as a whole. New questions on the

Community Profiles *continued*

2001 Census form will provide information about people's ancestry, and their use of computer and Internet technology. New tables using these variables will be included in the 2001 Census BCP.

Other profiles in the series include the Expanded Community Profile, Working Population, Time Series and Usual Residence Profiles and are available from SLA level and above. The Indigenous Profile features the characteristics of Aboriginal and Torres Strait Islander people and will be available for geographic areas of interest to Indigenous communities and other users of census data. As well as Community Profiles for standard areas, clients are able to specify their own combination of census geographic areas and particular tables from the profile data base to obtain a Community Profile customised to their needs.

All profiles will be available electronically or printed on demand at all ABS Client Services locations according to the preference of the client. The Basic Community Profiles down to SLA level will be available free of charge, to all users, via the Internet. Area selections for these profiles will be simplified through an intuitive, drill-down map interface.

CDATA2001

CDATA2001 on CD-ROM will contain the Basic Community and Time Series Profiles, ABS statistical boundaries and basic topographic information. As an option, clients will be able to purchase detailed topographic data. CDATA2001 will build on the strengths of its predecessors by further enhancing the software to be more intuitive and user-friendly. The sophisticated manipulation, report generation and mapping software will provide a tool to analyse, integrate and visualise census data for a multitude of research and planning needs. Clients will also be able to import other census and ABS data, as well as their own data, and map these alongside the census data. Add-on Datapaks comprising other Community Profiles (refer above) can be purchased separately on CD-ROM for a seamless import into CDATA2001 to take full advantage of CDATA functionality.

PUBLIC ACCESS THROUGH LIBRARIES

A key part of the free access strategy for the census is the implementation of the Library Extension Program (LEP) which provides census statistics in a CD-ROM and Internet product, CLIB, to the National Library, university libraries and a wide network of State and public libraries. There are more than 600 libraries spread across Australia in the LEP.

For more detailed information about the 2001 Census Output Program, consult the following publications via the Census button on the ABS website at [www.abs.gov.au](http://www.abs.gov.au), or call the ABS for a printed copy.

*2001 Census of Population and Housing: Proposed Products and Services* which documents the full range of products and services that are proposed for release and includes indicative release dates; and

*2001 Census of Population and Housing: ABS Views on Census Output Strategy* which sets out the goals for 2001 Census output, the strategies to achieve them and the initial proposed range of products and services.

## CHAPTER 9

## USES OF CENSUS DATA

### A WIDE VARIETY OF USES

The basis of other ABS statistics

Census data form the basis of many of the ABS' most widely used products and services. One is the official population estimates which are updated each quarter. Census data are also used in compiling the monthly employment and unemployment statistics and the national accounts. The census counts of the number of people in each geographic area is also used in the framework for selecting the samples used in ABS household surveys.

Public inquiries

The ABS had over 100,000 requests for data from the 1996 Census. In addition, there are many inquiries made to libraries and other organisations that disseminate census data. A similar or greater level of demand is expected from the 2001 Census.

Allocation of funds and federal seats

The official population estimates are used to allocate Commonwealth funds to State and local governments, and to determine the number of seats each State and Territory has in the House of Representatives.

Planning and administration

The census also provides the characteristics of the population and its housing to support the planning, administration and policy development activities of governments, business and other users.

These characteristics have been used to study the social and economic circumstances of particular population groups. While some of this information is available from other sources, only a census can provide the information from the country as a whole and for small geographic areas and small population groups.

### SOME SPECIFIC EXAMPLES

Breast cancer clinics

**Objective:** To select the best areas to establish breast cancer screening clinics.

**Data use:** Census data was used to identify and map the target population for breast cancer clinics for an area health service in a large city. Maps were created in which women aged between 50 and 69 years were displayed according to their postcode, and major shopping centres, main roads and public transport routes were added to the maps to indicate whether the proposed clinic sites were easily accessible.

**Result:** The areas most in need of new breast cancer clinics were identified, as were indicators of ease of access to the proposed clinics.

Recreation and public transport facilities	<p><b>Objective:</b> A local government council wanted to look at the impact of high density rental accommodation on the demand for recreational and public transport facilities.</p> <p><b>Data use:</b> The council, using census dwelling data, mapped areas of Housing Commission rented dwellings together with population density. By identifying areas with a significant proportion of high density rented Housing Commission properties and the population within those areas, the town planner could determine if the recreational and public transport facilities were adequate.</p> <p><b>Result:</b> The council could plan more effectively for present and future needs for recreational and public transport facilities.</p>
Charity organisation	<p><b>Objective:</b> A charity needed to plan effective door-knock appeals, by targeting the best areas to approach.</p> <p><b>Data use:</b> By reviewing past campaigns, the charity knew that certain family types above a particular income level were more likely to donate. Using census data, the charity selected areas with the highest density of that family type and with a high proportion of that income level. They planned door-knock appeals in those areas, and used cheaper, less time-consuming methods of collection, such as letterbox drops, in other areas.</p> <p><b>Result:</b> The charity was able to target its donors more accurately, raising a higher rate of donation for each door-knocker.</p>
Homes for the aged	<p><b>Objective:</b> A church welfare group wanted to select the area most in need of homes and care for the aged.</p> <p><b>Data use:</b> The ABS was able to provide the group with census data on age, income, and home ownership for the different areas it was looking at for possible locations.</p> <p><b>Result:</b> The group was able to assist the aged who were most in need of homes and care.</p>
Broadcasting company	<p><b>Objective:</b> The company wanted to know if they were broadcasting the right type of non-English programs for the people living in their region.</p> <p><b>Data use:</b> The company received census data for the region showing where people had been born and what languages they spoke at home.</p> <p><b>Result:</b> The broadcasting company was able to better meet the needs of the non-English speaking residents in its area.</p>

Government child care **Objective:** The Department of Health and Aged Care wished to allocate funding for existing child care centres.

**Data use:** The Department received census data on the number of children, by age, for the locations of the centres.

**Result:** The funding was allocated based on the number of children in each centre's catchment area.

Fast food company **Objective:** The company wished to expand and wanted to select the best area in which to locate a new outlet.

**Data use:** The company gave the ABS the age range they wished to target along with the general area in which they wished to locate the store. Census data showed the company where the greatest concentration of the population in the target age range lived within the proposed area.

**Result:** The company was able to decide where to locate its new store.

## CHAPTER 10

## OTHER INFORMATION PAPERS

Current publications produced by the ABS are listed in the *Catalogue of Publications and Products* (1101.0). The ABS also issues, on Tuesdays and Fridays, a *Release Advice* (1105.0) which lists publications to be released in the next few days. The Catalogue and Release Advice are available from any ABS office (see back page).

The following publications may be of interest.

*1996 Census Dictionary* (2901.0)

*1996 Census Australia in Profile—A Regional Analysis* (2032.0)

*1996 Census—Data Quality Undercount* (2940.0)

*1996 Census—Population Growth and Distribution in Australia* (2035.0)

*2001 Census of Population and Housing: ABS Views on Content and Procedures* (2007.0)

*2001 Census of Population and Housing: Nature and Content* (2008.0)

*2001 Census of Population and Housing: ABS Views on Census Classifications* (2012.0)

*2001 Census—ABS Views on Census Output* (2009.0)

*2001 Census—ABS Views on Census Products and Services* (2011.0)

*An Evaluation of the 1996 Census of Population and Housing* (2010.0).







census

**Why a Census?**

The Census is the only practical way to get information on how many people there are in each part of Australia, what they do and how they live.

**Collection authority**

The information asked for is collected under the authority of the *Census and Statistics Act 1905*. Your co-operation is sought in completing this form.

**Confidentiality**

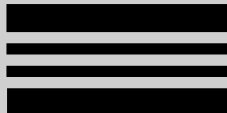
Under the *Census and Statistics Act*, the ABS must not release any information you provide in a way which would enable an individual's or household's data to be identified. The one exception is that if you agree at Question 50 then your information will be provided to the National Archives of Australia for release in 99 years time. See page 15 of the Census Guide for further information.

**Help available**

Refer to the Census Guide or ask your Collector or phone the Census Inquiry Service on 137 219.

# Household Form

## REDUCED SIZE



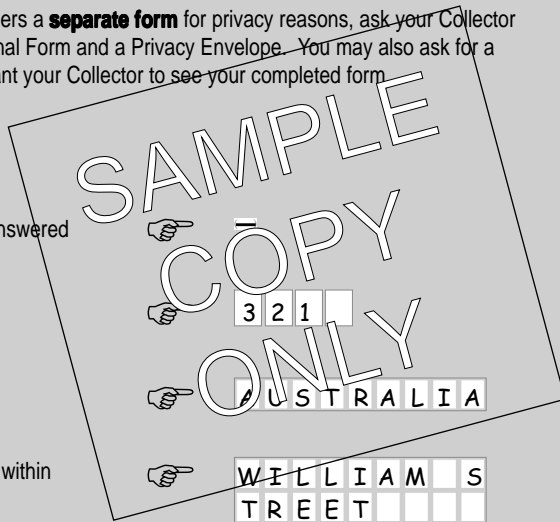
Rec No. (RNO)

**What you need to do**

- Use this form to record details of **all people** (including visitors) who spend the night in your dwelling on census night, **Tuesday, 7 August 2001**.
- Your Collector will return between **8 August and 27 August** to collect your form.
- On one form you can record details of **six people**. Your Collector will give you enough forms for the number of people you expect to reside in your dwelling on census night. If you need more forms, or there is more than one household, ask your Collector or see 'Help available' below.
- If any person in your dwelling prefers a **separate form** for privacy reasons, ask your Collector or telephone 137 219 for a Personal Form and a Privacy Envelope. You may also ask for a Privacy Envelope if you do not want your Collector to see your completed form.

**How to answer**

- Please use a **black or blue pen**.
- Most questions only need to be answered by **marking a box** like this,
- or writing a number like this.
- Please use **BLOCK** letters, and
- write like this, keeping each letter within the boxes provided.
- Please answer **all** the questions for **every** person, unless the form asks you not to.
- If you **do not know** an answer, give the best answer you can.
- Please take your time to complete the form and **refer to the Census Guide** for help if needed.
- Please do not fold or bend this form.



**1 What is the address of this dwelling?**

Please use **BLOCK** letters

Street number

Street name

Suburb, rural locality or town

State/Territory Postcode

## 02

## Person 1

## Person 2

Please use BLOCK letters.

Enter the householder or any adult household member as 'Person 1', and if present, the spouse or partner as 'Person 2'.

<p><b>2 Name of each person including visitors who spent the night of Tuesday, 7 August 2001 in this dwelling:</b></p> <ul style="list-style-type: none"> <li>Record details for all adults, children, babies and <i>visitors</i>.</li> <li>Include any person who returned on Wednesday, 8 August 2001, without having been counted elsewhere.</li> </ul>	<p>First or given name  <input type="text"/></p> <p>Surname or family name  <input type="text"/></p>	<p>First or given name  <input type="text"/></p> <p>Surname or family name  <input type="text"/></p>
<p><b>3 Is the person male or female?</b></p> <ul style="list-style-type: none"> <li>Mark one box for each person, for example <input checked="" type="checkbox"/>.</li> </ul>	<p><input type="checkbox"/> Male  <input type="checkbox"/> Female</p>	<p><input type="checkbox"/> Male  <input type="checkbox"/> Female</p>
<p><b>4 What was the person's age last birthday?</b></p> <ul style="list-style-type: none"> <li>If age is less than one year, write '0'.</li> <li>Example, for a person aged 19 years: <input type="text" value="1"/> <input type="text" value="9"/> Years</li> </ul>	<p><input type="text"/> <input type="text"/> Years  <input type="checkbox"/> 100 years or more</p>	<p><input type="text"/> <input type="text"/> Years  <input type="checkbox"/> 100 years or more</p>
<p><b>5 What is the person's relationship to Person 1/Person 2?</b></p> <ul style="list-style-type: none"> <li>Examples of other relationships: son-in-law, granddaughter, uncle, boarder.</li> </ul>	<p><b>No answer required for Person 1</b></p>	<p><input type="checkbox"/> Husband or wife of Person 1  <input type="checkbox"/> De facto partner of Person 1  <input type="checkbox"/> Child of Person 1  <input type="checkbox"/> Stepchild of Person 1  <input type="checkbox"/> Brother or sister of Person 1  <input type="checkbox"/> Unrelated flatmate or co-tenant of Person 1  <input type="checkbox"/> Other relationship to Person 1 – please specify  <input type="text"/></p>
<p><b>6 What is the person's present marital status?</b></p> <ul style="list-style-type: none"> <li>'Married' refers to registered marriages.</li> </ul>	<p><input type="checkbox"/> Never married  <input type="checkbox"/> Widowed  <input type="checkbox"/> Divorced  <input type="checkbox"/> Separated but not divorced  <input type="checkbox"/> Married</p>	<p><input type="checkbox"/> Never married  <input type="checkbox"/> Widowed  <input type="checkbox"/> Divorced  <input type="checkbox"/> Separated but not divorced  <input type="checkbox"/> Married</p>
<p><b>7 Where does the person usually live?</b></p> <ul style="list-style-type: none"> <li>For persons who usually live in another country and who are visiting Australia for less than one year, mark 'Other country'.</li> <li>For other persons, 'usually live' means that address at which the person has lived or intends to live for a total of six months or more in 2001.</li> <li>For persons who now have no usual address, write 'no usual address'.</li> <li>For boarders at boarding school, give address at boarding school or college.</li> </ul>	<p><input type="checkbox"/> The address shown on the front of this form  <input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Street number  <input type="text"/></p> <p>Street name  <input type="text"/></p> <p>Suburb, rural locality or town  <input type="text"/></p> <p>State/Territory    Postcode  <input type="text"/>    <input type="text"/></p> <p><input type="checkbox"/> <b>Other country</b></p>	<p><input type="checkbox"/> Same as for Person 1  <input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Street number  <input type="text"/></p> <p>Street name  <input type="text"/></p> <p>Suburb, rural locality or town  <input type="text"/></p> <p>State/Territory    Postcode  <input type="text"/>    <input type="text"/></p> <p><input type="checkbox"/> <b>Other country</b></p>
<p><b>8 Where did the person usually live one year ago (at 7 August 2000)?</b></p> <ul style="list-style-type: none"> <li>If the person is less than one year old, leave blank.</li> <li>For persons who had no usual address on 7 August 2000, give the address at which they were then living.</li> </ul>	<p><input type="checkbox"/> Same as in question 7  <input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Street number  <input type="text"/></p> <p>Street name  <input type="text"/></p> <p>Suburb, rural locality or town  <input type="text"/></p> <p>State/Territory    Postcode  <input type="text"/>    <input type="text"/></p> <p><input type="checkbox"/> <b>Other country</b></p>	<p><input type="checkbox"/> Same as for Person 1  <input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Street number  <input type="text"/></p> <p>Street name  <input type="text"/></p> <p>Suburb, rural locality or town  <input type="text"/></p> <p>State/Territory    Postcode  <input type="text"/>    <input type="text"/></p> <p><input type="checkbox"/> <b>Other country</b></p>



Person 3	Person 4	03	Person 5	Person 6
First or given name <input type="text"/> Surname or family name <input type="text"/>	First or given name <input type="text"/> Surname or family name <input type="text"/>	First or given name <input type="text"/> Surname or family name <input type="text"/>	First or given name <input type="text"/> Surname or family name <input type="text"/>	
<input type="radio"/> Male <input type="radio"/> Female	<input type="radio"/> Male <input type="radio"/> Female	<input type="radio"/> Male <input type="radio"/> Female	<input type="radio"/> Male <input type="radio"/> Female	
<input type="text"/> <input type="text"/> Years <input type="radio"/> 100 years or more	<input type="text"/> <input type="text"/> Years <input type="radio"/> 100 years or more	<input type="text"/> <input type="text"/> Years <input type="radio"/> 100 years or more	<input type="text"/> <input type="text"/> Years <input type="radio"/> 100 years or more	
<input type="radio"/> Child of both Person 1 and Person 2 <input type="radio"/> Child of Person 1 only <input type="radio"/> Child of Person 2 only <input type="radio"/> Brother or sister of Person 1 <input type="radio"/> Unrelated flatmate or co-tenant of Person 1 <input type="radio"/> Other relationship to Person 1 – please specify <input type="text"/>	<input type="radio"/> Child of both Person 1 and Person 2 <input type="radio"/> Child of Person 1 only <input type="radio"/> Child of Person 2 only <input type="radio"/> Brother or sister of Person 1 <input type="radio"/> Unrelated flatmate or co-tenant of Person 1 <input type="radio"/> Other relationship to Person 1 – please specify <input type="text"/>	<input type="radio"/> Child of both Person 1 and Person 2 <input type="radio"/> Child of Person 1 only <input type="radio"/> Child of Person 2 only <input type="radio"/> Brother or sister of Person 1 <input type="radio"/> Unrelated flatmate or co-tenant of Person 1 <input type="radio"/> Other relationship to Person 1 – please specify <input type="text"/>	<input type="radio"/> Child of both Person 1 and Person 2 <input type="radio"/> Child of Person 1 only <input type="radio"/> Child of Person 2 only <input type="radio"/> Brother or sister of Person 1 <input type="radio"/> Unrelated flatmate or co-tenant of Person 1 <input type="radio"/> Other relationship to Person 1 – please specify <input type="text"/>	
<input type="radio"/> Never married <input type="radio"/> Widowed <input type="radio"/> Divorced <input type="radio"/> Separated but not divorced <input type="radio"/> Married	<input type="radio"/> Never married <input type="radio"/> Widowed <input type="radio"/> Divorced <input type="radio"/> Separated but not divorced <input type="radio"/> Married	<input type="radio"/> Never married <input type="radio"/> Widowed <input type="radio"/> Divorced <input type="radio"/> Separated but not divorced <input type="radio"/> Married	<input type="radio"/> Never married <input type="radio"/> Widowed <input type="radio"/> Divorced <input type="radio"/> Separated but not divorced <input type="radio"/> Married	
<input type="radio"/> Same as for Person 1 <input type="radio"/> Elsewhere in Australia – please specify address Street number <input type="text"/> Street name <input type="text"/> Suburb, rural locality or town <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="radio"/> <b>Other country</b>	<input type="radio"/> Same as for Person 1 <input type="radio"/> Elsewhere in Australia – please specify address Street number <input type="text"/> Street name <input type="text"/> Suburb, rural locality or town <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="radio"/> <b>Other country</b>	<input type="radio"/> Same as for Person 1 <input type="radio"/> Elsewhere in Australia – please specify address Street number <input type="text"/> Street name <input type="text"/> Suburb, rural locality or town <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="radio"/> <b>Other country</b>	<input type="radio"/> Same as for Person 1 <input type="radio"/> Elsewhere in Australia – please specify address Street number <input type="text"/> Street name <input type="text"/> Suburb, rural locality or town <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="radio"/> <b>Other country</b>	
<input type="radio"/> Same as for Person 1 <input type="radio"/> Elsewhere in Australia – please specify address Street number <input type="text"/> Street name <input type="text"/> Suburb, rural locality or town <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="radio"/> <b>Other country</b>	<input type="radio"/> Same as for Person 1 <input type="radio"/> Elsewhere in Australia – please specify address Street number <input type="text"/> Street name <input type="text"/> Suburb, rural locality or town <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="radio"/> <b>Other country</b>	<input type="radio"/> Same as for Person 1 <input type="radio"/> Elsewhere in Australia – please specify address Street number <input type="text"/> Street name <input type="text"/> Suburb, rural locality or town <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="radio"/> <b>Other country</b>	<input type="radio"/> Same as for Person 1 <input type="radio"/> Elsewhere in Australia – please specify address Street number <input type="text"/> Street name <input type="text"/> Suburb, rural locality or town <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="radio"/> <b>Other country</b>	

Please use BLOCK letters.	04 Person 1	Person 2
<p><b>9 Where did the person usually live five years ago (at 7 August 1996)?</b></p> <ul style="list-style-type: none"> <li>If the person is less than five years old, leave blank.</li> <li>For persons who had no usual address on 7 August 1996, give the address at which they were then living.</li> </ul>	<p> <input type="checkbox"/> Same as in question 7  <input type="checkbox"/> Same as in question 8  <input type="checkbox"/> Elsewhere in Australia – please specify address         </p> <p>Street number</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <p>Street name</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <p>Suburb, rural locality or town</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <p>State/Territory      Postcode</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <p><input type="checkbox"/> Other country</p>	<p> <input type="checkbox"/> Same as for Person 1  <input type="checkbox"/> Same as in question 8  <input type="checkbox"/> Elsewhere in Australia – please specify address         </p> <p>Street number</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <p>Street name</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <p>Suburb, rural locality or town</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <p>State/Territory      Postcode</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <p><input type="checkbox"/> Other country</p>
<p><b>10 Is the person an Australian citizen?</b></p>	<p> <input type="checkbox"/> Yes, Australian citizen  <input type="checkbox"/> No         </p>	<p> <input type="checkbox"/> Yes, Australian citizen  <input type="checkbox"/> No         </p>
<p><b>11 In which country was the person born?</b></p> <ul style="list-style-type: none"> <li>Mark one box.</li> </ul>	<p> <input type="checkbox"/> Australia ► <b>Go to 13</b>  <input type="checkbox"/> England  <input type="checkbox"/> Scotland  <input type="checkbox"/> New Zealand  <input type="checkbox"/> Italy  <input type="checkbox"/> Greece  <input type="checkbox"/> Viet Nam  <input type="checkbox"/> Other - please specify         </p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<p> <input type="checkbox"/> Australia ► <b>Go to 13</b>  <input type="checkbox"/> England  <input type="checkbox"/> Scotland  <input type="checkbox"/> New Zealand  <input type="checkbox"/> Italy  <input type="checkbox"/> Greece  <input type="checkbox"/> Viet Nam  <input type="checkbox"/> Other - please specify         </p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<p><b>12 In what year did the person first arrive in Australia to live here for one year or more?</b></p> <ul style="list-style-type: none"> <li>Example: <input type="text"/>1<input type="text"/>9<input type="text"/>7<input type="text"/>0 Year</li> </ul>	<p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year  <input type="checkbox"/> Will be in Australia less than one year         </p>	<p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year  <input type="checkbox"/> Will be in Australia less than one year         </p>
<p><b>13 Was the person's father born in Australia or overseas?</b></p>	<p> <input type="checkbox"/> Australia  <input type="checkbox"/> Overseas         </p>	<p> <input type="checkbox"/> Australia  <input type="checkbox"/> Overseas         </p>
<p><b>14 Was the person's mother born in Australia or overseas?</b></p>	<p> <input type="checkbox"/> Australia  <input type="checkbox"/> Overseas         </p>	<p> <input type="checkbox"/> Australia  <input type="checkbox"/> Overseas         </p>
<p><b>15 Does the person speak a language other than English at home?</b></p> <ul style="list-style-type: none"> <li>Mark one box only.</li> <li>If more than one language, write the one that is spoken most often.</li> </ul>	<p> <input type="checkbox"/> No, English only ► <b>Go to 17</b>  <input type="checkbox"/> Yes, Italian  <input type="checkbox"/> Yes, Greek  <input type="checkbox"/> Yes, Cantonese  <input type="checkbox"/> Yes, Mandarin  <input type="checkbox"/> Yes, Arabic  <input type="checkbox"/> Yes, Vietnamese  <input type="checkbox"/> Yes, other - please specify         </p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<p> <input type="checkbox"/> No, English only ► <b>Go to 17</b>  <input type="checkbox"/> Yes, Italian  <input type="checkbox"/> Yes, Greek  <input type="checkbox"/> Yes, Cantonese  <input type="checkbox"/> Yes, Mandarin  <input type="checkbox"/> Yes, Arabic  <input type="checkbox"/> Yes, Vietnamese  <input type="checkbox"/> Yes, other - please specify         </p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<p><b>16 How well does the person speak English?</b></p>	<p> <input type="checkbox"/> Very well  <input type="checkbox"/> Well  <input type="checkbox"/> Not well  <input type="checkbox"/> Not at all         </p>	<p> <input type="checkbox"/> Very well  <input type="checkbox"/> Well  <input type="checkbox"/> Not well  <input type="checkbox"/> Not at all         </p>

Person 3	Person 4	05 Person 5	Person 6
<input type="checkbox"/> Same as for Person 1 <input type="checkbox"/> Same as in question 8 <input type="checkbox"/> Elsewhere in Australia – please specify address Street number <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Street name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Suburb, rural locality or town <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> <b>Other country</b>	<input type="checkbox"/> Same as for Person 1 <input type="checkbox"/> Same as in question 8 <input type="checkbox"/> Elsewhere in Australia – please specify address Street number <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Street name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Suburb, rural locality or town <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> <b>Other country</b>	<input type="checkbox"/> Same as for Person 1 <input type="checkbox"/> Same as in question 8 <input type="checkbox"/> Elsewhere in Australia – please specify address Street number <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Street name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Suburb, rural locality or town <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> <b>Other country</b>	<input type="checkbox"/> Same as for Person 1 <input type="checkbox"/> Same as in question 8 <input type="checkbox"/> Elsewhere in Australia – please specify address Street number <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Street name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Suburb, rural locality or town <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> State/Territory    Postcode <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> <b>Other country</b>
<input type="checkbox"/> Yes, Australian citizen <input type="checkbox"/> No	<input type="checkbox"/> Yes, Australian citizen <input type="checkbox"/> No	<input type="checkbox"/> Yes, Australian citizen <input type="checkbox"/> No	<input type="checkbox"/> Yes, Australian citizen <input type="checkbox"/> No
<input type="checkbox"/> Australia ► <b>Go to 13</b> <input type="checkbox"/> England <input type="checkbox"/> Scotland <input type="checkbox"/> New Zealand <input type="checkbox"/> Italy <input type="checkbox"/> Greece <input type="checkbox"/> Viet Nam <input type="checkbox"/> Other - please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/> Australia ► <b>Go to 13</b> <input type="checkbox"/> England <input type="checkbox"/> Scotland <input type="checkbox"/> New Zealand <input type="checkbox"/> Italy <input type="checkbox"/> Greece <input type="checkbox"/> Viet Nam <input type="checkbox"/> Other - please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/> Australia ► <b>Go to 13</b> <input type="checkbox"/> England <input type="checkbox"/> Scotland <input type="checkbox"/> New Zealand <input type="checkbox"/> Italy <input type="checkbox"/> Greece <input type="checkbox"/> Viet Nam <input type="checkbox"/> Other - please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/> Australia ► <b>Go to 13</b> <input type="checkbox"/> England <input type="checkbox"/> Scotland <input type="checkbox"/> New Zealand <input type="checkbox"/> Italy <input type="checkbox"/> Greece <input type="checkbox"/> Viet Nam <input type="checkbox"/> Other - please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
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<input type="checkbox"/> Australia <input type="checkbox"/> Overseas	<input type="checkbox"/> Australia <input type="checkbox"/> Overseas	<input type="checkbox"/> Australia <input type="checkbox"/> Overseas	<input type="checkbox"/> Australia <input type="checkbox"/> Overseas
<input type="checkbox"/> Australia <input type="checkbox"/> Overseas	<input type="checkbox"/> Australia <input type="checkbox"/> Overseas	<input type="checkbox"/> Australia <input type="checkbox"/> Overseas	<input type="checkbox"/> Australia <input type="checkbox"/> Overseas
<input type="checkbox"/> No, English only ► <b>Go to 17</b> <input type="checkbox"/> Yes, Italian <input type="checkbox"/> Yes, Greek <input type="checkbox"/> Yes, Cantonese <input type="checkbox"/> Yes, Mandarin <input type="checkbox"/> Yes, Arabic <input type="checkbox"/> Yes, Vietnamese <input type="checkbox"/> Yes, other - please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/> No, English only ► <b>Go to 17</b> <input type="checkbox"/> Yes, Italian <input type="checkbox"/> Yes, Greek <input type="checkbox"/> Yes, Cantonese <input type="checkbox"/> Yes, Mandarin <input type="checkbox"/> Yes, Arabic <input type="checkbox"/> Yes, Vietnamese <input type="checkbox"/> Yes, other - please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/> No, English only ► <b>Go to 17</b> <input type="checkbox"/> Yes, Italian <input type="checkbox"/> Yes, Greek <input type="checkbox"/> Yes, Cantonese <input type="checkbox"/> Yes, Mandarin <input type="checkbox"/> Yes, Arabic <input type="checkbox"/> Yes, Vietnamese <input type="checkbox"/> Yes, other - please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/> No, English only ► <b>Go to 17</b> <input type="checkbox"/> Yes, Italian <input type="checkbox"/> Yes, Greek <input type="checkbox"/> Yes, Cantonese <input type="checkbox"/> Yes, Mandarin <input type="checkbox"/> Yes, Arabic <input type="checkbox"/> Yes, Vietnamese <input type="checkbox"/> Yes, other - please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Not well <input type="checkbox"/> Not at all	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Not well <input type="checkbox"/> Not at all	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Not well <input type="checkbox"/> Not at all	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Not well <input type="checkbox"/> Not at all

Please use BLOCK letters.	06 Person 1	Person 2																																																																																
<p><b>17 Is the person of Aboriginal or Torres Strait Islander origin?</b></p> <ul style="list-style-type: none"> <li>For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes.</li> </ul>	<input type="checkbox"/> No <input type="checkbox"/> Yes, Aboriginal <input type="checkbox"/> Yes, Torres Strait Islander	<input type="checkbox"/> No <input type="checkbox"/> Yes, Aboriginal <input type="checkbox"/> Yes, Torres Strait Islander																																																																																
<p><b>18 What is the person's ancestry?</b></p> <ul style="list-style-type: none"> <li>For example: Vietnamese, Hmong, Dutch, Kurdish, Australian South Sea Islander, Maori, Lebanese.</li> <li>Provide more than one ancestry if necessary.</li> <li>See page 7 of the Census Guide for more information.</li> </ul>	<input type="checkbox"/> English <input type="checkbox"/> Irish <input type="checkbox"/> Italian <input type="checkbox"/> German <input type="checkbox"/> Greek <input type="checkbox"/> Chinese <input type="checkbox"/> Australian <input type="checkbox"/> Other – please specify <table border="1" data-bbox="821 600 1074 701"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																									<input type="checkbox"/> English <input type="checkbox"/> Irish <input type="checkbox"/> Italian <input type="checkbox"/> German <input type="checkbox"/> Greek <input type="checkbox"/> Chinese <input type="checkbox"/> Australian <input type="checkbox"/> Other – please specify <table border="1" data-bbox="1109 600 1361 701"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																								
<p><b>19 What is the person's religion?</b></p> <ul style="list-style-type: none"> <li>Answering this question is <b>OPTIONAL</b>.</li> <li>For example, Salvation Army, Hinduism, Judaism or Humanism.</li> <li>If no religion, mark last box.</li> </ul>	<input type="checkbox"/> Catholic <input type="checkbox"/> Anglican (Church of England) <input type="checkbox"/> Uniting Church <input type="checkbox"/> Presbyterian <input type="checkbox"/> Greek Orthodox <input type="checkbox"/> Baptist <input type="checkbox"/> Lutheran <input type="checkbox"/> Islam <input type="checkbox"/> Buddhism <input type="checkbox"/> Other - please specify <table border="1" data-bbox="821 1008 1074 1108"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <input type="checkbox"/> No religion																																									<input type="checkbox"/> Catholic <input type="checkbox"/> Anglican (Church of England) <input type="checkbox"/> Uniting Church <input type="checkbox"/> Presbyterian <input type="checkbox"/> Greek Orthodox <input type="checkbox"/> Baptist <input type="checkbox"/> Lutheran <input type="checkbox"/> Islam <input type="checkbox"/> Buddhism <input type="checkbox"/> Other - please specify <table border="1" data-bbox="1109 1008 1361 1108"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <input type="checkbox"/> No religion																																								
<p><b>20 Did the person use a personal computer at home last week?</b></p>	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes																																																																																
<p><b>21 Did the person use the Internet anywhere last week?</b></p> <ul style="list-style-type: none"> <li>Mark all applicable boxes.</li> </ul>	<input type="checkbox"/> No <input type="checkbox"/> Yes, at home <input type="checkbox"/> Yes, at work <input type="checkbox"/> Yes, elsewhere	<input type="checkbox"/> No <input type="checkbox"/> Yes, at home <input type="checkbox"/> Yes, at work <input type="checkbox"/> Yes, elsewhere																																																																																
<p><b>22 Is the person attending a school or any other educational institution?</b></p> <ul style="list-style-type: none"> <li>Include external or correspondence students.</li> </ul>	<input type="checkbox"/> No ► <b>Go to 24</b> <input type="checkbox"/> Yes, full-time student <input type="checkbox"/> Yes, part-time student	<input type="checkbox"/> No ► <b>Go to 24</b> <input type="checkbox"/> Yes, full-time student <input type="checkbox"/> Yes, part-time student																																																																																
<p><b>23 What type of educational institution is the person attending?</b></p> <ul style="list-style-type: none"> <li>Mark one box only.</li> <li>Include external or correspondence students.</li> </ul>	<input type="checkbox"/> <b>Pre-school</b> <b>Infants/Primary school</b> <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government <b>Secondary school</b> <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government <b>Tertiary institution</b> <input type="checkbox"/> Technical or further educational institution (including TAFE Colleges) <input type="checkbox"/> University or other higher educational institution <input type="checkbox"/> <b>Other educational institution</b>	<input type="checkbox"/> <b>Pre-school</b> <b>Infants/Primary school</b> <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government <b>Secondary school</b> <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government <b>Tertiary institution</b> <input type="checkbox"/> Technical or further educational institution (including TAFE Colleges) <input type="checkbox"/> University or other higher educational institution <input type="checkbox"/> <b>Other educational institution</b>																																																																																

Person 3	Person 4	07	Person 5	Person 6																																							
<input type="radio"/> No <input type="radio"/> Yes, Aboriginal <input type="radio"/> Yes, Torres Strait Islander	<input type="radio"/> No <input type="radio"/> Yes, Aboriginal <input type="radio"/> Yes, Torres Strait Islander	<input type="radio"/> No <input type="radio"/> Yes, Aboriginal <input type="radio"/> Yes, Torres Strait Islander	<input type="radio"/> No <input type="radio"/> Yes, Aboriginal <input type="radio"/> Yes, Torres Strait Islander	<input type="radio"/> No <input type="radio"/> Yes, Aboriginal <input type="radio"/> Yes, Torres Strait Islander																																							
<input type="radio"/> English <input type="radio"/> Irish <input type="radio"/> Italian <input type="radio"/> German <input type="radio"/> Greek <input type="radio"/> Chinese <input type="radio"/> Australian <input type="radio"/> Other – please specify <table border="1" style="width: 100%; height: 20px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>											<input type="radio"/> English <input type="radio"/> Irish <input type="radio"/> Italian <input type="radio"/> German <input type="radio"/> Greek <input type="radio"/> Chinese <input type="radio"/> Australian <input type="radio"/> Other – please specify <table border="1" style="width: 100%; height: 20px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>											<input type="radio"/> English <input type="radio"/> Irish <input type="radio"/> Italian <input type="radio"/> German <input type="radio"/> Greek <input type="radio"/> Chinese <input type="radio"/> Australian <input type="radio"/> Other – please specify <table border="1" style="width: 100%; height: 20px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>											<input type="radio"/> English <input type="radio"/> Irish <input type="radio"/> Italian <input type="radio"/> German <input type="radio"/> Greek <input type="radio"/> Chinese <input type="radio"/> Australian <input type="radio"/> Other – please specify <table border="1" style="width: 100%; height: 20px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>										
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<input type="radio"/> No <input type="radio"/> Yes, at home <input type="radio"/> Yes, at work <input type="radio"/> Yes, elsewhere	<input type="radio"/> No <input type="radio"/> Yes, at home <input type="radio"/> Yes, at work <input type="radio"/> Yes, elsewhere	<input type="radio"/> No <input type="radio"/> Yes, at home <input type="radio"/> Yes, at work <input type="radio"/> Yes, elsewhere	<input type="radio"/> No <input type="radio"/> Yes, at home <input type="radio"/> Yes, at work <input type="radio"/> Yes, elsewhere	<input type="radio"/> No <input type="radio"/> Yes, at home <input type="radio"/> Yes, at work <input type="radio"/> Yes, elsewhere																																							
<input type="radio"/> No ► <b>Go to 24</b> <input type="radio"/> Yes, full-time student <input type="radio"/> Yes, part-time student	<input type="radio"/> No ► <b>Go to 24</b> <input type="radio"/> Yes, full-time student <input type="radio"/> Yes, part-time student	<input type="radio"/> No ► <b>Go to 24</b> <input type="radio"/> Yes, full-time student <input type="radio"/> Yes, part-time student	<input type="radio"/> No ► <b>Go to 24</b> <input type="radio"/> Yes, full-time student <input type="radio"/> Yes, part-time student	<input type="radio"/> No ► <b>Go to 24</b> <input type="radio"/> Yes, full-time student <input type="radio"/> Yes, part-time student																																							
<input type="radio"/> <b>Pre-school</b> <b>Infants/Primary school</b> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government <b>Secondary school</b> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government <b>Tertiary institution</b> <input type="radio"/> Technical or further educational institution (including TAFE Colleges) <input type="radio"/> University or other higher educational institution <input type="radio"/> <b>Other educational institution</b>	<input type="radio"/> <b>Pre-school</b> <b>Infants/Primary school</b> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government <b>Secondary school</b> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government <b>Tertiary institution</b> <input type="radio"/> Technical or further educational institution (including TAFE Colleges) <input type="radio"/> University or other higher educational institution <input type="radio"/> <b>Other educational institution</b>	<input type="radio"/> <b>Pre-school</b> <b>Infants/Primary school</b> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government <b>Secondary school</b> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government <b>Tertiary institution</b> <input type="radio"/> Technical or further educational institution (including TAFE Colleges) <input type="radio"/> University or other higher educational institution <input type="radio"/> <b>Other educational institution</b>	<input type="radio"/> <b>Pre-school</b> <b>Infants/Primary school</b> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government <b>Secondary school</b> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government <b>Tertiary institution</b> <input type="radio"/> Technical or further educational institution (including TAFE Colleges) <input type="radio"/> University or other higher educational institution <input type="radio"/> <b>Other educational institution</b>	<input type="radio"/> <b>Pre-school</b> <b>Infants/Primary school</b> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government <b>Secondary school</b> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government <b>Tertiary institution</b> <input type="radio"/> Technical or further educational institution (including TAFE Colleges) <input type="radio"/> University or other higher educational institution <input type="radio"/> <b>Other educational institution</b>																																							



Please use BLOCK letters.

08

Person 1

Person 2

## 24 Only continue for persons aged 15 years or more

<p><b>25 What is the highest level of primary or secondary school the person has completed?</b></p> <ul style="list-style-type: none"> <li>Mark one box only.</li> <li>For persons who returned after a break to complete their schooling, mark the highest level completed when they last left.</li> <li>See page 10 of the Census Guide for more information about year equivalents.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Still at school</li> <li><input type="checkbox"/> Did not go to school</li> <li><input type="checkbox"/> Year 8 or below</li> <li><input type="checkbox"/> Year 9 or equivalent</li> <li><input type="checkbox"/> Year 10 or equivalent</li> <li><input type="checkbox"/> Year 11 or equivalent</li> <li><input type="checkbox"/> Year 12 or equivalent</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Still at school</li> <li><input type="checkbox"/> Did not go to school</li> <li><input type="checkbox"/> Year 8 or below</li> <li><input type="checkbox"/> Year 9 or equivalent</li> <li><input type="checkbox"/> Year 10 or equivalent</li> <li><input type="checkbox"/> Year 11 or equivalent</li> <li><input type="checkbox"/> Year 12 or equivalent</li> </ul>																																																
<p><b>26 Has the person completed a trade certificate or any other educational qualification?</b></p> <ul style="list-style-type: none"> <li>Mark one box only.</li> <li>See page 10 of the Census Guide for more information on the treatment of AQF or vocational certificates.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No ► <b>Go to 31</b></li> <li><input type="checkbox"/> No, still studying for first qualification ► <b>Go to 31</b></li> <li><input type="checkbox"/> Yes, trade certificate/apprenticeship</li> <li><input type="checkbox"/> Yes, other qualification</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No ► <b>Go to 31</b></li> <li><input type="checkbox"/> No, still studying for first qualification ► <b>Go to 31</b></li> <li><input type="checkbox"/> Yes, trade certificate/apprenticeship</li> <li><input type="checkbox"/> Yes, other qualification</li> </ul>																																																
<p><b>27 What is the level of the <i>highest</i> qualification the person has <i>completed</i>?</b></p> <ul style="list-style-type: none"> <li>For example, trade certificate, bachelor degree, associate diploma, certificate 2, advanced diploma.</li> </ul>	<p>Level of qualification</p> <table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																			<p>Level of qualification</p> <table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																														
<p><b>28 What is the main field of study for the person's <i>highest</i> qualification <i>completed</i>?</b></p> <ul style="list-style-type: none"> <li>For example, plumbing, history, primary school teaching, beauty salon practice, civil works, hospitality management.</li> </ul>	<p>Field of study</p> <table border="1" style="width: 100%; height: 60px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																									<p>Field of study</p> <table border="1" style="width: 100%; height: 60px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																								
<p><b>29 At which institution was the person's <i>highest</i> qualification <i>completed</i>?</b></p> <ul style="list-style-type: none"> <li>If completed overseas, also state which country.</li> </ul>	<p>Full name of institution</p> <table border="1" style="width: 100%; height: 50px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																			<p>Full name of institution</p> <table border="1" style="width: 100%; height: 50px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																														
<p><b>30 In which year did the person <i>complete</i> their <i>highest</i> qualification?</b></p> <ul style="list-style-type: none"> <li>Example: <table style="display: inline-table; border-collapse: collapse;"><tr><td style="border: 1px solid black; width: 20px; text-align: center;">1</td><td style="border: 1px solid black; width: 20px; text-align: center;">9</td><td style="border: 1px solid black; width: 20px; text-align: center;">9</td><td style="border: 1px solid black; width: 20px; text-align: center;">5</td></tr></table></li> </ul>	1	9	9	5	<p>Year study completed</p> <table style="display: inline-table; border-collapse: collapse;"><tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr></table>					<p>Year study completed</p> <table style="display: inline-table; border-collapse: collapse;"><tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr></table>																																								
1	9	9	5																																															
<p><b>31 What is the gross income (including pensions and allowances) that the person usually receives each week from all sources?</b></p> <ul style="list-style-type: none"> <li>Mark one box only.</li> <li>Count all income for each person including: <ul style="list-style-type: none"> <li>family allowance</li> <li>parenting payment</li> <li>unemployment benefits</li> <li>rental assistance</li> <li>pensions</li> <li>student allowance</li> <li>maintenance (child support)</li> <li>workers' compensation</li> <li>superannuation</li> <li>wages</li> <li>salary</li> <li>overtime</li> <li>commissions and bonuses</li> <li>interest received</li> <li>dividends</li> <li>rents received (less expenses of operation)</li> <li>business or farm income (less expenses of operation)</li> </ul> </li> <li>Do <i>not</i> deduct: <ul style="list-style-type: none"> <li>tax</li> <li>superannuation</li> <li>health insurance</li> </ul> </li> <li>See page 11 of the Census Guide for more information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> \$1,500 or more per week (\$78,000 or more per year)</li> <li><input type="checkbox"/> \$1,000 - \$1,499 per week (\$52,000 - \$77,999 per year)</li> <li><input type="checkbox"/> \$800 - \$999 per week (\$41,600 - \$51,999 per year)</li> <li><input type="checkbox"/> \$700 - \$799 per week (\$36,400 - \$41,599 per year)</li> <li><input type="checkbox"/> \$600 - \$699 per week (\$31,200 - \$36,399 per year)</li> <li><input type="checkbox"/> \$500 - \$599 per week (\$26,000 - \$31,199 per year)</li> <li><input type="checkbox"/> \$400 - \$499 per week (\$20,800 - \$25,999 per year)</li> <li><input type="checkbox"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year)</li> <li><input type="checkbox"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year)</li> <li><input type="checkbox"/> \$160 - \$199 per week (\$8,320 - \$10,399 per year)</li> <li><input type="checkbox"/> \$120 - \$159 per week (\$6,240 - \$8,319 per year)</li> <li><input type="checkbox"/> \$80 - \$119 per week (\$4,160 - \$6,239 per year)</li> <li><input type="checkbox"/> \$40 - \$79 per week (\$2,080 - \$4,159 per year)</li> <li><input type="checkbox"/> \$1 - \$39 per week (\$1 - \$2,079 per year)</li> <li><input type="checkbox"/> Nil income</li> <li><input type="checkbox"/> Negative income</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> \$1,500 or more per week (\$78,000 or more per year)</li> <li><input type="checkbox"/> \$1,000 - \$1,499 per week (\$52,000 - \$77,999 per year)</li> <li><input type="checkbox"/> \$800 - \$999 per week (\$41,600 - \$51,999 per year)</li> <li><input type="checkbox"/> \$700 - \$799 per week (\$36,400 - \$41,599 per year)</li> <li><input type="checkbox"/> \$600 - \$699 per week (\$31,200 - \$36,399 per year)</li> <li><input type="checkbox"/> \$500 - \$599 per week (\$26,000 - \$31,199 per year)</li> <li><input type="checkbox"/> \$400 - \$499 per week (\$20,800 - \$25,999 per year)</li> <li><input type="checkbox"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year)</li> <li><input type="checkbox"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year)</li> <li><input type="checkbox"/> \$160 - \$199 per week (\$8,320 - \$10,399 per year)</li> <li><input type="checkbox"/> \$120 - \$159 per week (\$6,240 - \$8,319 per year)</li> <li><input type="checkbox"/> \$80 - \$119 per week (\$4,160 - \$6,239 per year)</li> <li><input type="checkbox"/> \$40 - \$79 per week (\$2,080 - \$4,159 per year)</li> <li><input type="checkbox"/> \$1 - \$39 per week (\$1 - \$2,079 per year)</li> <li><input type="checkbox"/> Nil income</li> <li><input type="checkbox"/> Negative income</li> </ul>																																																



Person 3

Person 4

09

Person 5

Person 6

**Only continue for persons aged 15 years or more**

<input type="checkbox"/> Still at school <input type="checkbox"/> Did not go to school <input type="checkbox"/> Year 8 or below <input type="checkbox"/> Year 9 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 12 or equivalent	<input type="checkbox"/> Still at school <input type="checkbox"/> Did not go to school <input type="checkbox"/> Year 8 or below <input type="checkbox"/> Year 9 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 12 or equivalent	<input type="checkbox"/> Still at school <input type="checkbox"/> Did not go to school <input type="checkbox"/> Year 8 or below <input type="checkbox"/> Year 9 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 12 or equivalent	<input type="checkbox"/> Still at school <input type="checkbox"/> Did not go to school <input type="checkbox"/> Year 8 or below <input type="checkbox"/> Year 9 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 12 or equivalent																																																																								
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<p><b>32 Last week, did the person have a full-time or part-time job of any kind?</b></p> <ul style="list-style-type: none"> <li>Mark one box only.</li> <li>A 'job' means any type of work including casual or temporary work or part-time work, if it was for one hour or more.</li> <li>See page 11 of the Census Guide for more information.</li> </ul>	<p><input type="radio"/> Yes, worked for payment or profit</p> <p><input type="radio"/> Yes, but absent on holidays, on paid leave, on strike or temporarily stood down</p> <p><input type="radio"/> Yes, unpaid work in a family business</p> <p><input type="radio"/> Yes, other unpaid work ▶ <b>Go to 42</b></p> <p><input type="radio"/> No, did not have a job ▶ <b>Go to 42</b></p>	<p><input type="radio"/> Yes, worked for payment or profit</p> <p><input type="radio"/> Yes, but absent on holidays, on paid leave, on strike or temporarily stood down</p> <p><input type="radio"/> Yes, unpaid work in a family business</p> <p><input type="radio"/> Yes, other unpaid work ▶ <b>Go to 42</b></p> <p><input type="radio"/> No, did not have a job ▶ <b>Go to 42</b></p>																																																																																																																								
<p><b>33 In the main job held last week was the person:</b></p> <ul style="list-style-type: none"> <li>Mark one box only.</li> <li>If the person had more than one job last week then 'main job' refers to the job in which the person usually works the most hours.</li> <li>For a person working in their own limited liability (or Pty Ltd) company mark the first box.</li> <li>See page 11 of the Census Guide for more information.</li> </ul>	<p><input type="radio"/> A wage or salary earner?</p> <p><input type="radio"/> Conducting own business with employees?</p> <p><input type="radio"/> Conducting own business without employees?</p> <p><input type="radio"/> A helper not receiving wages?</p>	<p><input type="radio"/> A wage or salary earner?</p> <p><input type="radio"/> Conducting own business with employees?</p> <p><input type="radio"/> Conducting own business without employees?</p> <p><input type="radio"/> A helper not receiving wages?</p>																																																																																																																								
<p><b>34 In the main job held last week, what was the person's occupation?</b></p> <ul style="list-style-type: none"> <li>Give full title.</li> <li>For example, Childcare Aide, Maths Teacher, Pastrycook, Tanning Machine Operator, Apprentice Toolmaker, Sheep and Wheat Farmer.</li> <li>For public servants, state official designation and occupation.</li> <li>For armed services personnel, state rank and occupation.</li> </ul>	<p>Occupation</p> <table border="1" data-bbox="821 840 1077 1008"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																			<p>Occupation</p> <table border="1" data-bbox="1109 840 1364 1008"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																						
<p><b>35 What are the main tasks that the person <i>himself/herself</i> usually performs in that occupation?</b></p> <ul style="list-style-type: none"> <li>Give full details.</li> <li>For example, looking after children at a day care centre, teaching secondary school students, making cakes and pastries, operating leather tanning machine, learning to make and repair tools and dies, running a sheep/wheat farm.</li> <li>For managers, state main activities managed.</li> </ul>	<p>Tasks or duties</p> <table border="1" data-bbox="821 1108 1077 1276"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																			<p>Tasks or duties</p> <table border="1" data-bbox="1109 1108 1364 1276"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																						
<p><b>36 For the main job held last week, what was the employer's business name?</b></p> <ul style="list-style-type: none"> <li>For self-employed persons, print name of business.</li> <li>For teachers, print name of school.</li> </ul>	<p>Business name</p> <table border="1" data-bbox="821 1377 1077 1478"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																															<p>Business name</p> <table border="1" data-bbox="1109 1377 1364 1478"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																																										
<p><b>37 For the main job held last week, what was the person's workplace address?</b></p> <ul style="list-style-type: none"> <li>For persons who usually worked from home, provide home address.</li> <li>For persons with no fixed place of work: <ul style="list-style-type: none"> <li>- if the person usually travels to a depot to start work, provide depot address;</li> <li>- otherwise write 'no fixed address'.</li> </ul> </li> <li>This information is used to calculate daytime populations and to plan transport activities.</li> </ul>	<p>Street number</p> <table border="1" data-bbox="821 1568 1021 1601"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Street name</p> <table border="1" data-bbox="821 1646 1077 1713"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Suburb, rural locality or town</p> <table border="1" data-bbox="821 1780 1077 1848"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>State/Territory      Postcode</p> <table border="1" data-bbox="821 1904 1077 1948"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																													<p>Street number</p> <table border="1" data-bbox="1109 1568 1308 1601"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Street name</p> <table border="1" data-bbox="1109 1646 1364 1713"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Suburb, rural locality or town</p> <table border="1" data-bbox="1109 1780 1364 1848"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>State/Territory      Postcode</p> <table border="1" data-bbox="1109 1904 1364 1948"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																												



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Tasks or duties <input type="text"/>	Tasks or duties <input type="text"/>	Tasks or duties <input type="text"/>	Tasks or duties <input type="text"/>	
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Please use BLOCK letters.		12	Person 1	Person 2																																																																																	
<p><b>38 Which best describes the <i>business</i> of the employer?</b></p> <ul style="list-style-type: none"> <li>Mark one box only.</li> <li>If 'Other' is marked, please specify (e.g. Agriculture, Transport, Insurance, Education).</li> </ul>	<input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesaling <input type="checkbox"/> Retailing (incl. Take-aways) <input type="checkbox"/> Accommodation, Cafes & Restaurants <input type="checkbox"/> Community & Health Services <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesaling <input type="checkbox"/> Retailing (incl. Take-aways) <input type="checkbox"/> Accommodation, Cafes & Restaurants <input type="checkbox"/> Community & Health Services <input type="checkbox"/> Other (please specify)	<table border="1" style="width: 100%; height: 20px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																																		
	<p><b>39 What are the <i>main</i> goods produced or <i>main</i> services provided by the employer's <i>business</i>?</b></p> <ul style="list-style-type: none"> <li>Describe as fully as possible, using two words or more.</li> <li>For example, wheat and sheep, bus charter, health insurance, primary school education, civil engineering consultancy service, house building, steel pipes.</li> </ul>	Goods produced/services provided	Goods produced/services provided	<table border="1" style="width: 100%; height: 60px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																																	
<p><b>40 Last week, how many hours did the person work in all jobs?</b></p> <ul style="list-style-type: none"> <li>Subtract any time off, add any overtime or extra time worked.</li> </ul>	<input type="checkbox"/> None <input type="text"/> <input type="text"/> Hours worked	<input type="checkbox"/> None <input type="text"/> <input type="text"/> Hours worked																																																																																			
<p><b>41 How did the person get to work on Tuesday, 7 August 2001?</b></p> <ul style="list-style-type: none"> <li>If the person used more than one method of travel to work, mark all methods used.</li> <li>See page 13 of the Census Guide for more information.</li> </ul>	<input type="checkbox"/> Train <input type="checkbox"/> Bus <input type="checkbox"/> Ferry <input type="checkbox"/> Tram (including Light Rail) <input type="checkbox"/> Taxi <input type="checkbox"/> Car - as driver <input type="checkbox"/> Car - as passenger <input type="checkbox"/> Truck <input type="checkbox"/> Motorbike or motor scooter <input type="checkbox"/> Bicycle <input type="checkbox"/> Walked only <input type="checkbox"/> Worked at home <input type="checkbox"/> Other <input type="checkbox"/> Did not go to work	<input type="checkbox"/> Train <input type="checkbox"/> Bus <input type="checkbox"/> Ferry <input type="checkbox"/> Tram (including Light Rail) <input type="checkbox"/> Taxi <input type="checkbox"/> Car - as driver <input type="checkbox"/> Car - as passenger <input type="checkbox"/> Truck <input type="checkbox"/> Motorbike or motor scooter <input type="checkbox"/> Bicycle <input type="checkbox"/> Walked only <input type="checkbox"/> Worked at home <input type="checkbox"/> Other <input type="checkbox"/> Did not go to work																																																																																			
<p><b>42 Did the person actively look for work at any time in the <i>last four weeks</i>?</b></p> <ul style="list-style-type: none"> <li>Examples of actively looking for work include: being registered with Centrelink as a job seeker; checking or registering with any other employment agency; writing, telephoning or applying in person to an employer for work; or advertising for work.</li> </ul>	<input type="checkbox"/> No, did not look for work <input type="checkbox"/> Yes, looked for full-time work <input type="checkbox"/> Yes, looked for part-time work	<input type="checkbox"/> No, did not look for work <input type="checkbox"/> Yes, looked for full-time work <input type="checkbox"/> Yes, looked for part-time work	<p style="text-align: center;"><b>► Go to 44</b></p>																																																																																		
<p><b>43 If the person had found a job, could the person have started work <i>last week</i>?</b></p>	<input type="checkbox"/> Yes, could have started work last week <input type="checkbox"/> No, already had a job to go to <input type="checkbox"/> No, temporarily ill or injured <input type="checkbox"/> No, other reason	<input type="checkbox"/> Yes, could have started work last week <input type="checkbox"/> No, already had a job to go to <input type="checkbox"/> No, temporarily ill or injured <input type="checkbox"/> No, other reason																																																																																			

Person 3	Person 4	13	Person 5	Person 6
<input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesaling <input type="checkbox"/> Retailing (incl. Take-aways) <input type="checkbox"/> Accommodation, Cafes & Restaurants <input type="checkbox"/> Community & Health Services <input type="checkbox"/> Other (please specify) <input type="text"/> <input type="text"/>	<input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesaling <input type="checkbox"/> Retailing (incl. Take-aways) <input type="checkbox"/> Accommodation, Cafes & Restaurants <input type="checkbox"/> Community & Health Services <input type="checkbox"/> Other (please specify) <input type="text"/> <input type="text"/>	<input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesaling <input type="checkbox"/> Retailing (incl. Take-aways) <input type="checkbox"/> Accommodation, Cafes & Restaurants <input type="checkbox"/> Community & Health Services <input type="checkbox"/> Other (please specify) <input type="text"/> <input type="text"/>	<input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesaling <input type="checkbox"/> Retailing (incl. Take-aways) <input type="checkbox"/> Accommodation, Cafes & Restaurants <input type="checkbox"/> Community & Health Services <input type="checkbox"/> Other (please specify) <input type="text"/> <input type="text"/>	
Goods produced/services provided <input type="text"/> <input type="text"/>	Goods produced/services provided <input type="text"/> <input type="text"/>	Goods produced/services provided <input type="text"/> <input type="text"/>	Goods produced/services provided <input type="text"/> <input type="text"/>	
<input type="checkbox"/> None <input type="text"/> <input type="text"/> Hours worked	<input type="checkbox"/> None <input type="text"/> <input type="text"/> Hours worked	<input type="checkbox"/> None <input type="text"/> <input type="text"/> Hours worked	<input type="checkbox"/> None <input type="text"/> <input type="text"/> Hours worked	
<input type="checkbox"/> Train <input type="checkbox"/> Bus <input type="checkbox"/> Ferry <input type="checkbox"/> Tram (including Light Rail) <input type="checkbox"/> Taxi <input type="checkbox"/> Car - as driver <input type="checkbox"/> Car - as passenger <input type="checkbox"/> Truck <input type="checkbox"/> Motorbike or motor scooter <input type="checkbox"/> Bicycle <input type="checkbox"/> Walked only <input type="checkbox"/> Worked at home <input type="checkbox"/> Other <input type="checkbox"/> Did not go to work	<input type="checkbox"/> Train <input type="checkbox"/> Bus <input type="checkbox"/> Ferry <input type="checkbox"/> Tram (including Light Rail) <input type="checkbox"/> Taxi <input type="checkbox"/> Car - as driver <input type="checkbox"/> Car - as passenger <input type="checkbox"/> Truck <input type="checkbox"/> Motorbike or motor scooter <input type="checkbox"/> Bicycle <input type="checkbox"/> Walked only <input type="checkbox"/> Worked at home <input type="checkbox"/> Other <input type="checkbox"/> Did not go to work	<input type="checkbox"/> Train <input type="checkbox"/> Bus <input type="checkbox"/> Ferry <input type="checkbox"/> Tram (including Light Rail) <input type="checkbox"/> Taxi <input type="checkbox"/> Car - as driver <input type="checkbox"/> Car - as passenger <input type="checkbox"/> Truck <input type="checkbox"/> Motorbike or motor scooter <input type="checkbox"/> Bicycle <input type="checkbox"/> Walked only <input type="checkbox"/> Worked at home <input type="checkbox"/> Other <input type="checkbox"/> Did not go to work	<input type="checkbox"/> Train <input type="checkbox"/> Bus <input type="checkbox"/> Ferry <input type="checkbox"/> Tram (including Light Rail) <input type="checkbox"/> Taxi <input type="checkbox"/> Car - as driver <input type="checkbox"/> Car - as passenger <input type="checkbox"/> Truck <input type="checkbox"/> Motorbike or motor scooter <input type="checkbox"/> Bicycle <input type="checkbox"/> Walked only <input type="checkbox"/> Worked at home <input type="checkbox"/> Other <input type="checkbox"/> Did not go to work	
<input type="checkbox"/> No, did not look for work ▶ <b>Go to 44</b> <input type="checkbox"/> Yes, looked for full-time work <input type="checkbox"/> Yes, looked for part-time work	<input type="checkbox"/> No, did not look for work ▶ <b>Go to 44</b> <input type="checkbox"/> Yes, looked for full-time work <input type="checkbox"/> Yes, looked for part-time work	<input type="checkbox"/> No, did not look for work ▶ <b>Go to 44</b> <input type="checkbox"/> Yes, looked for full-time work <input type="checkbox"/> Yes, looked for part-time work	<input type="checkbox"/> No, did not look for work ▶ <b>Go to 44</b> <input type="checkbox"/> Yes, looked for full-time work <input type="checkbox"/> Yes, looked for part-time work	
<input type="checkbox"/> Yes, could have started work last week <input type="checkbox"/> No, already had a job to go to <input type="checkbox"/> No, temporarily ill or injured <input type="checkbox"/> No, other reason	<input type="checkbox"/> Yes, could have started work last week <input type="checkbox"/> No, already had a job to go to <input type="checkbox"/> No, temporarily ill or injured <input type="checkbox"/> No, other reason	<input type="checkbox"/> Yes, could have started work last week <input type="checkbox"/> No, already had a job to go to <input type="checkbox"/> No, temporarily ill or injured <input type="checkbox"/> No, other reason	<input type="checkbox"/> Yes, could have started work last week <input type="checkbox"/> No, already had a job to go to <input type="checkbox"/> No, temporarily ill or injured <input type="checkbox"/> No, other reason	

## Please answer the following questions for this dwelling

### 44 Are there any persons who usually live in this dwelling who were absent on the night of Tuesday, 7 August 2001?

- 'Usually live' means that address at which the person has lived or intends to live for a total of six months or more in 2001.

- No** ▶ **Go to 45**  
 **Yes** ▶ **Please complete one separate column for each person absent**

**Name of each person who usually lives in this dwelling but was not here on the night of Tuesday, 7 August 2001.**

**Is the person male or female?**

- Mark one box for each person absent.

**Age last birthday.**

**Is the person a full-time student?**

**What is the person's relationship to Person 1/ Person 2?**

- Examples of other relationships: son-in-law, granddaughter, uncle, boarder.

First or given name <input type="text"/>	First or given name <input type="text"/>	First or given name <input type="text"/>
Surname or family name <input type="text"/>	Surname or family name <input type="text"/>	Surname or family name <input type="text"/>
<input type="radio"/> Male <input type="radio"/> Female	<input type="radio"/> Male <input type="radio"/> Female	<input type="radio"/> Male <input type="radio"/> Female
<input type="text"/> <input type="text"/> Years	<input type="text"/> <input type="text"/> Years	<input type="text"/> <input type="text"/> Years
<input type="radio"/> No <input type="radio"/> Yes	<input type="radio"/> No <input type="radio"/> Yes	<input type="radio"/> No <input type="radio"/> Yes
<input type="radio"/> Husband or wife of Person 1 <input type="radio"/> De facto partner of Person 1 <input type="radio"/> Child of both Person 1 and Person 2 <input type="radio"/> Child of Person 1 only <input type="radio"/> Child of Person 2 only <input type="radio"/> Unrelated flatmate or co-tenant of Person 1 <input type="radio"/> Other relationship to Person 1 – please specify <input type="text"/>	<input type="radio"/> Husband or wife of Person 1 <input type="radio"/> De facto partner of Person 1 <input type="radio"/> Child of both Person 1 and Person 2 <input type="radio"/> Child of Person 1 only <input type="radio"/> Child of Person 2 only <input type="radio"/> Unrelated flatmate or co-tenant of Person 1 <input type="radio"/> Other relationship to Person 1 – please specify <input type="text"/>	<input type="radio"/> Husband or wife of Person 1 <input type="radio"/> De facto partner of Person 1 <input type="radio"/> Child of both Person 1 and Person 2 <input type="radio"/> Child of Person 1 only <input type="radio"/> Child of Person 2 only <input type="radio"/> Unrelated flatmate or co-tenant of Person 1 <input type="radio"/> Other relationship to Person 1 – please specify <input type="text"/>

### 45 How many registered motor vehicles owned or used by residents of this dwelling were garaged or parked at or near this dwelling on the night of Tuesday, 7 August 2001?

- Include vans and company vehicles kept at home.
- Please mark both sets of boxes.
- If none, write '0'.

Motor vehicles

Motorbikes and motor scooters



**Please answer the following questions for this dwelling**

**46 How many bedrooms are there in this dwelling?**

- If the dwelling is a bedsitter, write '0'.

Number of bedrooms

**47 Mark the box which best describes this dwelling.**

- Include owners of caravans, manufactured homes or houseboats regardless of whether or not the site is owned.

- Fully owned ► **Go to 50**
- Being purchased
- Being purchased under a rent/buy scheme
- Being rented
- Being occupied rent-free ► **Go to 49**
- Being occupied under a life tenure scheme
- Other

**48 How much does your household pay for this dwelling?**

- Include rent and mortgage repayments and site fees if the dwelling is a caravan or manufactured home in a caravan park or manufactured home estate.
- Exclude water rates, council rates, repairs, maintenance and other fees.
- Do not include cents.
- If no payments, please mark 'NIL' box.

\$       per week  
**OR**  
 \$       per fortnight  
**OR**  
 \$       per month  
 NIL

**49 If this dwelling is being rented, who is it rented from?**

- ACT Housing
- Private landlord not in the same household
- Real estate agent
- Community or co-operative housing group
- Employer – Government
- Employer – Private
- Other

**50 Does each person in this household agree to his/her name and address and other information on this form being kept by the National Archives of Australia and then made publicly available after 99 years?**

- Answering this question is **OPTIONAL**.
- A person's name-identified information will not be kept where a person does not agree or the answer is left blank.
- See page 15 of the Census Guide for more information.

**PLEASE CHECK WITH EACH PERSON BEFORE ANSWERING - LEAVE BLANK FOR THOSE PERSONS WHOSE VIEWS ARE NOT KNOWN TO YOU**

Person 1	Person 2	Person 3	Person 4	Person 5	Person 6
<input type="radio"/> Yes, agrees	<input type="radio"/> Yes, agrees	<input type="radio"/> Yes, agrees	<input type="radio"/> Yes, agrees	<input type="radio"/> Yes, agrees	<input type="radio"/> Yes, agrees
<input type="radio"/> No, does not agree	<input type="radio"/> No, does not agree	<input type="radio"/> No, does not agree	<input type="radio"/> No, does not agree	<input type="radio"/> No, does not agree	<input type="radio"/> No, does not agree

**51 Finished?**

- Please check that the answers to question 50 accurately reflect the view, where known, of each person in the household.
- Please make sure you have not missed any pages or questions.
- Please sign here.

Signature

Date

**Thank you for completing this form. Australian Statistician**



## Collector's Use Only

### CD Number

State

A	C	T						
---	---	---	--	--	--	--	--	--

### Record No. (RNO)

(0)	(0)	(0)	0
(1)	(1)	(1)	1
(2)	(2)	(2)	2
(3)	(3)	(3)	3
(4)	(4)	(4)	4
(5)	(5)	(5)	5
(6)	(6)	(6)	6
(7)	(7)	(7)	7
(8)	(8)	(8)	8
(9)	(9)	(9)	9

### Total Males

(0)	(0)	0
(1)	(1)	1
(2)	(2)	2
(3)	(3)	3
(4)	(4)	4
(5)	(5)	5
(6)	(6)	6
(7)	(7)	7
(8)	(8)	8
(9)	(9)	9

### Total Females

(0)	(0)	0
(1)	(1)	1
(2)	(2)	2
(3)	(3)	3
(4)	(4)	4
(5)	(5)	5
(6)	(6)	6
(7)	(7)	7
(8)	(8)	8
(9)	(9)	9

### CF

(NC)	1
(R)	2
(MB)	3
(U)	4

### Dwelling Structure

0  **Separate house**

---

**Semi-detached, row or terrace house, townhouse etc.**

1  One storey

2  Two or more storeys

---

**Flat, unit or apartment**

3  In a one or two storey block

4  In a three storey block

5  In a four or more storey block

6  Attached to a house

---

7  **Caravan, cabin, houseboat**

8  **Improvised home, tent, sleepers out**

9  **House or flat attached to a shop, office etc.**

### Other Dwelling Identifiers

(Caravan Parks, Marinas, MHE's, Accommodation for the Retired or Aged - Self Care, and Apartment Complexes only)

Summary Form No. (SFNO)			Household No. (ODNO)		
(0)	(0)	0	(0)	(0)	0
(1)	(1)	1	(1)	(1)	1
(2)	(2)	2	(2)	(2)	2
(3)	(3)	3	(3)	(3)	3
(4)	(4)	4	(4)	(4)	4
(5)	(5)	5	(5)	(5)	5
(6)	(6)	6	(6)	(6)	6
(7)	(7)	7	(7)	(7)	7
(8)	(8)	8	(8)	(8)	8
(9)	(9)	9	(9)	(9)	9

### Office Use Only

MF	TF
<input type="checkbox"/> 1	<input type="checkbox"/> 1
<input type="checkbox"/> 2	
<input type="checkbox"/> 3	





Household Guide

# How to Complete your **Census Form**



# census

*Please read this guide  
before filling in your  
census form.*

## CENSUS INQUIRY SERVICE

[www.abs.gov.au/census](http://www.abs.gov.au/census)

28 July – 30 August 8:30am – 10:00pm

**ENGLISH** Phone 137 219

After hours you can call the above number and access the recorded message service.

Deaf, Speech and Hearing Impaired Phone 137 201

Vietnamese	Muốn được giúp đỡ, xin điện thoại số 137 206 và khi nghe tín hiệu, xin làm theo lời hướng dẫn bằng ngôn ngữ của quý vị.
Mandarin	若需帮助, 请电137 206; 听到信号后, 请遵照用您们语言所做的指示进行操作。
Arabic	للمساعدة اتصل على الرقم 137 206 وعند سماع الإشارة الصوتية اتبع التعليمات بلغتك.
Cantonese	若需幫助, 請電137 206; 聽到信號後, 請遵照用您們語言所做的指示進行操作。
Serbian	За помоћ, телефонирајте број 137 206, а након што чујете тон, следите инструкције на вашем језику.
Spanish	Si necesita ayuda, llame al teléfono N° 137 206 y después de oír la señal, pulse el 0.
Croatian	Za pomoć, nazovite 137 206, a kad čujete zvuk, pritisnite 0.
Turkish	Yardım almak için 137 206 numarayı arayınız ve sinyal sesini duyduğunuzda 0'a basınız.
Greek	Για Βοήθεια, τηλεφωνήστε στο 137 206 και όταν ακούσετε το χαρακτηριστικό σήμα, πιέστε το μηδέν.
Russian	Если вам нужна помощь, позвоните по номеру 137 206 и, услышав сигнал, наберите 0.
Korean	도움이 필요하시면, 137 206번으로 전화하시어 발신음을 들으신 후, 0번을 누르십시오.
Italian	Per assistenza, telefonate al 137 206 e al tono, pressate 0.
Persian	چنانچه به کمک نیازداشتید با تلفن ۰۶ ۷۲ ۱۳ تماس گرفته با شنیدن طنین (تون صدا) شماره صفر (۰) را بگیرید.
Japanese	質問のある方は、137 206に電話し、発信音が聞こえたら0を押して下さい。
Bosnian	Za pomoć, nazovite telefonom 137 206, i kad začujete ton, pritisnite 0.
Somali	Si laguu taageero, wac 137 206 ka dibna marka uu dhawaaqo garaac 0.
Polish	Po pomoc, zatelefonuj pod numer 137 206 i po usłyszeniu sygnału, naciśnij 0.
Khmer	ចំពោះជំនួយ, ចូរទូរស័ព្ទលេខ 137 206 ហើយនៅពេលឮសម្លេង, ចូរចុចលេខ 0.
Macedonian	За помош, телефонирајте на 137 206 и кога ќе добиете сигнал, притиснете 0.
Indonesian	Jika perlu bantuan, telepon 137 206 pada bunyi nada, tekan tombol nol.

## EVERYONE COUNTS

AUGUST 7 is census day.

We need your help to make it a success.

## WHY HAVE A CENSUS?

To help make a better Australia.

The census provides vital planning information for both the government and private sectors, and for a wide variety of community groups. Grants to state and local governments are based on populations calculated from census results. The census provides a snapshot of the nation.

## IS COMPLETING A CENSUS FORM COMPULSORY?

The census is authorised by the *Census and Statistics Act*.

At this time you are being asked to answer the questions on the census form. If you do not answer the questions the Australian Statistician has the power to direct you in writing to provide the information and, if he does this, you are legally obliged to do so. The *Census and Statistics Act* provides for penalties of up to \$100 a day for failure to complete and return a form when directed to do so.



## PRIVACY

A Collector will come back to collect the completed form. If you are worried about the Collector seeing it, just ask for a Privacy Envelope. Put your completed form inside the envelope and seal it. Your Collector will not open the envelope but will pass it on to his or her supervisor.

If someone in your household wants a separate census form, just ask the Collector, or phone the Census Inquiry Service on 137 219, for an extra Personal Form and a Privacy Envelope.

Your personal information remains confidential to the Australian Bureau of Statistics and no information will be released in a way that would enable an individual or household to be identified. The one exception is if you agree at Question 50 to allow your personal information to be provided to the National Archives of Australia to be released after 99 years (see page 15 for further information).

By law, organisations like the Tax Office, Centrelink and direct marketing companies cannot have access to personal information from the census.

## COLLECTION OF YOUR FORM

A Collector will return to pick up your form between 8 and 27 August. Don't be concerned if the Collector doesn't return on the day after the census. The Collector has a lot of homes to visit and may not get to your home until later in the collection period.

If the Collector calls when you are not at home, a card will be left giving an estimate of when they will return.

If your form has not been collected by 27 August, please phone the Census Inquiry Service on 137 219.

## HOW TO COMPLETE YOUR CENSUS FORM

Please use a **black** or **blue** pen only.

Many answers on the census form can be given by simply marking a box like this:



Please **do not tick** the boxes. Your form will be computer read and ticks are more difficult for the computer to detect.

Other answers need to be written in **BLOCK** letters in boxes like this:

A U S T R A L I A

Where required, write a letter or number within the boxes provided, and leave a blank box after each whole number or word like this.

W I L L I A M    S  
T R E E T            



## WHY IS THE FORM DESIGNED THIS WAY?

So that the form can be read by computer, which means results can be obtained at a lower cost.

## HOW TO CORRECT MISTAKES

If you make a mistake, draw a line through the box like this:



or this,



and mark the correct box, or rewrite the answer.

## NEED HELP

If you have difficulty filling out the census form or you need extra census forms for more than six people in your household or for visitors, simply ask your Collector for help or phone the Census Inquiry Service. The number is on page 2 of the Guide.

## YOUR NAME & ADDRESS

### questions



#### WHY ARE THEY ASKED?

We need names:

- so that Collectors can talk to you and address you correctly; and
- to help us work out the different families in each household.

Addresses are used to tell us how many people live in particular areas.

Both names and addresses are needed for a small survey which will be run soon after the census to check whether we missed anyone.

The Australian Bureau of Statistics does not keep people's names and addresses once statistical processing is completed. For those who agree at Question 50, name-identified census information will be provided to the National Archives of Australia for release after 99 years (see page 15 for further information).

#### HOW TO ANSWER

**Q2** Anyone who usually lives with this family, but is away on census night, should be included in Q44 only.

If a baby in the household has not yet been given a name, write 'BABY' instead of first name.

Shift workers who did not spend the night of 7 August at home, but returned on Wednesday 8 August should be included on the form.

**Q7** Where you usually live is that address where you live or intend to live for a total of six months or more in 2001.

## AGE AND SEX

### questions



#### WHY ARE THEY ASKED?

Almost all decisions made by governments, businesses and local community groups depend on knowing how many men, women and children of different age groups are located in each part of Australia. This helps in working out the need for services such as schools, retirement homes and health services.

#### HOW TO ANSWER

Examples of how to answer Q3 and Q4 are shown on the form.

**Q4** If the person's age is 100 years or older, mark the 100 years or more box.

State your age in completed years as at 7 August 2001.

#### Examples

- If you were 30 years and 11 months on 7 August 2001, write '30'.
- If you turned 57 years old on 7 August 2001, write '57'.

#### HOW THE CENSUS IS USED

##### Breast cancer screening clinic

A public health unit needed some way of planning the best locations for its breast screening clinics. Census results were used to map areas with large numbers of women aged between 50 and 69, the most 'at risk' group. This information was used in conjunction with local features such as roads, shopping centres and public transport routes to determine the most suitable site.

#### Did you know?

*Approximately one third of the population in Australia were less than 25 years of age in the last census.*

*For more information about your area, see [www.abs.gov.au](http://www.abs.gov.au)*

## THE FAMILY

### questions

5 6

#### WHY ARE THEY ASKED?

The answers to these questions provide a national picture of the composition of Australian families. This is vital to the planning of support services and housing. The census information will show, for example:

- if more or fewer people are living together as married couples;
- changes in the number of single person households.

#### HOW TO ANSWER

**Q5** Mark one box for each person. If more than one response applies to you, mark the box that shows the relationship that most closely applies.

'Unrelated flatmate/co-tenant' should be marked only if no other relationship exists. For example, if you are sharing a flat with your de facto partner, mark 'De facto partner of Person 1' rather than the flatmate category.

**Q6** The question is about a person's registered marital status. People in a de facto relationship who have never been legally married should mark the 'Never married' box.

Mark only one box: the one referring to your current situation.

#### Examples

- If you are divorced and are re-married then mark 'Married'.
- If you are divorced and not re-married then mark 'Divorced'.

## PEOPLE ON THE MOVE

### questions

8 9

#### WHY ARE THEY ASKED?

People in Australia often change their address. Nearly 50 per cent of Australians change their address between censuses.

To plan for the future, it is important to know where people are making new homes and where they have come from.

#### HOW TO ANSWER

**Q8 & Q9** If you cannot remember your exact previous address, give as much of the address as possible.

If your usual address was overseas, mark 'Other country'.

If you had no usual address one or five years ago then write the address at which you were staying at the time.



## YOUR HERITAGE

### questions



#### WHY ARE THEY ASKED?

Australia is a diverse society with people from many different cultures. Knowing how many citizens there are in particular areas throughout Australia enables planning for voting arrangements in elections, and for citizenship awareness campaigns.

The census provides the only opportunity to produce comprehensive social and demographic information on the Aboriginal and Torres Strait Islander population.

Over the last two centuries people have come from all parts of the world to live in Australia. An understanding of the origins of the people who call Australia home is essential in developing policies and services which reflect the needs of our society.

An ancestry question has been included on the form to further the understanding of the origin of Australians.

#### HOW TO ANSWER

**Q12** Any person born in Australia should leave this question blank and go to Q13.

**Q13 & Q14** If you were adopted, answer for your natural parents, if known. If not known, leave this question blank.

#### Did you know?

*The last census showed that 22 per cent of people were not born in Australia.*

*For more information about your area, see [www.abs.gov.au](http://www.abs.gov.au)*

**Q17** 'Torres Strait Islander' origin refers to people who came from the Torres Strait Islands located between the Australian mainland and Papua New Guinea.

**Q18** When answering this question consider and mark the ancestries with which you most closely identify.

Count your ancestry back as far as three generations, if known. For example, consider your parents, grandparents and great grandparents.

If you are a descendant of South Sea Islanders brought to Australia as indentured labour around the turn of the twentieth century, please answer 'AUSTRALIAN SOUTH SEA ISLANDER'.

#### HOW THE CENSUS IS USED

##### Health services to non-English speaking people

A government health authority wanted to target the delivery of health and welfare services to non-English speaking people. Census results were used to calculate the numbers of non-English speaking people in each of the regions under the responsibility of the authority.

With the authority's knowledge of current health services available, an informed judgement was made about whether more services were required.



## LANGUAGE

### questions

15 16

#### WHY ARE THEY ASKED?

Australia's main language is English. However, the last census showed that nearly three million Australians spoke a language other than English at home.

Knowing which other languages are spoken and how well English is spoken, makes it easier to plan for English teaching programs and for translation and interpreter services.

#### HOW TO ANSWER

**Q15** If you speak only English at home, mark 'No, English only', even if you can speak another language.

**AUSLAN** and other sign languages are languages like any other. Write in the name of the sign language if it applies in your home.

For people who cannot speak, write 'NOT ABLE TO SPEAK' for Q15, and leave Q16 blank.

If you live alone, answer Q15 with the language you usually speak to visitors in your home.

For children too young to speak yet, write 'NOT ABLE TO SPEAK' for Q15, and leave Q16 blank.

## RELIGION

### question

19

#### WHY IS IT ASKED?

Church and religious organisations depend on the census for information about how many people of their religion there are in different parts of Australia.

They and others use the information to assess the need for religiously-based schools, hospitals, community services and homes for the elderly.

#### HOW TO ANSWER

**Q19** Answering this question is **OPTIONAL**.

If your religion is an Eastern Catholic religion such as Maronite Catholic, Melkite Catholic or Ukrainian Catholic, mark 'Other-please specify' and write your religion in the boxes provided.

People who have non-theistic religious beliefs or other life philosophies should mark 'Other-please specify' and write it in the boxes provided.

#### HOW THE CENSUS IS USED

##### Education Programs

Census results were used to obtain information about the characteristics of older people in an area. With this information, community groups were able to target 'at risk' populations with education programs where they were most needed. They were also able to look at areas where there were high proportions of elderly people with limited proficiency in English. These groups were able to plan for information to be produced in suitable languages.

#### Did you know?

*In the last census, 16 per cent of the population aged five years and over, spoke a language other than English at home.*

*For more information about your area, see [www.abs.gov.au](http://www.abs.gov.au)*

## PERSONAL COMPUTERS AND INTERNET

### questions

20 21

#### WHY ARE THEY ASKED?

Computers and the Internet are changing the way people live and work. Your answers will be used to identify how widespread the use of computers and the Internet has become in Australia and for planning purposes by both government and private sectors. This will enable better service delivery, especially in regional and rural areas.

#### HOW TO ANSWER

**Q20** Mark 'Yes', if in the last week, you used a personal computer at home. Personal computers include:

- a computer used for private and business purposes;
- a portable computer, e.g. a laptop or notebook computer;
- a personal organiser etc. which can be plugged into a larger computer;
- a computer brought home from work; and
- a dedicated word processor.

If you only used dedicated games machines such as Sega®, Play Station®, Nintendo®, mark the 'No' box.

**Q21** Mark all applicable 'Yes' boxes, if in the last week, you used the Internet anywhere. Internet usage includes:

- use of an Internet connection for private or business purposes;
- use of an Internet connection through a computer or set top box, games machine, mobile phone or other means; and
- use of the Internet from locations such as public libraries, Internet cafes, shops, educational institutions, neighbour's or friend's place.

## PARTICIPATION IN EDUCATION

### questions

22 23

#### WHY ARE THEY ASKED?

Your answers help to build a picture of the education levels in each area of Australia. They also show how different groups participate in education.

#### HOW TO ANSWER

**Q22** Everyone should answer Q22.

For children attending a pre-school, mark 'Yes, full-time student' for Q22 unless the child does not usually attend all available sessions at his/her pre-school.

Do not include children enrolled at childcare centres.

Do not include attendance at hobby or recreational courses in your answers to Q22 and Q23.



#### Did you know?

*Approximately one quarter of the population were studying full or part time at a tertiary or other higher educational institution in the last census.*

For more information about your area, see [www.abs.gov.au](http://www.abs.gov.au)

## QUALIFICATIONS

### questions

25 26 27

28 29 30

#### Did you know?

*The last census showed that 13 per cent of the population aged 15 years and over had a diploma, degree or post-graduate qualification.*

*For more information about your area, see [www.abs.gov.au](http://www.abs.gov.au)*

#### WHY ARE THEY ASKED?

Different jobs need people with different skills, trades or levels of education. Census information is important when planning the location of industries which need a certain type of labour force.

#### HOW TO ANSWER

##### Q25 Year 12 equivalents include:

- 6th form
- matriculation
- Leaving Honours Certificate (SA)
- SSABSA (SA, NT)
- Leaving Certificate (NSW, WA)
- Certificate of Secondary Education (WA)
- General Certificate of Education (GCE) A levels (UK)
- International Baccalaureate
- Higher School Certificate (NSW, Vic, Tas, ACT)
- Senior Certificate (Qld)
- Northern Territory Certificate of Education (NTCE)
- South Australian Certificate of Education (SACE)
- Tasmanian Certificate of Education (TCE)
- Victorian Certificate of Education (VCE)
- Western Australian Certificate of Education (WACE)
- Year 12 Certificate (ACT)

##### Year 11 equivalents include:

- 5th form
- School Leaving Certificate (Vic)
- Technical Leaving Certificate (Vic)
- Leaving Certificate (SA)
- Leaving (Vic, SA)

##### Year 10 equivalents include:

- 4th form
- Intermediate (Vic, SA, NSW)
- School Certificate (NSW, Tas)
- Junior Certificate (Qld, WA)
- Achievement Certificate (WA)
- General Certificate of Education (GCE) O levels (UK)
- General Certificate of Secondary Education (UK)
- Junior Secondary Studies Certificate (NT)
- Certificate of Lower Secondary Studies (WA)
- Year 10 Certificate (ACT, NSW)

**Q26** Only answer for completed qualifications.

If you have completed secondary schooling but have not completed a trade certificate or any other educational qualification then mark the first box.

If you have completed any vocational qualifications as part of your secondary schooling then mark the 'Yes, other qualification' box. This includes any certificates issued under the Australian Qualifications Framework (AQF) that were completed at secondary school.

**Q27** If you have completed a course which led to a recognised certificate or higher level qualification, please give the relevant details.

State the highest qualification obtained. If two qualifications have been obtained, such as a Graduate Diploma of Education and a Bachelor Degree in Economics, then the Graduate Diploma of Education should be reported as the higher qualification.

If you have more than one degree or diploma and they are of equal status, write the one you obtained most recently.

## INCOME

### question

31

#### WHY IS IT ASKED?

Only broad income ranges are asked for, not the exact amount. Information on income provides an indication of living standards in different areas of Australia. This shows government and community groups where social services are most needed.

#### HOW TO ANSWER

**Q31** Count income from all sources. A number of sources of income are listed on the form, but there may be others.

Mark the box appropriate for your total income before tax (that is, your gross income).

If your income varies from week to week, mark the box corresponding to your annual income for the last financial year, if known. Otherwise, give an estimate of your average weekly income.

If you receive income on a fortnightly basis, divide the amount by two in order to calculate your weekly income.

**Family Allowance or Parenting Payment**— If you or your partner receive a Family Allowance or Parenting Payment, please include this amount in the income of the person who receives the payment and nobody else.

Negative income refers to a self-employment, business (including farming) or a rental property situation where expenses are greater than income or profits, and where this loss is greater than any other income, benefits or allowances received.

## JOBS AND WORK

### questions

32 33 34 35

38 39 40 42 43

#### WHY ARE THEY ASKED?

How many people have paid jobs and how many do not, is one of the most important indicators of social and economic conditions. This information also allows the study of how jobs are spread over different age groups, between men and women, and across different levels of education.

Your answers help to produce local area employment pictures showing, for example, the number of people who are employed as nurses and labourers.

These questions are designed to estimate how many people are in the **paid** workforce as well as people who are not in the paid workforce.

The valuable contribution to Australian society made by people who undertake **unpaid** work at home or in the community is measured by the Australian Bureau of Statistics in its household survey program. This includes surveys on time use, volunteer work and carers of the aged and disabled.



continued next page

## JOBS AND WORK (continued)

### Did you know?

*The last census showed that the single largest group in the labour force was professionals, who made up about 18 per cent of the workforce.*

*For more information about your area, see [www.abs.gov.au](http://www.abs.gov.au)*

### HOW TO ANSWER

**Q32** If you received some payment for your work, (including casual, temporary or part-time work) and it was for one hour or more, mark the first or second box as appropriate.

If you were employed in the week before census night, but were not actually paid in this week, mark the first or second box as appropriate.

**People who work at home doing paid work**, such as consultants, should mark the first or second response box in Q32 and continue with Q33 and so on.

Working at home duties should only be included if you were paid for doing housework in other households.

**People on leave**—If you are on leave (that is, holiday, maternity leave, sick leave) and are paid for this leave, then you should mark the second box.

If you have been on leave for less than four weeks and are not being paid for this leave, mark the second box.

If you have been on leave for more than four weeks and are not being paid for this leave, then mark the last box.

If you are on workers' compensation and still have a job to go back to, you should mark the second box. If you are injured and won't be returning to work, mark the last box.

**Casual or freelance workers**—If you have worked in the week before census night, mark the first, third or fourth box, as appropriate.

If you did not work in the four weeks before census night, mark 'No, did not have a job'.

If you did not work in the week before census night, but did paid work in any of the three weeks before that, mark the second box.

**People who work for the dole** on a 'work for the dole scheme' are classified as not in paid work and should mark the last box.

**People who are retired**—For those who are no longer engaged in any type of paid employment, mark the 'No, did not have a job' response box in Q32 and go to Q42.

**People who do unpaid work at home**—For those who work at home on an unpaid basis, mark the 'No, did not have a job' response box in Q32 and go to Q42.

**Q33** Answer only if you marked one of the first three boxes in Q32.

**'A wage or salary earner'**—If you are paid a retainer fee by your employer and work on a commission basis, then mark the first box. If you work solely on a commission basis, do not mark the first box, but mark one of the other boxes as appropriate.

If you work for your own limited liability company or Pty Ltd company (the company is incorporated), you are considered a wage or salary earner.

**'A helper not receiving wages'**—If you worked without receiving any money payment in any form, mark this box.

Even if you receive payment in kind (that is, in some form other than money such as groceries, materials, board and lodgings) mark this box.

**Q34 & Q35** Answer only for the main job held in the week before census night.

State the name of your occupation as fully as possible. For example, if you are a clerk, state whether you are a filing, bank or pay clerk.

For armed services personnel, state your Service, Rank and Occupational Group.

Report the tasks you usually do each day. For example, shop owners may not themselves sell goods, but manage their business and supervise staff.

continued next page

## WHERE YOU WORK AND HOW YOU TRAVEL TO WORK

### questions

36 37 41

#### WHY ARE THEY ASKED?

The employer's address is used to find out what journeys people make to get to work. Employer names and addresses are destroyed once statistical processing is completed, except where the person consents at question 50 for this information to be retained.

This information, when combined with information on how people get to work and on the availability of cars, is used to plan for roads and public transport.

Daytime populations are also estimated from the information. Many services need to be located where people will be during the day, rather than where they live.

#### HOW TO ANSWER

**Q41** For your main job, answer for the journey to work only, not the journey home.

Please mark all methods of travel used by the person to get to work on 7 August.

#### Example:

- If you drove a car to a train station and then took a train to work, both the 'Car-as driver' and 'Train' boxes should be marked.

#### Did you know?

*In the last census, 96 per cent of people used only one method of travel to work.*

*For more information about your area, see [www.abs.gov.au](http://www.abs.gov.au)*

**Q39** Give a description of what the business listed in Q38 does, not what you personally do.

For example, an accountant working for a motor vehicle manufacturer should mark the 'Manufacturing' box in Q38 and write 'CARS, TRUCKS, COMMERCIAL VEHICLES' in Q39.

**Q40** Include the hours worked for all jobs.

Answer only for the week immediately before census night. Include any overtime and also hours spent working at home (for example, teachers may mark school work at home).

Do not include time off work (for example, sick leave).

If the person worked more than 99 hours, please write in '99'.

**Q42** 'Full-time' work means 35 hours or more per week.

### HOW THE CENSUS IS USED

#### Road safety

Road safety is important to everyone. A major traffic authority regularly uses census results to improve safety on our roads. Characteristics of area and population groups involved in traffic accidents are examined, along with peak traffic flows using census journey to work data. The authority is then able to better identify the demographic characteristics of high risk road accident groups and formulate appropriate safety campaigns.

## PERSONS TEMPORARILY ABSENT

### question

44

#### WHY IS IT ASKED?

This question asks about people who were away on census night so that the correct family and household structure can be known. The structure of families and households (for example the number of older persons living alone) is important information for many planning purposes.

#### HOW TO ANSWER

**Q44** If all members of the household were present and included in the main body of the census form, mark the 'No' response box and go to Q45.

Include all people who live with this household, but who are away for any reason.

Examples of short term absences are:

- being in hospital;
- staying with relatives or friends,
- being away on short term work assignments interstate or overseas, or
- being away on holidays interstate or overseas.

For all those who are absent, answer all questions.

Absent household members (including shift workers, nurses, truck drivers, guards) who return the day after census night and were not included on another census form, should be included in the main part of the form and not in Q44.



## HOUSES, HOMES AND DWELLINGS

### questions

45 46 47 48 49

#### WHY ARE THEY ASKED?

The kind of place we call home is very closely related to our standard of living.

We ask about the number of bedrooms because it provides an indication of the size of homes and the extent of overcrowding in some parts of the community. This information is used by government and the building industry to help plan housing developments.

The answers to these questions provide a picture of the standard of Australian housing and what it costs.

#### HOW TO ANSWER

**Q45** Please provide an answer in both the 'Motor vehicles' and 'Motorbikes and motor scooters' boxes.

**Q46** Include any room that was defined as a bedroom even if it is not used as such, for example, study, office or computer room.

Include any bedrooms which have been created as a result of alterations and additions (such as built-in verandas, extensions, cabins) which occupants of a dwelling use as a bedroom.

'Fully-owned' means that no money is owed on this dwelling.

'Being purchased' refers to households currently making repayments on any type of mortgage or loan secured against the dwelling.

'Being purchased under a rent/buy scheme' refers to households who are both purchasing some equity in the dwelling, and paying rent for the remainder.

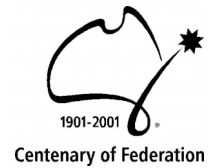
'Being occupied rent-free' refers to situations where the members of the household do not pay any rent, or where

continued next page

## CONSENT TO KEEP INFORMATION FOR 99 YEARS

### question

50



#### WHY IS IT ASKED?

The 2001 Census coincides with the Centenary of Federation year. To commemorate the Centenary, Australians are asked to agree to their name-identified census information being kept secret for 99 years and then released in 2100 for research purposes. The 'Time Capsule Project' is an official project of the Centenary of Federation.

If you answer 'Yes agrees' in Q50, your actual paper census form will not be stored, but your name-identified census information will be preserved on microfilm. This will be held securely by the National Archives of Australia until 2100.

If you mark your form 'No, does not agree' or leave this question blank, then all forms and computer records containing your name and address will be destroyed once statistical processing is completed.

People who may be interested in accessing this kind of information in the distant future include genealogists who study family trees, historians, academics, social analysts, journalists, and fiction and non-fiction writers.

If you choose to be involved, you will make a valuable contribution to preserving Australia's history for future generations.

#### HOW TO ANSWER

**Q50** Answering this question is **OPTIONAL**.

When you are completing the form you should check with each person in the household to obtain his/her views before answering the question.

If a person's view is not known, leave Q50 blank for that person.

For children, only answer Q50 if agreement is given by their parent or legal guardian.

If not known, leave Q50 blank for that person.

For people legally unable to make a choice, legal guardians can answer on their behalf. If not known, leave Q50 blank.

rent is paid for the dwelling by someone else outside the household.

'Being occupied under a life tenure scheme' refers to households or individuals who have a 'life tenure' contract to live in the dwelling but usually do not have any equity in the dwelling. This is a common arrangement in retirement villages.

**Q48** Do not answer if you fully own your dwelling.

**Q49** Mark the box which best describes the nature of the landlord.

'Community or co-operative housing group' refers to housing which is owned or administered by community or co-operative groups, for example, Aboriginal community housing groups or church-owned housing.

#### Did you know?

*The first population counts of Australia were known as "musters" and were made as early as 1788. Musters involved members of the community gathering at specified locations to be counted. These were important as a means of matching food and other supplies to the number of people needing them.*

*For more information about your area, see [www.abs.gov.au](http://www.abs.gov.au)*



## FINISHED

## FURTHER INFORMATION

### question

51

#### WHY IS IT ASKED?

The census form is an official document. By signing the form you are saying that the information is complete and accurate to the best of your knowledge.

High quality data are essential if the census is going to be of maximum benefit to the community.

No records of signatures are kept once processing is completed.

#### HOW TO ANSWER

**Q51** Please check that the answers to question 50 accurately reflect the view, where known, of each person in the household.

Please check that you have not missed any pages or questions.

#### RELEASE OF CENSUS STATISTICS

Census data are extremely useful to many public and commercial organisations. Following the 1996 Census the ABS released over 250 000 tables of statistics, and received over 100 000 requests for census data from organisations or individuals.

For the 2001 Census, the ABS will use the most advanced data processing methods currently available. Results will be released 11 months after census day. 2001 Census data will be available in public and tertiary education libraries and on the ABS website at: [www.abs.gov.au](http://www.abs.gov.au).

Information about previous censuses and other ABS statistical information is available at: [www.abs.gov.au](http://www.abs.gov.au).

**Thank you for completing the census form.**

**For more information about the census visit:**

**[www.abs.gov.au/census](http://www.abs.gov.au/census)**

## APPENDIX 3

## CONTENT OF CENSUSES FROM 1911 TO 2001

Asterisks are used to indicate the year in which particular topics were included in the census. The numbers in brackets refer to explanatory notes on pages 61, 62 and 63.

TOPICS	1911	1921	1933	1947	1954	1961	1966	1971	1976	1981	1986	1991	1996	2001
Name	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Age	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sex	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Marital status	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Relationship (family structure)	*	*	*	*	*	*	*	*	*(1)	*(2)	*(3)	*	*	*
Duration of existing marriage	*	*	*	*	*	*	*	*	*	*	*(4)			
Duration of widowhood								*						
Married more than once										*	*			
Issue														
—existing marriage	*	*		*	*	*	*	*	*					
—previous marriage	*	*												
—all marriages								*	*					
—‘ever had’										*	*		*	
Number of dependent children		*	*	*										
Orphanhood		*												
Birthplace	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Birthplace of parents		*						*	*	*	*	*	*	*
Year of Arrival (period of residence in Australia)	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Citizenship	*	*	*	*	*	*	*	*	*(5)	*(5)	*(6)	*	*	*
Aboriginal/Torres Strait Islander origin (Race)	*	*	*	*	*	*	*(7)	*(8)	*(8)	*	*	*	*	*
Ethnic origin											*(9)			*
Number of usual residents		*												
Usual residence at census time						*(10)		*	*	*	*	*	*	*
Internal migration usual residence														
—1 year ago									*	*	*	*(11)	*	*
—5 years ago								*	*	*	*	*	*	*
Number of overseas residents or visitors								*	*					
Blindness, deaf-mutism	*	*	*											
Handicaps									*					
Language use		*(12)	*(13)						*(14)	*(15)	*(16)	*	*	*

TOPICS	1911	1921	1933	1947	1954	1961	1966	1971	1976	1981	1986	1991	1996	2001
Religion	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Personal Computers and Internet														*(17)
Education														
—highest level attained	*(18)						*	*						*
—current schooling	*	*	*	*	*	*	*	*	*(19)	*	*	*	*	*
—age left school									*	*	*	*	*	
Educational qualifications							*	*(20)	*	*	*	*	*	*
Holidays									*					
Child care									*					
War service			*											
Income			*						*	*	*	*	*	*
Life assurance									*					
Labour force (occupational status)	*	*	*	*	*	*	*	*	*	*(21)	*	*	*	*
—unemployment duration	*	*	*	*	*	*								
—unemployment cause		*	*	*	*	*								
Occupation	*	*	*	*	*	*	*	*	*	*	*(22)	*	*	*
Industry(23)	*(24)	*(24)	*	*	*	*	*	*	*	*	*	*	*	*
Hours worked							*	*(25)	*(25)	*(26)	*(26)	*(26)	*(25)	*(25)
Journey to work								*(27)	*	*	*	*	*	*
Mode of travel to work									*	*	*	*	*	*
Motor bike licences									*					
Motor vehicle licences									*					
Type of benefits received									*					
Retirement benefits scheme									*					
Household address on census night	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No. of bedrooms									*	*	*	*	*	*
No. of rooms	*	*	*	*	*	*	*	*	*	*	*(28)			
Tenure (nature of occupancy)	*	*	*	*	*	*	*	*(29)	*(30)	*(30)	*(30)	*(30)	*(29)	*
Type of landlord					*(31)	*(31)	*(32)	*(33)	*	*	*	*	*(34)	*
Rent	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Loan repayment									*(35)	*(36)	*(37)	*(36)	*(38)	*(38)
No. of vehicles							*	*	*	*	*	*	*	*
Private dwelling classification (Type of dwelling structure)	*	*	*	*	*	*	*	*	*(39)	*	*	*	*	*
Non-private dwelling (classification)	*	*	*	*	*	*	*	*	*	*	*	*	*	*

TOPICS	1911	1921	1933	1947	1954	1961	1966	1971	1976	1981	1986	1991	1996	2001
Other dwelling (classification)													*(40)	*(41)
Material of walls	*	*	*	*	*	*	*	*	*	*(42)				
Material of roof		*		*										
Date of building				*	*	*	*	*	*					
Facilities														
—gas				*	*	*	*	*	*(43)					
—electricity				*	*	*	*	*	*(43)					
—water supply				*					*					
—toilet				*										
—bathroom				*	*	*	*	*						
—kitchen					*	*	*	*						
—television						*	*	*						
—cooking				*										
Sleeping out			*	*										
Farm dwelling					*	*	*	*	*					
Method of sewage disposal								*	*					
No. of extra homes owned or being purchased								*						
Reason dwelling unoccupied								*(44)	*	*	*			

- (1) Prior to and including 1976, the term *relationship to head* was used.
- (2) The term *head* was considered inappropriate and *relationship to Person 1* was asked.
- (3) Since 1986 *relationship to Person 1/Person 2* has been asked.
- (4) Year of *first* marriage was used.
- (5) Prior to 1976, *nationality* rather than *citizenship* was asked.
- (6) Since 1986 the person has been asked whether or not they were an Australian citizen.
- (7) In all censuses prior to 1971, respondents were required to state their race and, where race was mixed, to specify the proportion of each.
- (8) In the 1971 and 1976 Censuses, a question with response categories of European, Aboriginal, Torres Strait Islander and Other was included.
- (9) A question on each person's ancestry was asked for the first time in 1986.
- (10) The 1961 Census asked for *state of usual residence*.
- (11) State level only.
- (12) Question asked whether the person could read and write.

- (13) Question asked whether the person could read and write a foreign language if unable to read and write English.
- (14) The 1976 Census asked for *all languages regularly used*.
- (15) In 1981 ability to speak English was asked.
- (16) Since 1986 two separate questions have been asked—language used and ability to speak English.
- (17) Questions on usage of personal computers and the Internet will be asked for the first time in 2001.
- (18) Included a question where respondents reported their highest level of educational achievement.
- (19) Since 1976, a question on *attendance at school or other educational institution* has been asked.
- (20) Since 1971, people aged 15 or more have been asked whether they had obtained a qualification. If so, information on the name of highest qualification obtained, field of study, the name of institution and the year obtained was collected.
- (21) In the Censuses since 1981, respondents have been required to answer a series of questions from which labour force status was coded.
- (22) An additional question—*main tasks or duties performed in the occupation* has been asked since 1986.
- (23) Place of work was first collected in 1954.
- (24) *Employer's occupation* was asked in 1911 and 1921.
- (25) 1971, 1976, 1996 and 2001 Censuses focused on hours worked in *all* jobs held in the week prior to the census.
- (26) The 1981, 1986 and 1991 Censuses asked for hours worked in the main job in the week prior to the census.
- (27) Journey to work topic has been derived from coding of address of usual residence and address of workplace to obtain origins and destinations of travel to work.
- (28) Data was collected but not processed.
- (29) From 1911 to 1971, and since 1996, a direct question on nature of occupancy was asked.
- (30) From 1976 to 1991, nature of occupancy data was derived from mortgage and rent questions.
- (31) If paying rent to a Government Authority in 1954 or a State Housing Authority in 1961, respondents were instructed to write 'Tenant (G)'.
- (32) Tenants in 1966 had the option of marking the relevant State Housing Authority or 'other landlord'.
- (33) In 1971, response categories comprised State Housing Authority, employer or other landlord.
- (34) The number of landlord response categories rose from three (from 1971 until 1991) to seven in 1996.

- (35) In 1976 the monthly payment made on first and second mortgages was asked.
- (36) Average monthly payment for total mortgages was asked.
- (37) Monthly payment made on the loans for the dwelling was asked.
- (38) Those with mortgage repayments had the option of writing the weekly, fortnightly or monthly amount paid.
- (39) This question has been completed by the Census Collector since 1976.
- (40) In 1996 a new classification was developed for Other Dwellings. It included caravans in caravan parks, boats in marinas, manufactured home estates and self-care units in accommodation for the retired or aged, all of which were enumerated using household forms. However in 1986 and 1991, caravans in caravan parks and boats in marinas were included in the Non-Private Dwelling classification.
- (41) An additional category—*apartment complexes (with mixed occupancy)* was included in Other Dwellings.
- (42) The question was answered by the Census Collector in 1981.
- (43) In 1976, type of fuel or power used for household purposes was asked.
- (44) Completed by the Census Collector in the Censuses from 1971 to 1986.

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